



Spring 2018, W 3:30-5:45 pm, Woldenberg Art Center, Room 209  
 Instructor: Prof. Allison Emmerson, aemmerso@tulane.edu, Jones 210B  
 Office hours: Tues/Thurs 9:00-11:00 am, or by appointment

**Course description and objectives:**

Women of the ancient world are notoriously “invisible,” excluded not only from the preserved texts but also from the narrative of history that has been constructed around those texts. In fact, women’s lives have been seen as a valid category for study only since the late 1970s, and it is only in the past several decades that scholars have begun to explore the considerable potential of archaeology to provide further illumination. This semester, we will examine Roman women of the first two centuries C.E. through their material culture, focusing particularly on close readings of secondary scholarship and independent research. Furthermore, we will extend our investigation to other “invisible” ancient groups, considering especially attitudes towards race in antiquity.

**Upon successful completion of this course, you will:**

1. Understand how to use available evidence to reconstruct Roman life, culture, and society.

*You will be able to:*

- a. Describe what we know (and don’t know!) about Roman women and other marginalized groups, and consider how modern attitudes have shaped research into the past.
- b. Explain how primary sources, both archaeological and literary, can be used to explore women’s lives.
- c. Analyze secondary sources, paying particular attention to evidence and reasoning.

2. Develop a research topic related to Roman women. *You will be able to:*

- a. Articulate a clear thesis on your topic.
- b. Support your argument with appropriate evidence from primary and secondary sources.
- c. Properly cite your sources.

**Required texts** will be distributed via Canvas. You are required to print and bring each reading to class.

**Prerequisites:** There are no prerequisites for this class. Given that this is an advanced course, however, I will assume that you have a working knowledge of Roman history and culture. If you feel rusty, I highly recommend purchasing the following to use as a refresher when necessary:

**-Ward, A. M., F. M. Heichelheim, and C. A. Yeo. *A History of the Roman People* (Prentice Hall: 2010).**

**Assessment:** Your final grade will be based on reading response papers, participation, and a major research project (including a paper and presentation), in the following proportions:

*Research paper, 12-15 pages (completed in stages – see schedule): 50%*

*Presentation of research in class: 10%*

*Weekly reading précis/formal response: 20%*

*Participation (including leading 2 classes in a group): 20%*

**Classroom Policy:** The use of computers, tablets, and phones is strictly prohibited during class time. The benefits of taking notes by hand rather than on a computer are well supported by current research. You must come to class with the readings, your précis, a notebook, and a pen or pencil. Nothing else should be out on the table. Outside of class, I strongly encourage the use of Canvas and the Internet in general to aid your learning.

**Make-up and Late Policy:** Make-ups will be permitted only for Tulane-sponsored activities, religious observances, illnesses, or unforeseen emergencies. Documentation will be required, and all make-up work must be submitted within a week of the missed class. Late work without documentation will be penalized with a 5% point deduction for each day late.

**Attendance:** *You are expected to attend all classes.* This course is a seminar, and it is essential that you attend in order to contribute to the learning environment. That said, you are allowed one absence with no questions asked. You are expected to use this for medical/family emergencies, etc. Further absences will result in your final grade being lowered by 1/3 a letter for each day missed. Should you have a situation that prevents your attendance for more than one class period, written documentation will be required. Note that three tardies of more than five minutes equal one absence.

**Accessibility:** Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with me and should contact Goldman Center for Student Accessibility: <http://accessibility.tulane.edu> or 504.862.8433.

