

## CLS/WGS 271: Gender and Sexuality in Antiquity

Fall 2009

MW 2:30-3:50

**Dr. Gretchen E. Meyers**

**Office: Goethean 109**

**Office Hours: Tu 11-noon, 2:30-4:00; Fr 9:00-10:30, or by appointment**

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### **Course Description:**

The aim of this course is to explore the cultural constructions of gender and sexuality in the ancient societies of Greece and Rome. We will approach questions such as the status of women and the context of misogyny, the societal role of same-sex relations, the presentation and visualization of sexuality, desire and the body. We will examine archaeological, visual and literary evidence through assigned readings and class discussion. This interdisciplinary approach will allow us to gain an understanding of gender and sexuality in antiquity and will offer insights into the shaping of our own cultural and personal attitudes.

### **Course Procedures and Policies:**

The following course procedures will be adhered to in order to maintain an optimal learning environment for all students.

- **Attendance:** The nature of the engaged college classroom requires attendance and active participation at all class lectures, activities and events. Roll will be taken at the beginning of each class. While it is understandable that emergencies and illness may interfere with class attendance, missed classes can seriously compromise student performance in the course. More than 2 absences will lower the class participation portion of the grade (one letter grade per day). Please note that 2 absences in this course are equivalent to missing one week of instruction. If you have 6 absences, you will fail the course.

If you do miss class, it is your responsibility to contact me to arrange any make-up work. Keep in mind that some class work cannot be made-up in another setting at another time. In these cases a failing grade may be assigned.

**Note regarding Student Athletics, Religious Holidays and/or Academic Commitment (i.e. Conference):** Absences related to these situations must be pre-approved by the professor. It is your responsibility *by the end of the second week of the semester* to provide me with a complete list of any classes you will miss during the semester due to the above-mentioned circumstances. In some cases I may ask for further documentation. Please pay particular attention to dates of exams or due dates for assignments and let me know immediately of any potential conflicts.

- **Lateness and Class Interruptions:** Lateness or other class interruptions (leaving the classroom, cell phones, etc) will not be tolerated because they disrupt the flow of class and are inconsiderate to the professor and fellow students.
- **Late Papers and Assignments:** Late papers and assignments will be accepted for up to a week after the due date. The grade will be dropped one letter grade for

each day that the paper or assignment is late (including weekends). Papers and assignments are due in hard copy at the beginning of class unless otherwise specified. Papers received after the beginning of class on the due date will be considered one day late. You must be present in class when turning in an assignment—email submissions will not be considered on time unless specified on the assignment guidelines. Computer/printer problems are NOT valid excuses for late work.

- **Contacting the Professor:** I urge all students to come by my office and to use my office hours to discuss any questions, concerns, interests, ideas, special situations or other important issues. If possible, when you would like to meet with me please let me know in advance in order to avoid congestion at my office. If you have class during my office hours, I will schedule appointments at other times with advanced notice. If you stop by and my office door is closed, please also feel free to email me as a means of communication. I will make every effort to respond to email within 24 hours. Do not expect an instant response.
- **Final Exam:** There is no final exam in this course.
- **College Policies:** College policies regarding academic honesty, short-term health leave and other academic issues are described in the College Catalog. These rules will be applied to this class and all students without exception.

**PLEASE NOTE: Your continued presence and participation in this class constitute your agreement to adhere to all of the guidelines outlined above.**

#### **Required Texts:**

In order to lessen confusion during class discussion please purchase the edition of the books listed below. All are available in paperback editions.

