

CLAS 301.01/WGST 351.01: Women and Gender in Antiquity

MWF 12:30-1:20pm; Knapp 202

Instructor: Prof. Rebecca Kennedy
Email: kennedyr@denison.edu

Office: Fellows 414
Office Hours: MF 1:30-3pm; W 3-4pm

Texts:

1. James, S. and Dillon, S. *A Companion to Women in the Ancient World* (CONSORT e-book)
2. Hubbard, T. *A Companion to Greek and Roman Sexualities* (CONSORT e-book)
3. Select articles from JStor or other online sources (anything of this sort will be linked on Blackboard, or on reserve at the library, or easily accessible through Consort as an e-book)
4. All ancient sources and additional readings will be provided via Blackboard.



Students must know how to access ArtSTOR through the library. There will be images posted for many classes. Password “identities”.

COURSE DESCRIPTION: How did women live in the ancient Greek and Roman world? How does it compare to women today? To women in the ancient Near East and Egypt? In the ancient Mediterranean, people encountered cultural and ethnic differences daily and gender and sexuality played a key role in constructing and maintaining identity. What were the social and political consequences of gender for the lives of ancient women? How can their lives be reconstructed and understood? We will explore how power and status worked in the family, in religious and political institutions, and in labor practices, while considering the intersections between gender, class, ethnicity, and sexuality. Topics include violence, legal rights and restrictions, zones of female authority, social status and sexuality, the cult of motherhood and fertility, mythical paradigms for women’s behavior, and women in ancient medical practice and theory.

This course may fulfill either the ‘U’ Humanities or the ‘I’ Interdivisional General Education requirement, but not both. This course fulfills the ‘P’ General Education Requirement.

This course is designed for students with no background in classical history or literature. This course may only be used to fulfill the requirements for the CLAS, GREK, or LATN major or minor with permission of the department Chair.

This course will discuss difficult topics such as rape and other types of violence. There is an expectation that students will be present and engaged in class conversations and that all students will practice care in their interactions with each other in class.

COURSE OBJECTIVES: This course may be used to fulfill the ‘P’ Power and Justice General Education requirement. In keeping with the principles of the requirement, the course focuses on the following objectives:

1. To introduce students to the practices and gender and sexuality in antiquity; to understand women’s experiences from a historical perspective; to understand sex, sexuality, and gender from a transcultural perspective.
2. To gain a richer understanding of ancient society and culture; to engage in discussions of identity formation processes in a comparative manner.
3. To learn the methods used in reading, analyzing and discussing ancient primary texts and artifacts and integrate this with analysis and discussion of secondary scholarship and contemporary theory.
4. CORE STUDENT LEARNING GOALS: GE competency; autonomous thinking; personal transformation; active engagement.
5. CORE STUDENT LEARNING OUTCOMES: Identity awareness; oral communication; written communication; analytical thinking; critical thinking; creative thinking; ethical thinking; issues of power and justice; differences among persons; global perspective.

GRADING and ASSIGNMENTS

These course objectives will be achieved and assessed through the following activities:

CLASS ACTIVITIES (3)	300 (100 EACH)
SHORT PAPER (1)	100
REVISION/EXPANSION (1)	150
FINAL PAPER	200
MUSEUM TRIP/ANALYSIS	100

CLASS ACTIVITIES: Students will give four “tasks” over the course of the term. They will be of the following types:

- DAILY QUESTIONS (1): Students will be asked to submit for each daily reading a list of questions or difficulties they have about the readings. The Greeks and Romans are not us. Much of what they write will seem alien, alienating, difficult, or confusing to us. On the other hand, because of certain patterns that have persisted historically, some of what we read will be all too familiar--and not in a comfortable way. **Students will write up the questions, reflections, comments, or difficulties they had with the reading and hand them in at the beginning of class each day.** They should also bring these issues up during discussion. The grade for this daily task will be based on the total number of question sets submitted over the term and the quality of engagement with the reading that the questions/difficulties suggest. Submitting one haphazard question or difficulty each class that does not demonstrate any reflection or attempt to engage the reading will result in a failing grade for this assignment. **I do not expect students to be engaged every day at the same level, but I expect your submissions to present an overall**

picture of interest and analytical and reflective engagement with the course material.

Student questions should not be forgotten—you should look for patterns in your questions. These patterns are the core of a good idea that could lead to a good paper.

