FYS: Gender, Violence, & Rome

Erika Zimmermann Damer

Spring 2018

Dr. Erika Zimmermann Damer

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History department mailboxes: Ryland Hall first floor (down the stairs)

Blackboard site: blackboard.richmond.edu (for additional handouts and readings)

**Office hours**:

 Tues 4:30-5:30 pm; Wed 11 - 12 & by appointment and polite knock (don’t hesitate to ask!)

**Course Goals & objectives**

What role can literature from and influenced by the Roman world play in universities

in the 21st Century? Ovid’s *Metamorphoses* will guide a careful examination of gender and

violence in the Roman world and in contemporary U.S. universities. Gender, Violence,

Rome will study the ways that Ovid’s *Metamorphoses* has offered solace and resistance

against gendered violence, and been read as supporting power hierarchies that enable

violence against women and men. In this course, students will meet Roman literature,

and films, drama, and novels inspired by the tradition of Roman culture in

Shakespeare, the *Godfather*, and in Toni Morrison’s 2003 novel, *Love*. In its first iteration,

this course will center Ovid’s *Metamorphoses* and the controversies it has spawned on

college campuses across the US in the 2010s.

As an FYS, this seminar shares in the common goals of all first-year seminars.

1. Expand and deepen students’ understanding of the world and of themselves

2. Enhance their ability to read and think critically

3. Enhance their ability to communicate effectively, in writing, speech, and other appropriate forms

4. Develop the fundamentals of information literacy and library research

5. Provide the opportunity for students to work closely with a faculty mentor

 In our learning community, we will take on a few additional goals: to learn about Roman mythological history, confront the long history of gender violence, its association with political change and unrest in the Roman world, and in receptions of the Roman world. We will look towards new framings, and new modes of living that transcend gender violence, or that live more aware of connections between gender and violence. We will strive to find commonalities between Roman expressions of power, gender, and moments of violence, and contemporary expressions of gender, violence, and power. Throughout the seminar, we will attend to intersecting forms of oppression and opportunity.

# Required Texts and Materials

Ovid. *Metamorphoses*. trans. Lombardo. 9781603843072\*

Roxane Gay. *Bad Feminist.*9780062282712

Shakespeare. *Titus Andronicus*. 9781903436059\*

Toni Morrison. *Love,* A Novel. 9781400078479

Bergoffen, Debra B. 2012. Contesting the Politics of Genocidal Rape. Affirming the Dignity of the Vulnerable Body. Routledge. (2 ch. on Bb)

Other Readings on Blackboard. Print them and bring them to class

\*please buy these editions. We will discuss based on the page numbers in Lombardo and in this edition of Titus *Andronicus.*

**GRADING** will follow approximately the percentages below:

Discussion, Response Papers, Peer Review 20%

Diagnostic Essay and Revision 10%

Essay 1 15%

Essay 2 15%

Research Paper \*graded in stages 30%

Presentations 10%

# Class Discussions and Participation

You are expected to ground your comments about the texts in specific references to page numbers (or temporal bounds in the case of film). Your comments in class should demonstrate your thoughtful engagement with both the readings and our discussions. That is, you are expected to actively contribute to the discussion in class by offering interpretations and asking questions, both of me and of your fellow classmates.

**Writing Assignments:** A major focus of the FYS program is writing, and we will be spending a great deal of time on creating writing that is clear, well-argued, researched, and engaging. You will write a variety of response papers, precis, essays, oral presentation(s), share your library research, bibliography, peer-review each others' papers, and create a substantial final project. More information about each assignment will be provided closer to due dates.

**Policies.**

1. This syllabus (especially the schedule) is **subject to change** with notice.
2. Check Blackboard **before** class for readings, updates, images, links, etc.
3. I will accept essays and term papers **turned in late**, but will dock them 1/3 of a grade for each day overdue

(e.g., a paper that would have been a B- becomes a C+, then a C, and so on).