- J. Clarke, *Looking at Lovemaking* (California 2001). [LOL]
- L. K. McClure, *Sexuality and Gender in the Classical World* (Blackwell 2002). [SGCW]
- M. Johnson and T. Ryan, eds. *Sexuality in Greek and Roman Society and Literature. A Sourcebook* (Routledge 2005). [SGRS]

#### **Course Assessment and Evaluation (due dates specified on Course Schedule)**

Your grade in this course will be determined by the following:

Midterm Exam	15 %
Final Research Paper	30 %
Written Memos (8)	40 %
Class Participation	15 %

A=94-100	B+=87-89	C+=77-79	D+=67-69	F=below 60
A-=90-93	B=84-86	C=74-76	D=64-66	
	B-=80-83	B-=70-73	D-=60-63	

## **How to Prepare for this Course:**

**Reading & Memos:** This course is a topics course that deals with varied types of evidence from the ancient world. We will do readings from primary sources and secondary sources in thinking about issues of the ancient definitions of gender, the body and sexuality. In order to prepare for class discussions and to familiarize yourself with the week's reading on a particular topic, the following procedures should be followed:

Before each class you must complete all the readings listed on the syllabus for that day. Readings from *Sexuality in Greek and Roman Society and Literature* and *Looking at Lovemaking* usually provide literary or visual examples from antiquity. In addition, the readings from *Sexuality and Gender in the Classical World* are scholarly arguments or interpretations that generally have a particular thesis and use specific evidence to make a unique argument. Other supplementary readings of both types are also assigned. Each week a discussion question that relates to the week's topic and readings will be distributed by Monday's class. At the next class, you must turn in a typewritten 500-word memo that considers the question with reference to the assigned readings.

The 10 classes where memos are due are indicated on the schedule with (\*\*) two asterisks. Students are required to submit 8 memos throughout the semester. The first memo on Wednesday, 9/16 is required of everyone. **NB:** On class days where no memo is due (i.e. Mondays) or if you choose not to complete a written memo for a given class meeting, you are still responsible for the day's reading and should familiarize yourself and consider the discussion question if available. Failure to do so will result in a lower class participation grade.

**Research Paper:** 30% of each student's final course grade will be determined by a final research paper (8-10 pages) that allows students to explore and research a question, controversy or argument relevant to the topic of Gender and Sexuality in Antiquity. The topic must be approved by the professor. The paper grade will consist of an initial topic proposal, an annotated bibliography and outline, and the final paper. A detailed discussion of the final paper requirements will be distributed. The final paper is due at the last class meeting.

### **Assessment Criteria for Written Work (NB: Pluses and Minuses can be given)**

**Grade A** will be given to papers and assignments (memos) that are exceptional in quality and demonstrate independent thought, creativity, diligent research and full understanding of the comprehensive themes of the assignment and/or course. These papers and assignments will articulate a clear thesis and use appropriate and consistent references to literary texts or visual material in crafting an argument. Such papers will not include serious grammatical, formatting or writing errors.

**Grade B** will be given to above average work that demonstrates a high degree of thought, originality, effort and comprehension of the themes of the assignment and/or course. These papers and memos will articulate a clear thesis and utilize references to texts or visual material to support an argument. Such papers will not include serious grammatical, formatting or writing errors.

**Grade C** will be given to satisfactory papers and memos. These papers will attempt to articulate a thesis with some references to literary or visual material as support and will demonstrate a basic understanding of the themes of the assignment and/or course.

**Grade D** is the lowest passing grade. It will be given to unsatisfactory papers and memos. These papers will articulate a thesis poorly with little support and will demonstrate a below average understanding of the guidelines and themes of the assignment and/or course.

**Grade F** is failing. It will be given to papers and assignments that do not meet the requirements of the assignment or do so in a manner which demonstrates very little or no understanding of themes of the assignment and/or course.

### **Class Participation**

Your class participation grade is determined by the professor based on your active involvement in the classroom during each class meeting. You do not receive a high participation grade simply by coming to class. Students will complete a class participation self-assessment at the middle and at the end of the semester.

**Class Participation Grade A** will be given to those students who come to class having completed the assigned reading with specific questions and comments regarding the reading already in mind. These students will participate voluntarily or when called upon by clearly referencing the reading and/or previous course material, themes or skills, raising issues that engage others and elevating the level of the discussion. They are actively involved when given group work or tasks in class. They address the professor and/or classmates with consideration and tolerance. During class they listen actively to the comments of the professor and classmates without distraction from other activities.