- 'EVERYDAY CLASSICS' PRESENTATIONS (2): Each student must complete two presentations for the course that engages with the way the topics and material we are reading in course impact the way you experience your own world. **For the first**, students must consider how what we have read has affected the way you experience daily interactions with your peers on campus? Where in your daily life can you use what we are learning to change or inform how you live? **For the second**, we want to consider the broader culture we live in. What have you seen in news reports, current events, or popular culture that show evidence of ancient attitudes still at work today. Students will present the material to the class in small groups (2-3) showing the connections between the ancient ideas and the contemporary manifestation. Presentation guidelines and rubrics are provided in the 'Course Documents' folder in Blackboard.

CLASS FIELD TRIP: As part of this class, we will be going to the Cleveland Museum of Art to examine ancient artifacts representing or relating to women, gender and sexuality. Vase painting and tombstones are some of the most important evidence we have from antiquity on the social status and lives of women and on the way the ancients viewed sexualities. We are fortunate to live within driving distance of one of the premier collections of Greco-Roman antiquities in the United States. Students are required to go and will be asked to write a short summary of one artifact they felt drawn to, analyze it both as an art object and as a narrative, and explain why they were drawn to it. Photographs are permitted at the museum and students will be expected to take photographs of their artifact to aid in their analysis. The trip is scheduled for TUESDAY March 24 and the university will cover the cost. You need only pack a lunch/snack.

This trip is required. You will be provided with a letter explaining your absence to show your other professors, coaches, or employers on campus.

PAPERS: There will 1 short and one final paper for this class that will be based on close reading/interpretation of passages/images from the ancient authors. The first short paper will be followed by a revision that also integrates interpretation of one of the contemporary approaches to gender and sexuality assigned for the course. These papers/revisions will serve as the basis for the final paper, which will combine the analysis and interpretation of the ancient material with critical self-reflection on how understanding the dynamics represented in our ancient materials can inform our own experiences and engagement with the modern world. Guidelines and rubrics for each of these types of writing are in the 'Course Documents' folder on Blackboard.

HOUSEKEEPING

ATTENDANCE: Obviously, attendance is crucial though not graded per se. The following penalties for poor attendance, however, are in place:

- A missed presentation cannot be made up for an unexcused absence (see below).
- I will deduct a ½ letter grade from the overall grade for every 6 classes missed. This class only meets 2 days per week; 6 absences is around 20% of the class and is excessive.
- Students who miss the class field trip will receive a zero for the assignment. Emergency situations will be considered on a case by case basis.

Be respectful and attend class. Chronically poor attendance shows a lack of respect for the learning process, the professor, and one's classmates.

TEACHING EVALUATIONS: At the end of the semester, you will be asked to evaluate this course and the instructor. These evaluations are an important tool for helping Denison faculty achieve and maintain excellence in the classroom; it will also help you reflect on your learning, participation, and effort in the course. A key purpose of course evaluations, then, is to constantly improve the level of teaching and learning at Denison by instructors and students. Your ratings and comments will also be included as one element of an instructor's overall teaching portfolio. Together with peer observations and other means of assessing teaching effectiveness, this portfolio will be considered by the instructor's colleagues and college administrators in making recommendations for contract renewal, tenure, promotion, and salary decisions. Be thoughtful and consider signing your name to the evaluation to show that you know you are responsible for your statements.

MAKE-UP POLICY AND EXCUSED ABSENCES: No make-ups for exams or presentations are allowed except in the case of an excused absence. An excused absence arises from circumstances where a student has received pre-approval (at least 48 hours notice) for an absence for a university event or other unavoidable conflict. In the case of an emergency, a make-up will be considered if the student provides appropriate documentation. I should be informed of any emergency AS SOON AS POSSIBLE. Approval for any and all make-ups or excused absences is at the discretion of the professor. In the case of an excused absence, students will still be responsible for any missed presentations or due assignments, but will be accommodated for the duration of the absence.

STUDENT SUPPORT: Any student who thinks that he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Support & Enrichment Center in 102 Doane to verify the need for reasonable accommodations based on documentation on file in that office. If you have not yet filed your documentation with Academic Support, please do so immediately. **NO ACCOMODATION WILL BE MADE UNTIL YOU PROVIDE DOCUMENTATION.**

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY: Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires

that instructors notify the Associate Provost of cases of academic dishonesty, and it requires that cases be heard by the Academic Integrity Board. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly.