1. To succeed in this course, you must **study** for 2–3 hours on your own for every hour spent in class—this means 2–3 hours between each class, or **10 -12 hours per week** total.
2. Success in this course depends upon regular **attendance**. You are responsible for learning the material covered in class lectures and discussions, including any you may miss. You should be forewarned that much of what we cover cannot be found in any textbook, so attendance and accurate note-taking are especially important. I allow two absences, with no questions asked. At the third absence, your **final** grade will be reduced by a step for each absence. An excess of six absences will guarantee failure. Arrival more than 5 minutes late counts as an absence.
3. Students who **participate** actively learn best and most quickly. **Good** participation is characterized by focused involvement in individual, small-group, and whole-class activities. I expect students to come to class prepared and having thoroughly completed the assignments, to be attentive and actively engaged, to volunteer often, to ask and answer frequent questions, to demonstrate effort throughout the semester, and to adhere to the Richmond honor codes. **Excellent** participation exceeds these written expectations. If you come to class half-asleep one day and cannot answer simple questions about the previous night’s assignment, if you refuse to participate in discussion when called on, or if you are **using your cell phone** or other portable electronic devices in class, you will receive a participation grade of **zero** for that day.

7. Silence your phone and plan to ignore it for 75 minutes. Go to the bathroom before class, and do not wander in and out of the classroom.

**Disability statement:** If you have a documented disability, I'd like to discuss academic accommodations with you. Please contact me as soon as possible.

**Honor Code:**

This course recognizes and adheres to the principles of the University of Richmond Honor Code. All students are expected to be familiar with the code and follow it consistently. In practice, this means that you cannot cheat on your tests or quizzes or course preparation. I encourage collaboration on preparation, provided that each student contributes equally. Simply copying a classmate’s writing will certainly hinder your own learning, and constitutes a violation of the honor code. I will pursue any instances of academic dishonesty that I discover.

*If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.*

**Academic Skills Center** (<http://asc.richmond.edu> or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

**Career Development Center** (<http://cdc.richmond.edu/> or 289-8141) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job.  We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

**Speech Center** (<http://speech.richmond.edu> or 289-8814): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work: <http://writing.richmond.edu>

**Still with me?** Please email Dr. Damer an image or GIF of a kitten when you have read this entire syllabus to earn an automatic A in week one discussion.

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*\*\*\*This syllabus is subject to change or revision at the discretion of the instructor.\*\*\**

# Schedule of READINGS

## Week 1: Wednesday, January 17, 2018

Introductions and Syllabus

## Week 2: Monday, January 22, 2018

Metamorphoses 1 -3

Watch: Jackson Katz, TED Talk @ <https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue>

## Wednesday, January 24, 2018

Metamorphoses 4 -6

Emilie Buchwald and Pamela Fletcher, “Are We Really Living in a Rape Culture?” (*TRC*, 5-10)

Kai Johnson, Tanika Lynch, Elizabeth Monroe, and Tracey Wang. 2015 @

<http://www.columbiaspectator.com/opinion/2015/04/30/our-identities-matter-core-classrooms/>

Discussion: How should we approach trigger warnings?

**\*\*\*\*Thursday, Jan 25 1 page paper due by 5 pm\*\*\*\***

## Week 3: Monday, January 29, 2018

Metamorphoses 7-9

Donna Zuckerberg, founding editor of Eidolon Classics Journal. 2015 @

<http://jezebel.com/how-to-teach-an-ancient-rape-joke-1705749434>

## Wednesday, January 31, 2018

Metamorphoses 10 -12

Debra Bergoffen, from *Contesting the Politics of Genocidal Rape* . Chapter 2.

 THURSDAY *Feb 1: Debra Bergoffen lecture*

## Week 4: Monday, February 5, 2018

Ovid Metamorphoses 13 -15

Mary Beard. 2015. @ <https://www.theguardian.com/books/2015/oct/02/mary-beard-why-ancient-rome-matters>

## Wednesday, February 7, 2018

Livy Ab Urbe Condita Book 1 (Bb) (I’ll share the bits to focus on)

 \*\*\*\*\*Paper 1 rewrite due Friday Feb 9\*\*\*\*\*

## Week 5: Monday, February 12, 2018

Roman Comedy. Plautus *Casina*

Essay from Roxanne Gay, “Some Jokes are Funnier than Others.”