**Academic integrity:** The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct: <http://tulane.edu/college/code.cfm>, Code of Student Conduct: <http://tulane.edu/studentaffairs/conduct/code.cfm>) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

*\*Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As "One Wave," Tulane is committed to providing an environment free of all forms of discrimination outlined in our University Equal Opportunity/Anti-Discrimination Policies, which includes all forms of sexual and gender-based discrimination and harassment, including sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. Learn more at [titleix.tulane.edu](http://titleix.tulane.edu) and [onewave.tulane.edu](http://onewave.tulane.edu). Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below.*

<b>Confidential</b>	<b>Private</b>
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
<b>Counseling &amp; Psychological Services (CAPS)   (504) 314-2277 or The Line (24/7)   (504) 264-6074</b>	<b>Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></b>
<b>Student Health Center   (504) 865-5255</b>	<b>Tulane University Police (TUPD)   Uptown (504) 865-5911 Downtown (504) 988-5531</b>
<b>Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</b>	<b>Title IX Coordinator   (504) 865-5615 or <a href="mailto:titleix@tulane.edu">titleix@tulane.edu</a></b>

**Class schedule:**

Week 1 — Introduction

January 17: *No assignment*

Week 2 — Feminist theory and classical studies

January 24: Brown 1997, "Ways of Seeing Women in Antiquity" (12-26)  
 Kleiner et al. 1996, *I Claudia*: "Introduction," "Gender Theory in Roman Art" (11-24)  
 Gilchrist 2009, "Sex and Gender" (from *The Oxford Handbook of Archaeology*) (1029-1047)  
 Richlin 2014, "Arguments with Silence" (1-35)  
 Zuckerberg 2016, "How to be a Good Classicist" and "After the Manifesto"

Week 3 — Women in Roman art and art history

January 31: Davies 2008, "Portrait Statues as Models for Gender Roles" (207-220)  
 Varner 2008, "Transcending Gender" (185-205)  
 D'Ambra 2000, "Nudity and Adornment" (101-114)  
 Silberberg-Peirce 1993/1994, "Images of Women in Roman Painting" (28-36)  
 Koloski-Ostrow 1997, "Violent Stages in Two Pompeian Houses" (243-257)

**Formal Response Paper 1 Due**

Week 4 — Women's lives, public and private

February 7: Wallace-Hadrill 1996, "Engendering the Roman House" (104-114)  
 Allison 2007, "Engendering Roman Domestic Space" (343-350)  
 Roth 2007, "On Gendered Grounds" (53-87)  
 Ward 1992, "Women in Roman Baths" (125-147)  
 Savunen 1995, "Women and Elections in Pompeii" (194-203)

[Research topic selection due](#)

Week 5 — Gender, Race, and Mardi Gras

February 14: Roberts 2006, "Mardi Gras in Three Krewes" (303-328)  
 Leavitt 2015, "Southern Royalty"  
 McGill 2017, "Krewe Blackface Stirs Debate"

*And attend at least one of the following: Nyx, Muses, Zulu, Rex, or truck parades*

Week 6 — Roman sex and sexuality

February 21: Clarke 1998, *Looking at Lovemaking* chp. 1 (7-18)  
 Williams 2014, "Sexual Themes in Greek and Latin Graffiti" (493-505)  
 Clarke 2014, "Sexuality and Visual Representation" (509-532)  
 Matthews 1995, "An Archaeology of Homosexuality" (118-132)  
 Cyrino 2014, "Ancient Sexuality on Screen" (613-628)

[Abstract and preliminary bibliography due](#)

Week 7 — Reading violence and rape

February 28: Excerpts from Ovid, *Metamorphoses*  
 Richlin 2014, "Reading Ovid's Rapes" (130-165)  
 Kahn 2005, "Why are we Reading Ovid's Handbook on Rape?" (19-57)  
 Johnson et al. 2015, "Our Identities Matter"  
 Miller 2015, "Columbia Trigger Warnings"  
 Finger 2016, "In Defense of Western Civilization"

**Formal Response Paper 2 Due**

Week 8 — Race and racism in the classical world

March 7: Gosden 2006, "Race and Racism in Archaeology" (1-7)  
 McCoskey 2012, "Introduction" (1-34) and "Whose History?" (167-201)  
 Isaac 2006, "Proto-Racism in Graeco-Roman Antiquity" (32-47)  
 Bond 2017, "Whitewashing Ancient Statues"

[Outline and introduction draft due](#)