See <http://www.denison.edu/about/integrity.html> for further information.

SCHEDULE OF READINGS

A Companion to Women in the Ancient World = CWA
A Companion to Greek and Roman Sexualities = CGRS

Week 1: Theorizing Ancient Women

- M Jan 19 Overview of course; expectations and assumptions
Discussion of Reading: Carolyn Heilbrun "Writing a Woman's Life"
- W Jan 21 Discussion of Reading: Simone de Beauvoir "Dreams, Fears, Idols"
from *The Second Sex* (selection)
- F Jan 23 Discussion of Reading: Joan Kelly-Gadol, selection from *The Social Relation of the Sexes: Methodological Implications of Women's History* (1976) AND Barbara MacManus "The Gendering of 'The Classics'" (1997)

Week 2: Mythical Women—"A Race Apart"

- M Jan 26 NO CLASS-MLK DAY ACTIVITIES
- W Jan 28 Goddesses and the 'Birth' of Woman
Readings: Hesiod *Theogony & Works and Days*; Sappho *Hymn to Aphrodite*; Homer *Iliad* 14.153-351; Alkman *Hymn to Artemis (Partheneion)*; *Homeric Hymns* (fragments)
- F Jan 30 Mythical Paradigms (Divine)
Readings: *Homeric Hymn to Demeter*

Week 3: Mythical Women

- M Feb 2 Mythical Paradigms (Human, Greek)
Readings: selections from Homer's *Iliad* and *Odyssey*; Franco "Women in Homer" in CWA; selections on Io, Europa, Semele, Coronis, Daphne
- W Feb 4 Mythical Paradigms (Human, Roman)
Reading: selections from Livy, Pliny, and Plutarch
- F Feb 6 Negative Paradigms and other stereotypes
Readings: Semonides 7, selections on Clytemnestra, the Amazons, Pasiphae, Tullia Minor, Tarpeia, Theopompus on Etruscan Women

Week 4 (Feb 9-13): The Archaeology of Women and Gendered Spaces

- M Feb 9 Gendered Landscapes
1. Ashmore "Gender and Landscapes"
2. Athenian Autochthony (Euripides and Plato)
- W Feb 11 Gendered Archaeology
1. Sorenson "Gender, Things, and Material Objects"
2. Nevett "Towards a Female Topography of the Ancient Greek City"

- F Feb 13 Gendering the House
1. Llewellyn-Jones "House and Veil"
 2. Hendon "The Engendered Household"
 3. Trumper "Gender and Space, 'Public' and 'Private'"

Week 5 (Feb 16-20): Women and Religion

- M. Feb. 16: Women and Greek Religion
1. Aristophanes *Thesmophorizusae*
 2. Selections, Euripides *Iphigeneia Among the Taurians* and on Callisto
 3. Stehle "Women and Greek Religion"
 4. Relevant texts already read: Iliad Bk 6, Homeric Hymns, Alkman's Hymn to Artemis, *Odyssey* on Nausikaa
- W. Feb 18: Women and Roman Religion
1. Selections from Plutarch, Aulus Gellius, Livy, and inscriptions
 2. Holland "Women and Roman Religion"
- F. Feb. 20: Case Study: The Mysteries and Magic
1. Re-read the Hymn to Demeter
 2. Selections on Women and Magic (Euripides, Demosthenes, Seneca, Horace, Vergil)
 3. Clinton "The Mysteries of Demeter and Kore"
 4. Dickie "Magic in Classical and Hellenistic Greece"

Week 6 (Feb 23-27): Women and the Law; Sexuality and the State

- M. Feb. 23: Women and Greek and Roman Law
1. Selections from Diotima
 2. Selections from Lefkowitz and Fant
- W. Feb. 25: Women, Sex, and the State
1. Henry and James on the State regulation of women (Greek and Roman)
 2. Levick "Women and the Law"
- F. Feb. 27: Case Study: Immigrant Women in Classical Athens
1. Kennedy on the Citizenship Law and restriction on metic women in Athens
 2. Demosthenes 47 selections