**Class Participation Grade B** will be given to those students who come to class having completed the assigned reading. These students participate voluntarily or when called upon by responding to issues rather than raising them. Although at times they clearly reference the reading and/or previous course material, they do not connect the material to larger course themes or engage with others in the discussion. They participate when given group work or tasks in class. They listen without distraction during most classes.

**Class Participation Grade C** will be given to those students who come to class regularly, but participate in discussion rarely or involuntarily. They generally summarize rather than interpret material. They do not always listen to the comments of the professor or classmates or treat the professor and/or classmates with consideration and tolerance. They contribute minimally when given group work or tasks in class. They are not engaged during class and show signs of some distraction.

**Class Participation Grades D and F** will be given to those students who have a number of absences, and are disengaged, unprepared and non-communicative during class.

In addition the following behaviors will result in a lower class participation grade:

1. You are consistently late or disrupt the class in other ways (i.e. walk in/out of class during instruction, cell phones, etc)
2. You do not respond when called upon to participate in discussion
3. You do not demonstrate a basic awareness of the course material in your contributions
4. You talk, write notes, read newspapers, use electronic media such as internet chat or text messaging, do homework or engage in other non-class related activities during class time.
5. You are disrespectful or intolerant toward others in the class
6. You are not awake or alert in class

## Course Design and Initial Schedule of Topics:

The professor reserves the right to make changes or additions to this schedule. Changes will be announced either in class or via email. If you are not in class when such an announcement is made, it is your responsibility to obtain updated schedule information from either the professor or a classmate. Misunderstandings of the schedule will not be considered a sufficient excuse for lack of preparation or missing an assignment or exam.

Students are expected to come class each day having completed the assigned reading for that day.

Specific guidelines, requirements and prompts for formal assignments will be distributed during the course of the semester.

A reading response question will be available for those class meetings preceded by \*\*

**Readings marked with an asterisk (\*) are available on eDisk. Other readings from periodicals (for example, *American Journal of Archaeology*) are available on the library website through electronic databases (i.e. Jstor)**

<b>Week One</b> <b>(9/2)</b>	<b>Introduction and Setting</b>  Wednesday: Course Introduction, Syllabus & Procedures; Geography and Chronology of the Ancient World
<b>Week Two</b> <b>(9/7, 9/9)</b>	<b>Thinking about Gender and Sexuality in Antiquity</b>  Monday: The Study of Gender and Sexuality in Antiquity -----SGRS, Introduction, 1-17 -----* M. Nussbaum, "The Study of Human Sexuality," in <i>Cultivating Humanity</i> (Harvard Univ Press 1997), 222-238. -----J. Scott, "Gender: A Useful Category of Historical Analysis," <i>The American Historical Review</i> 91.5 (1986), 1053-1075. [Available on JStor]  **Wednesday: Ancient vs. Modern Constructions of Gender and Sexuality -----LOL, ch. 1 (7-18) -----*D. Halperin, "100 Years of Homosexuality," in <i>100 Years of Homosexuality and Other Essays on Greek Love</i> (Routledge 1990), pp. 15-40. -----Plato, <i>Symposium</i> , 189d7-192d1 ( <i>SGCW</i> , pp. 34-36). -----Ovid, <i>Metamorphoses</i> 3. 316-338 (to be distributed in class)
<b>Week Three</b> <b>(9/14, 9/16)</b>	<b>Ancient Gender: Masculinity</b>  Monday: Definitions of Masculinity ----- <i>Iliad</i> , Books I & VI: <a href="http://classics.mit.edu/Homer/iliad.html">http://classics.mit.edu/Homer/iliad.html</a> -----*J. Walters, "Invading the Roman Body: Manliness and Impenetrability in Roman Thought," in J. P. Hallett and M. B. Skinner, <i>Roman Sexualities</i> (Princeton 1997), pp. 29-43.

