

CLA 321: Sexuality & Gender in the Ancient World
TR 12:30-1:45

Spring 2019
Claver Seminar 1

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Office hours: TR 11:00 AM-12:30 PM (Claver House) and by appointment (Bellarmine 309)

Description:

A study of the ancient Greek and Roman cultural constructions of gender through reading of legal, philosophical, medical, historical, religious, and literary works that define how society shapes these cultural constructions. We will examine the connections between the ancient ideology of gender and the legal, social, religious, and economic roles of women in Greek and Roman cultures. We will also compare this ancient ideology of gender with conceptions of masculinity and femininity in contemporary American culture. *This course satisfies GEP Art/Literature, GEP Diversity, Gender Studies, Classical Studies, and Honors.*

Course Objectives:

This course is discussion-driven. The instructor will lecture occasionally, but only in order to provide important background that will help place the class discussions in proper context. Students are expected to complete all assigned readings for each class and to attend every class prepared and eager to engage with their professor and classmates in questioning, debate, and discussion about the course topics and problems. We will investigate and analyze a diverse body of evidence including:

- Male and female in Greek and Roman mythology.
- Male and female roles within the family structure (*oikos*).
- Male and female incorporations within the Athenian *polis*. This includes legal rules that defined their capabilities and restrictions as well as their economic status.
- Comments of 5th and 4th century writings about the “natures” and “characters” of men and women and their differences. How did these reflect women's role in the social organization of the *polis* and how can they be seen to justify it?
- The different experiences and societal expectations of male and female children in Greece and Rome.
- The different experiences of rich and poor and the exclusion of the impoverished from the political, social, and economic institutions valued by the citizenry.
- Sexual orientation and “homosexuality” in ancient Greece and Rome.
- The role of women in the rituals of the Athenian state.
- How conditions for women changed in Hellenistic Greece.
- How certain Roman institutions compared/contrasted to those of classical Greece and how they affected the position of women. In what sense were Roman women “emancipated?”

Learning Objectives:

In this course, students will:

- Demonstrate analytical and critical skills in examining primary textual sources (all in translation) in their literary, artistic, social, historical, political, economic, philosophical, religious, and legal contexts.
- Identify gaps or conflicting information in textual sources.
- Specify methods and approaches needed to analyze fragmentary or inconclusive information preserved in ancient texts.
- Demonstrate the significance of art and architecture for understanding an ancient society.
- Apply evidence from material culture to illuminate the analysis of textual sources.
- Recognize and describe specific motifs or techniques in ancient art and architecture.
- Assess differences and commonalities (cultural historical, artistic, literary, religious, etc.) across geographical and linguistic boundaries.
- Identify and analyze influences of Greek culture upon Roman culture.
- Explain how Greek and Roman cultures have shaped western culture, in particular spheres such as literature, art, architecture, law, politics, philosophy, and religion.
- Discuss the use and abuse of evidence about ancient Greek and Roman cultures in later times.
- Formulate meaningful interpretations of the literature and material culture of Mediterranean antiquity.
- Assess ways in which perceptions about the ancient Mediterranean world have been shaped by contemporary social and political contexts and concerns.
- Apply feminist theory to integrate the study of ancient cultures into research in other relevant fields.
- Explore issues in a multiplicity of disciplines and integrate knowledge from those disciplines.
- Engage in independent scholarly research, analysis, and synthesis that promote invention of written arguments that reflect the acquisition of knowledge, insights, and skills.
- Demonstrate confidence and clarity in speaking in classroom presentation, discussion, and debate that demand data gathering, analysis, and critical reflection.
- Engage in self-reflection and self-evaluation to promote intellectual self-confidence.

Required Texts:

Athanassakis, Apostolos N. Hesiod, *The Works and Days; Theogony; The Shield of Herakles*. 2nd ed. Johns Hopkins University Press, 2004. ISBN: 0801879841.

Corrigan, Robert W. *Classical Tragedy: Greek and Roman*. Applause, 2000. ISBN: 1557830460.