Week 7 (Mar 2-6): Marriage, Family, Households

- M. Mar. 2: Marriage
1. Selection on Marriage and Family (trans. Kennedy/Goldman/Matthews)
 2. Selections from Lefkowitz and Fant on Marriage
 3. Already read: Hector and Andromache, Lysias 1, Odysseus and Penelope, etc.
 4. Cox "Marriage in Ancient Greece" and Dixon "Roman Marriage"

- W. Mar. 4: Households
1. Wilgaux "Consubstantiality, Incest, and Kinship in Ancient Greece"
 2. Parkin "The Roman Life Course and the Family"
- F. Mar. 6: Case Study: Love and Marriage
1. Xenophon of Ephesus *The Ephesian Tale* (a romance novel)
 2. Winkler "The Invention of Romance"

Week 8 (Mar 9-13): Women's Work: Working Women, Working 'Girls'

- M. Mar 9 Occupations
1. Selections on Occupations from Diotima and Kennedy
 2. Ch. 5 from Kennedy 2014
- W. Mar. 11 Sexual Labor
1. Goldman "Flute Girls and Prostitutes in Classical Athens" (forthcoming)
 2. Baird "On Reading the Material Culture of Sexual Labor" (forthcoming)
- F. Mar. 13 Agricultural Labor
1. Scheidel "Rural labor and Women's Life"

Week 9 (Mar 23-27): Women Outside the Boundaries

- M. Mar. 23 Athens
1. Kennedy Ch 3
 2. [Dem.] 59: Against Neaira (selections); Selections from Euripides' *Medea* and *Hippolytus*

MUSEUM TRIP TUESDAY 9am-6pm: Cleveland Museum of Art

- W. Mar. 25 Rome
1. Selections on Fulvia, Agrippina, Messalina
 2. TBA
- F. Mar. 27 NO CLASS

Week 10 (Mar 30-Apr 3): Violence and Women; Women and War

- M. Mar 30 NO CLASS
- W. Apr. 1 Women and War: Greece
1. Euripides *Trojan Women*
 2. Gaca "Telling the Girls from the Boys and Children: Interpreting Παῖδες in the Sexual Violence of Populace-Ravaging Ancient Warfare"
 3. Gaca "The Andrapodizing of War Captives in Greek Historical Memory"
- F. Apr. 3 Violence Against Women: Rome

1. Witzke "Violence against Women in Ancient Rome: Ideology versus Reality"

Week 11 (Apr 6-10): The Gendered Body and Medicine (guest speaker)

- M. Apr 6 Greek and Roman Gynecology
1. Selections from Aristotle and Hippocrates
 2. Soranus "On Gynecology" Bk. 1
- W. Apr 8 Women and Medicine
1. Parker "Women and Medicine"
- F. Apr. 10 Women and Medicine (cont.)
1. Guest Speaker: Julia Hawkins (Ohio State University) "'Girl Problems: The Unruly Uterus in Ancient Medicine and Culture"

Week 12-13 (April 13-24): Ancient Sexualities: Rethinking/Interrogating Modern Assumptions

- M. Apr 13 Greek Sexuality, an introduction
1. Plato, Selections from the Symposium
- W. Apr 15 Greek Sexuality: Pederasty and Male Passivity
1. Selections from Anonymous Theognidea and Ps. Aristotle
 2. Lear "Ancient Pederasty: An Introduction"
 3. Hubbard "Peer Homosexuality"
- F. Apr 17 Greek Sexuality: Female (homo)Sexuality
1. Boehringer "Female Homoeroticism"
- M. Apr 20 Roman Sexuality
1. Parker: "The Myth of the Heterosexual"
- W. Apr 22 Roman Sexuality
1. Roman Authors on Sexuality (Plautus, Cicero, Ovid, Petronius, Juvenal, Pliny Elder, Seneca Elder)
 2. Parker "The Teratogenic Grid"

Week 14 (Apr 27-May 1): Ethnosexuality and the Foreign Body

- M. Apr 25 Ethno-sexuality
1. Greek and Roman Sources (Hippocrates, Herodotus, Euripides, Dissoi Logoi, Ctesias, Theopompus, Strabo, Diodorus Siculus, Caesar, Horace, Propertius, Martial, Tacitus, Cassius Dio)
 2. Roisman "Ethnosexuality in Greece and Rome"
- W. Apr 27 Final Presentations
- F. Apr 29 NO CLASS: Awards Convo

Week 15 (May 4): Concluding Discussion