	<p><b>**Wednesday: The Phallus</b></p> <p>-----*E. Keuls, "The Phallus and the Box: The World Seen in the Shapes of Human Genitals," ch. 3 in <i>The Reign of the Phallus</i> (California 1985), 65-97.</p> <p>-----*C. Johns, "The Phallus and the Evil Eye," ch. 3 in <i>Sex and Symbol. Erotic Images of Greece and Rome</i> (Austin 1982), 61-75.</p> <p>NOTE: Both of these readings have many illustrations</p>
<p><b>Week Four (9/21, 9/23)</b></p>	<p><b>Ancient Gender: Femininity</b></p> <p>Monday: Ancient Women in Myth</p> <p>-----*M. Skinner, "The Homeric Age: Epic Sexuality," in <i>Sexuality in Greek and Roman Culture</i> (Blackwell 2005), 21-35.</p> <p>-----*Selections from Tragedy in M. R. Lefkowitz and M. B. Fant, <i>Women's Life in Greece and Rome. A Sourcebook</i> (Johns Hopkins 1982), pp. 10-14.</p> <p>-----Pandora: Hesiod, <i>Works and Days</i> 53-105:  <a href="http://www.stoa.org/diotima/anthology/hes_pandora.shtml">http://www.stoa.org/diotima/anthology/hes_pandora.shtml</a></p> <p><b>**Wednesday: Ancient Women in Greek and Roman Life</b></p> <p>-----<i>SGCW</i>, 145-160 [M. Finley, "The Silent Women of Rome"]</p> <p>-----*A. Carson, "Putting Her in Her Place: Woman, Dirt and Desire," in D. M. Halperin, et. al. eds. <i>Before Sexuality. The Construction of Erotic Experience in the Ancient Greek World</i> (Princeton 1990), 135-164.</p>
<p><b>Week Five (9/28, 9/30)</b></p>	<p><b>Male Bodies</b></p> <p>Monday: Attitudes toward Male Nudity in Greece and Rome</p> <p>-----*A. Stewart, "Nakedness" ch. 2 in <i>Art, Desire and the Body in Ancient Greece</i> (Cambridge 1997), pp. 24-34.</p> <p>-----*C. H. Hallett, "Attitudes toward Nudity at Rome," ch. 3 in <i>The Roman Nude</i> (Oxford 2005), pp. 61-83.</p> <p><b>**Wednesday: The Nude Male in Art</b></p> <p>-----*A. Stewart, "Of War and Love [The Doryphorus]," ch. 5 in <i>Art, Desire and the Body in Ancient Greece</i> (Cambridge 1997), pp. 86-97.</p> <p>-----L. Bonfante, "Nudity as a Costume in Classical Art," <i>American Journal of Archaeology</i> 93 (1989), 543-570 [Available on JStor]</p>
<p><b>Week Six (10/5, 10/7)</b></p>	<p><b>Female Bodies</b></p> <p>Monday: The Nude Female in Art</p> <p>-----*A. Stewart, "Of War and Love [The Cnidia]," ch. 5 in <i>Art, Desire and the Body in Ancient Greece</i> (Cambridge 1997), pp. 97-107.</p> <p><b>**Wednesday: Women's Bodies and Ancient Medicine</b></p> <p>-----<i>SGCW</i>, pp. 225-245; 253-255 [A. Richlin, "Pliny's Brassiere" and Pliny, <i>Natural History</i>, 28.70-82]</p> <p>-----*L. Dean-Jones, "The Cultural Construct of the Female Body in Classical Greek Science," in S. Pomeroy, <i>Women's History and Ancient History</i> (UNC Press 1991), 111-137</p>
<p><b>Week Seven (10/12, 10/14)</b></p>	<p><b>Review and Midterm</b></p> <p>Monday: Review</p> <p>Wednesday: Midterm Exam</p>