Week 9 — The *Black Athena* Debate

March 14: Bernal 2001, *Black Athena Writes Back* chp. 1 (1-20)  
 Lefkowitz 1996, "Ancient History, Modern Myths" (3-23)  
 Van Binsbergen 2011, "The Limits of the Black Athena Thesis" (297-338)  
 Letters to Archaeology Magazine 1993, "Flap over Black Athena"

Week 10

**March 21: Research Paper Draft 1 Due**

March 28: No class, Spring Break

Week 11 — Post-colonial theory

April 4: Webster 1996, "Roman Imperialism and the Post Imperial Age" (1-18)  
 Woolf 1997, "Beyond Romans and Natives" (339-350)  
 Wells 2004, "The Barbarians Speak" (243-257)  
 Hingley 2005, "Roman Identity and Social Change" (14-48)

[Research meetings will be held this week](#)

Week 12 — Classics: The root of Western Civilization?

April 11: Coates 2013, "The Myth of Western Civilization"  
 Appiah 2016, "There Is No Such Thing as Western Civilization"  
 Additional readings TBA

**Week 13 (April 18) — Student Presentations**

**Week 14 (April 25) — Student Presentations**

**Final Paper Due: Friday, May 4, 5:00pm**

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**Reading précis and response instructions:**

As a traditional seminar, this class relies entirely on what you bring to it. There will be no lectures, and slides will be utilized only when necessary for discussion of specific objects or sites. Due to this format, it is absolutely essential that each student not only completes all of the readings, but also comes to class ready to discuss and analyze them. The weekly writing assignments are designed to help you achieve this goal in the most effective and efficient way possible.

Each week, you will prepare either an informal reading précis or a formal response paper (see schedule).

**An informal reading précis** consists of your notes on and summaries of the readings, along with questions and thoughts on how they relate to previous material, or material from other classes you have taken. You may choose to format it in any way you like. Some good methods are:

- Page-by-page notes of specific points from each reading, followed by some general comments (a paragraph or so) that summarize and analyze all of the readings together.
- Summary paragraphs of each reading, with a few sentences or bullet points on their relationships to one another.
- Some combination of the above.
- Any other method that allows you to process the readings on your own before coming to class for deeper consideration and discussion.

For the précis, you do not need to use complete sentences or to worry about grammar and spelling (but do keep things legible). Be sure to make note not only of what you understand about each reading, but of any questions or concerns they raise. Your writing should incorporate your own thoughts, and not merely copy ideas from the readings. There is no minimum page number. I will collect your précis each week and grade it out of 10 pts.

**A formal reading response** consists of a short paper (ca. 5 pp.) that summarizes and analyzes the week's readings, making an argument about them. Your paper should have an introduction with thesis, body paragraphs with supporting evidence drawn from the readings, and a conclusion. The language should be appropriate for an academic setting, and grammar and spelling should be correct. You must cite all sources using AJA Style (<http://ajaonline.org/submissions>). These papers are intended not only to prepare you for the week's seminar, but also to help you become proficient in the style of writing you will use for the research paper. Each will be graded out of 25 pts.

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### **Student-led classes**

Most weeks, a small group of students will lead class. Groups will be made and classes assigned in week 3. Your group will be responsible for running discussion, asking questions, and keeping the class moving and engaging. Each member of the group will be graded individually on a check, check plus, check minus system.

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### **Some potential research topics:**

- Etruscan women, or other women of pre-Roman Italy
- Female slaves and freedwomen, the poor, or other marginalized groups
- Women and religion; Jewish and/or Christian women
- Women of the Imperial family (or a particular woman/group of women)
- Gender in the Roman provinces
- Women and science, medicine, the economy, or business
- Age and life-course, children and/or the elderly
- Women in politics and the public realm
- Women, tombs, and death
- Witches, women, and magic
- Ancient masculinity, normative and/or non- (e.g., ancient ideas on transgenderism)
- Late Roman, Byzantine or Medieval women
- Research on a particular monument/site/artifact type from a gender perspective

When considering your topic, think about the topics of the readings and how the authors approach their questions. Consider especially: do they leave you with any questions that you could explore throughout the semester? As you choose a topic, prioritize *questions* over subjects — this will make a stronger paper.