## Wednesday, February 14, 2018

Roman Comedy. Plautus *Curculio.*

## Week 6: Monday, February 19, 2018

Ovid, *the Arts of Love* Books 1 and 3 (Bb)

Essay from Roxanne Gay, “Blurred Lines Indeed”

## Wednesday, February 21, 2018

Propertius and Tibullus (selections on Bb), Sappho

\*\*\*\*Friday, Feb 23 Essay 1 due\*\*\*\*\*

## Week 7: Monday, February 26, 2018

Haki Badhubuti, "Becoming Anti-Rapist," Pamela Fletcher, "Whose Body is It, Anyway?"

bell hooks, “Seduced by Violence No More” (*TRC*, 293-300)

## Wednesday, February 28, 2018

Synthetic Discussion, "what did the Romans ever do for us?"

Please attend the Roundtable on Thursday, March 1 at 5 pm in the International Center Commons

*Friday, March 2: Humanities' FYS Joint Session with Dr. Snaza, the Politics of Sexual Education*

## Week 8: Monday, March 5, 2018

*Titus*, dir. Julie Taymor

Roxanne Gay, “Bad Feminist, Take One.”

(Double Consciousness)

## Wednesday, March 7, 2018

*Titus*, dir. Julie Taymor

## March 12 - 16: SPRING BREAK

## Week 9: Monday, March 19, 2018

\*\*\*Propose Research TOPIC this week\*\*\*

Shakespeare, *Titus Andronicus*

Michael Kimmel, “Men, Masculinity, and the Rape Culture” (*TRC*, 139-158);

## Wednesday, March 21, 2018

Shakespeare, *Titus Andronicus*

## Denise McCoskey. 2017 @ <https://eidolon.pub/what-would-james-baldwin-do-a778947c04d5>

\*\*\*\*Friday, March 23 Essay 2 Due\*\*\*\*\*

## Week 10: Monday, March 26, 2018

Shakespeare meets Ovid (Bring Ovid and Shakespeare to class)

*Mar 27: Lecture by Dr. Eileen Joy, “Building a Tribe Outside of the System: Allen Frantzen, Jack Donovan, and the Neomedievalist Alt-Right.” 5:00-6:30, Brown Alley Room.*

## Wednesday, March 28, 2018

Shakespeare meets Ovid (bring Ovid and Shakespeare to Class)

Roman Masculinities (Skinner): on Bb

 **PEER REVIEW WORKSHOP for Essay #2**

**\*\*\*ANNOTATED BIBLIOGRAPHY DUE Friday March 30\*\*\***

## Week 11: Monday, April 2, 2018

*The Godfather* (watch via: Swank Digital Streaming Database = https://digitalcampus-swankmp-net.newman.richmond.edu/richmond281800#/play/47048)

Roman Masculinities (Zimmermann Damer): Selections on Bb

## Wednesday, April 4, 2018

*The Godfather*

Italian-American masculinities (chapter on Bb)

**\*\*\*THURSDAY April 3, OUTLINE OF COMPLETED RESEARCH DUE\*\*\***

## Week 12: Monday, April 9, 2018

Morrison, *Love pages 1-68 (to end of ch.3, Stranger)*

## Wednesday, April 11, 2018

Bringing it all together. Morrison, *Love* pages 68 - 110 (to end of ch. 4, Benefactor)

 N.B: Dr. Damer at CAMWS meeting in Albuquerque (Thursday - Saturday)

**\*\*\*FIRST DRAFT PAPER DUE FRIDAY April 13\*\*\***

## Week 13: Monday, April 16, 2018

Morrison, *Love, pages 110 - 160 (to end of ch. 7, Guardian)*

## Wednesday, April 18, 2018

Morrison, *Love, pages 161 - end (ch. 8 to end)*

**Peer Reviewing Papers**

**Week 14: Monday, April 23, 2018**

**\*\*\*Make Appointment to workshop Your Final Papers in Office Hours BETWEEN APRIL 18 - May 2nd\*\*\***

PRESENTATIONS

## Wednesday, April 25, 2018

## PRESENTATIONS

**Week 15:**

**FINAL PAPERS DUE FRIDAY, MAY 4 5 PM HARD COPY WITH PORTFOLIO of All stages**