<b>Week Eight</b> <b>(10/21)</b>	<b>Researching Gender and Sexuality in Antiquity</b>  Wednesday: Research Methods Workshop Meet in Shadak-Fackenthal Library
<b>Week Nine</b> <b>(10/26, 10/28)</b>	<b>Eros and Greek Sexuality</b>  Monday: Venus and Eros: <i>ta aphrodisia</i> ----- <i>SGRS</i> , ch. 1, pp. 18-38; ch. 5, pp. 126-130. ----- <i>SGCW</i> , pp. 19-33 [K. Dover, "Classical Greek Attitudes to Sexual Behavior"] ----- <i>LOL</i> , ch. 2, pp. 19-55.  **Wednesday: Same-Sex Relationships ----- <i>SGRS</i> , ch. 5, pp. 110-115, 124-126 -----*Selections from Sappho (16, 31, 94, 96) -----*D. Halperin, "Two Views of Greek Love: Harald Patzer and Michel Foucault," in in <i>100 Years of Homosexuality and Other Essays on Greek Love</i> (Routledge 1990), pp. 54-71. -----*H. A. Shapiro, "Eros in Love: Pederasty and Pornography in Greece," in A. Richlin, ed. <i>Pornography and Representation in Greece and Rome</i> (New York 1992), pp. 53-72.
<b>Week Ten</b> <b>(11/2, 11/4)</b>	<b>Roman Sexuality</b>  Monday: Male to Male Lovemaking: The Warren Cup ----- <i>LOL</i> , pp. 59-90.  **Wednesday: Male to Female Lovemaking ----- <i>LOL</i> , pp. 91-118.
<b>Week Eleven</b> <b>(11/9, 11/11)</b>	<b>Sex in the City/Pornography and Prostitution</b>  Monday: Domestic Displays of Erotica ----- <i>SGRS</i> , ch. 8, p. 177 ----- <i>LOL</i> , pp. 145-194  **Wednesday: Prostitution and Brothels ----- <i>SGRS</i> , ch. 4, pp. 88-98, 101-109. ----- <i>LOL</i> , pp. 195-240
<b>Week Twelve</b> <b>(11/16, 11/18)</b>	<b>Sex, Politics and Religion</b>  Monday: The Theater -----*excerpts from Aristophanes, <i>The Lysistrata</i>  **Wednesday: The Vestal Virgins ----- <i>SGRS</i> , ch. 4, pp. 100-101 -----*A. Staples, "The Uses of Virginity: The Vestals and Rome," in <i>From the Good Goddess to Vestal Virgins. Sex and Category in Roman Religion</i> . (Routledge 1998), 129-156.

<b>Week Thirteen (11/23)</b>	<b>Writing Workshop</b>  Monday: Writing Workshop (In Class)
<b>Week Fourteen (11/30, 12/2)</b>	<b>Sex and Violence</b>  Monday: Love and War: The Language of Love Elegy ----- <i>SGRS</i> , ch. 6, pp. 147-152; ch. 8, 188-199 ----- <i>SGCW</i> , pp. 220-222 [Selections from Propertius] -----*Catullus, 5, 11, 37, 41, 85 -----*Ovid, <i>Amores</i> , I.5, I.9  **Wednesday: Rape ----- <i>SGRS</i> , ch. 6, pp. 136-138, 141-146 ----- <i>SGCW</i> , pp. 286-292 [Ovid, <i>Metamorphoses</i> 6.424-623: Tereus and Procne] -----*A. Cohen, "Portrayals of Abduction in Greek Art. Rape or Metaphor?" in N. Kampen, ed. <i>Sexuality in Ancient Art</i> (Cambridge 1996), 117-135.
<b>Week Fifteen (12/7, 12/9)</b>	<b>Final Thoughts and Questions</b>  Monday: Discussion of Research Paper Topics  Wednesday: Course Reflection: Sex and Gender in Modern Society <b>Final Paper Due: Wednesday, 12/9 at the beginning of class</b>