Fantham, Elaine, et al. *Women in the Classical World: Image and Text*. Oxford, 1995. ISBN: 0195098625.

Fitzgerald, Robert, ed. *The Aeneid: Virgil*. Vintage Classics, 1990. ISBN: 0679729526.

Grant, Michael. *Cicero: Selected Political Speeches*. Penguin Books, 1989. ISBN: 0140442146.

Henderson, Jeffrey, ed. *Aristophanes: Lysistrata*. Focus Classical Library. Focus Publishing/R Pullins Co., 1988. ISBN: 0941051021.

Lefkowitz, Mary R. and Maureen B. Fant. *Women's Life in Greece and Rome: A Source Book in Translation*. 4th ed. Johns Hopkins University Press, 2016.

Requirements:

Completion of all required readings; active participation in class discussions. 20%

Four 2-3 page response papers on key topics on our course syllabus. You will write a 2-3 page response/reflection paper four times during the semester. 40%

These responses should consist of **three to five** one-or-two-sentence quotations, all taken from primary sources (e.g., Homer, Hesiod, Sappho, Aristotle, Xenophon, Aeschylus, Cicero, Horace). **While you may refer to the narrative sections in the *Women in the Classical World* book in your analysis, you may give me only primary source quotations from this book as the basis for your analysis. Each example must be followed by a source (author, work, and line or page numbers).** For each quotation write a separate short response/reflection (several sentences) illustrating why you believe these quotations are especially relevant for the topics we are discussing in this course. You may select quotations that all treat one key topic or theme, or the quotations may address different topics or themes. A successful paper will engage your reader while respecting the rules of grammar and composition and strike a balance between coverage and depth. You are encouraged to add your personal reactions to the materials. **You will be graded on the insight you offer into the materials.**

One oral presentation to be delivered in class on a selected topic on our course syllabus (students should work in groups of two; **topics are listed in bold type**). 20%

One final project, which will be due during the week of final examinations. 20%

Students with Disabilities:

Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact Dr. Christine Mecke in the Office of Student Disability Services, Bellarmine, B-10, at cmecke@sju.edu; or at 610.660.1774 (voice), or 610.660.1620 (TTY), for assistance with this issue. The university also provides an appeal/grievance procedure regarding requested or offered reasonable accommodations through Dr. Mecke's office. More information: www.sju.edu/sds

Tentative Schedule of Classes and Assigned Readings

T January 15 Introduction and Sources; Images of sexuality and gender in American music video

TH January 17 Images of sexuality and gender in American music video (continued)

UNIT I: GREECE

- T January 22** Images of a divided world
Readings: Homer, *Iliad* 6. 237-529; Homer, *Odyssey* 1 (posted on Canvas)
- TH January 24** Hesiodic cosmology
Readings: Hesiod, *Theogony* (selections)
- T January 29** Hesiodic cosmology
Readings: Hesiod, *Theogony* (selections)
- T February 5** The birth of Woman; misogyny and praise
Readings: Hesiod, *Works and Days* lines 1-106
Semonides, *On Women* (L&F #57 3rd; #69 4th)
Genesis Adam and Eve
Inscriptions (L&F #36-38 3rd; #45-47 4th)
- TH February 7** Transition to marriage: mother and daughter
Readings: Homeric Hymn to Demeter (L&F #393 3rd; #492 4th)
WCW chapter 1, pp. 27-33
Eleusinian Mysteries
Film Clip: *Pan's Labyrinth*
- TH February 14** Athenian visions of gender in Sparta
Readings: L&F #95-100 3rd; # 112-117 4th
Alcman, *Partheneion* (L&F # 401 3rd; #502 4th)
WCW chapter 2, pp. 56-67
Response Paper #1 due
- T February 19** Gender and the Polis in Classical Athens
Readings: WCW chapter 3, pp. 68-83 (Kindle up to Civic Religion)
Selections from Aristotle's *Politics* (L&F #72 3rd; #88 4th)
PowerPoint: Men and Women, Citizens and Non-Citizens in Classical Athens
- TH February 21** Athenian cult and ritual
Readings: WCW chapter 3, pp. 83-96 (Kindle Civic Religion to Domestic Activities)
Power Point: Festival of Panathenaia
- T February 26** Athenian married life: images and realities
Readings: WCW chapter 3, pp. 96-113 (Kindle Domestic Activities to Adultery)

