Opening the Language Classroom: Public-facing courses and podcasts for diversity, equity, and inclusion

- NEALLT 2023
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Classics and Hate

• Latin and the classical world have been co-opted by hate groups.
  
  Podcasts
  Discussion boards
  YouTube/TikTok, etc.

“Proud Boys” members, Washington DC, Dec. 2020
Ideologies in the classroom

- Ideologies are infused in teaching, including racial ideologies in the language classroom
  - Modern interpretations of Romans as “White”, “European”
  - Roman ethno-imperialist ideologies of biologically-endowed superiority over “inferior” peoples
  - Uncritical praise of Roman social structures

- The Classics community is split on this issue
  - Is it our job to combat these ideologies?
  - Can we impose modern lenses on the ancient world?
Ideologies in your classroom

- What unspoken, unaddressed assumptions and ideologies are infused in the pedagogical materials and public-facing resources for your language/culture?
- How would you (or do you) address those issues in your classroom?
Open Courses: why and how?
Why open courses?

• Provide open access to knowledge
  - Connect people with resources related to a centralized course theme
  - Combat misinformation in other public-facing media

• Reach a broader audience
  - Nontraditional format
  - Students can optionally participate
  - Cater to multiple different audiences at the same time
The Senate and the Roman Peoples: On Diversity in the Ancient Mediterranean

• 5-week mini course
• Open, online, self-paced
• Discussion-focused
• Publicly-available materials preferred
• Three target audiences:
  Laypeople with no pre-existing knowledge
  Students of the classics
  Teachers of the classics
Planning

- Start with your desired learning outcomes
- Plan out your “learning steps” in a spreadsheet or table
- Link your materials in your planning document
- Estimate the amount of time for learners to complete each task
- Don’t build in any publication venue yet
# Planning

<table>
<thead>
<tr>
<th>Gender roles</th>
<th></th>
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<tbody>
<tr>
<td>4</td>
<td>Gender as a social construct, misogyny, toxic masculinity</td>
<td>page</td>
<td>25 min</td>
</tr>
<tr>
<td>5</td>
<td>Growing up roman</td>
<td>subjec</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ordinary men</td>
<td>knapp ch 1</td>
<td>90 min</td>
</tr>
<tr>
<td>7</td>
<td>Ordinary women</td>
<td>knapp ch 2</td>
<td>80 min</td>
</tr>
<tr>
<td>8</td>
<td>Prostitution in Rome</td>
<td>Knapp ch 7</td>
<td>60 min</td>
</tr>
<tr>
<td>9</td>
<td>Woman as sexual objects for conquest</td>
<td>Ovid Ars Amatoria selections</td>
<td>80 min</td>
</tr>
<tr>
<td></td>
<td>Appropriation of Ovid by modern pick-up-artists</td>
<td>article (Zuckerberg ch3)</td>
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</table>

<table>
<thead>
<tr>
<th>Heteronormativity</th>
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<tbody>
<tr>
<td>10</td>
<td>Heteronormativity &amp; gay erasure in the classics</td>
<td>brief page, article, article</td>
<td>40 min</td>
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<tr>
<td>11</td>
<td>Catullus’ love poems to women (5, 7, 32)</td>
<td>literature</td>
<td></td>
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<tr>
<td>12</td>
<td>Catullus’ love poems to men (48, 50, 15)</td>
<td>literature</td>
<td></td>
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<tr>
<td>13</td>
<td>Catullus 18: against toxic masculinity + article</td>
<td>literature + article</td>
<td>x + 10 min</td>
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<tr>
<td>14</td>
<td>Podcast with Miriam Kamit: gay erasure in Classics</td>
<td>podcast</td>
<td>30 min</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary activities</th>
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<tbody>
<tr>
<td>15</td>
<td>Pop culture depictions, family structures</td>
<td>discussion</td>
<td>30 min</td>
</tr>
<tr>
<td>16</td>
<td>Reflection</td>
<td>written refication</td>
<td>30 min</td>
</tr>
<tr>
<td>17</td>
<td>Diversity in teaching</td>
<td>lesson plan</td>
<td>60 min</td>
</tr>
</tbody>
</table>
Open courseware: publication avenues

• Massive Open Online Courses (e.g., Coursera, FutureLearn)
• Canvas Commons
• Personal websites
• Open Learning Initiative / your campus equivalent
Creating a podcast for your course
Making a podcast

• A subject-matter expert
• A loose script:
  Questions that you know the other person can answer
  What answers you’re expecting to hear
• A microphone
• **Audacity** audio-editing program (or a more expensive one)
Podcasts – Publication venues

- Personal website (e.g. WordPress—anything with RSS, really)
- LibSyn.com
- Apple/Spotify/corporate podcasts
Public engagement

• How can/do you engage with the wider public about common misconceptions affecting your field?
• Who else is addressing these problems in your field?
Thank you!

- **The Senate and the Roman Peoples: On Diversity in the Ancient Mediterranean**
  https://learning.cmu.edu/enroll/KRDEKX

- **Ancient Problems, Modern Solutions** podcast
  https://sites.libsyn.com/417605

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