Xenophon, *Oeconomicus* (L&F #267 3rd; #319 4th)
PowerPoint: Men and Women, Citizens and Non-Citizens
in Classical Athens (continued)

TH February 28 Athenian married life: images and realities
Readings: WCW chapter 3, pp. 113-127 (Kindle Adultery to
end of chapter 3)
Lysias, *On the Murder of Eratosthenes* (L&F #88
3rd; #105 4th)
PowerPoint: Sexuality outside the household

T March 5 Sexuality outside the household
Readings: Demosthenes, *Against Neaera* (L&F #90 3rd; #107
4th)
L&F #286-288 3rd; #353-361 4th
PowerPoint: Sexuality outside the household

TH March 7 Childhood and Education
PowerPoint: Coming of Age in Ancient Greece
Response Paper #2 due

March 11-18: Spring Break, No classes

T March 19 Classical Greek Tragedy
Reading: Sophocles, *Antigone*
Report: The Debate of Antigone and Creon

TH March 21 Archaic lyric poetry: images of sexuality
Readings: Male erotic lyric (L&F #234 3rd; #277 4th)
Selected poems of Sappho (L&F #1-6 3rd; #1-9 4th)
PowerPoint: Greek Same Sex Relationships

T March 26 Classical Greek Comedy
Readings: Aristophanes, *Lysistrata*
Report: Women on Top?

TH March 28 Ancient biology and medicine
Readings: Selections from Philosophers (L&F #338-340 3rd;
#423-426 4th)
Selections from the Hippocratic Corpus, Galen,
Aretaeus of Cappadocia, Soranus (L&F #341-357
3rd; #427-446 4th)
WCW chapter 6, pp. 183-205 (Kindle entire chapter)
Report: The Female Reproductive System

UNIT II: ROME

- T April 2** Marriage and Family in Republican Rome
Readings: Selections from early Roman law (L&F #112-119 3rd; #126-139 4th)
Inscriptions (L&F #39-43 3rd; #48-52 4th)
WCW chapter 7, pp. 216-230 (Kindle up to Roman Religion)
Roman Family Life
Response Paper #3 due
- TH April 4** Roman Religion
Readings: WCW chapter 7, pp. 230-242 (Kindle Roman Religion to end of chapter)
The Guardianship of Women and Vestal Virgins (L&F #408-411 3rd; #511-516 4th)
- T April 9** Women at Work
Readings: Female Occupations (L&F #283-337 3rd; #345-422 4th)
WCW chapter 9, pp. 260-279 (Kindle entire chapter)
Report: Women and War
- TH April 11** Roman noblewomen: representation
Readings: WCW chapter 10, pp. 280-293 (Kindle entire chapter)
Cicero, *Pro Caelio* (Clodia Metelli)
Response Paper #4 due
- T April 16** Augustan laws on marriage and adultery
Readings: (L&F #120-147 3rd; #140-167 4th)
WCW chapter 11, pp. 294-329 (Kindle entire chapter)
Report: Adultery at Rome (L&F #142-147 3rd; #162-167 4th)
- April 19-April 23:** **Easter Holiday, No classes**
- TH April 18** Images of Cleopatra at Rome
Readings: WCW chapter 5, pp. 136-139 (Kindle up to The Cosmopolis)
Horace, *Odes* 1.37 and I.38 (xerox)
Report: Horace's Cleopatra
- TH April 25** Transgendered Moments: Vergil's *Aeneid*
Report: The Tragedy of Dido

T April 30

Images of sexuality and gender in American music video