CLAS 320: Women in Antiquity  
(CRN: 74720)  
Autumn 2015

I. Course Information:  
Location: NAC 103  
Time: 11:10 a.m. - 12:30 p.m.  
Professor: Barbara P. Weinlich, Ph.D.  
Office: LA 429  
Office Phone: 243-2719  
Email: barbara.weinlich@mso.umt.edu  
Office Hours: Mondays, noon - 1:00 p.m. Wednesdays, 11:00 a.m. - noon; and by appointment (happily).

II. Course Description:  
In this course we will examine the varied sources from Ancient Greece, the Hellenistic World, and Republican as well as Imperial Rome, in order to clarify the place of women in communities, women's contribution to community, and the mechanisms by which communities attempted to socialize female populations. We will get an idea of (1) how women were represented and appropriated by their respective culture's ideals; (2) how their representation was used for negotiating the relations of power in a given culture or historic event; and (3) how our newly acquired knowledge about the representation of women in antiquity can shape our actions and thoughts in the present -- both at the level of the individual and the collective.

III. Learning Outcomes:  
In this course you will learn about the place of women in the communities of Ancient Greece, of the Hellenistic World, and of Ancient Rome. In the course, you will learn to:

(1) to define the different conventions that assign women their place in the communities of Ancient Greece, of the Hellenistic World, and of Ancient Rome;

(2) to compare the conventions of each of the above listed ancient cultures;

(3) to examine each culture's conventions in its various forms of representation in literature, visual arts, and material culture;

(4) to analyze the different aspects of each of the above listed ancient cultures in regard to the conventions that assign women their place in the community;

(5) to evaluate the legacy of the culture of Ancient Greece, of the Hellenistic World, and of Ancient Rome in modern Western culture and in particular in twenty-first century America.
(6) to construct an argument as to how and why -- both in the past and in the present -- the place of women in communities, women's contribution to community, and the socialization of female populations are negotiated.

**IV. Course Format:**
This course will be taught through a combination of moderate amounts of readings, short lectures, group work, and class discussions. It will emphasize your figuring out things about women in antiquity. A typical class day will begin with a short quiz on the readings assigned for the day, followed by a mix of lecture, discussion, and working in small groups on in-class assignments. Twice during the semester, you will engage in a collaborative project with one or two of your classmates. In addition, there will be four (4) short writing assignments (see below), daily short quizzes on the assigned readings, a midterm paper, and a final paper. Detailed assignments and additional sources are provided on the course website.

**V. Required Texts:**
(2) S. Lombardo: *Hesiod: Works and Days and Theogony.* ISBN: 0872201791
(3) S. Lombardo: *The Essential Homer.* ISBN: 0872205401
All readings posted on Moodle

**VI. Recommended Texts:**
Readings on course reserve

**VII. Absences & Tardiness:**
1.) *If you miss one class,* it will probably not severely impact your progress towards the goals of this course (and so your course grade), provided that you complete all scheduled assignments and activities. However, *if you miss more than four classes,* you will earn a failing course grade.

2.) *Be on time* -- both for your own benefit and that of your peers. If you are late, talk to me after class. **Repeated tardiness will be considered as an absence.**

**VIII. Flex Days & Late Assignments:**
All assignments are due on the day and at the time indicated. In the interest of fairness to all members of the class, there will be no extensions.
I do, however, want you to submit your best work and recognize that illness or other
obligations may prevent you from completing an assignment at the stipulated deadline. With this reality in mind, you possess 6 "flex-days" for use during the semester. Each flex-day permits you to submit an assignment one day late (or part thereof) without penalty. For example, you could submit one assignment during the semester 6 days late (e.g., due on Friday, submitted on Wednesday); or each of the 6 assignments one day late. A day is day, meaning that weekends and holidays count. Any assignment submitted late after you have used all your "late days" can gain, at most 1/2 credit. You may use "flex days" on any assignments except for those completed in class (e.g. quizzes, midterm and final exam).

IX. Academic Integrity & Intellectual Property:
Collaborative work on assignments is allowed and encouraged provided that all work you submit under your name represents your own knowledge, not that of your partner(s). Good faith mistakes can and do happen; but willful violators of academic honesty, either by cheating on exams or plagiarizing written work will be referred to the Honor Council for further action. A good rule of thumb: when in doubt, ask, and if you cannot ask, cite -- and then ask. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/vpsa/policies/student_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php).

X. Credit / No Credit Option:
I expect you to take the course for a traditional letter grade. However, I am willing to discuss the CR/NCR grading option in exceptional circumstances.

XI. Accommodation of Learning Disabilities:
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

XII. Add / Drop Deadlines:
The last day to add/drop this class on-line is September 21, 4:30 p.m.

The last day to add/drop this class with my and your adviser’s signature: November 2, 4:30 p.m.
XIII. Schedule of Topics and Readings

Week 1
T 09/01  Intro: Women in Antiquity - What and Why?

Part I: Archaic Greece
R 09/03  Women's Initiation to Adulthood
Readings:  *WCW* pp. 10-22; Selections from Sappho and Alcman (Moodle);
Selection from Carol Gilligan: "Woman's Place in Man's Lifecycle" (Moodle);

Week 2
T 09/08  Women's Transition to Marriage: Nausicaa, Persephone, and Archilochus' Affair with an Unnamed Girl
Readings:  *Odyssey* Book 6 (in: *The Essential Homer*); *Hymn to Demeter* (Moodle); *WCW* pp. 22-33;

R 09/10  Wives: Penelope and her 'Alternatives'
Readings:  *Odyssey* Books 5, 10, and 19 (in: *The Essential Homer*); *WCW* pp. 33-34;

Week 3
T 09/15  Misogyny: Hesiod's Pandora(s) and a Poem by Simonides

OTHER ASSIGNMENTS:  DUE: Response Paper #1

R 09/17  Mourners in Archaic Literature and Funerary Iconography
Readings:  Demosthenes: *Against Macaratus* 43.62 (Moodle); *WCW* pp. 44-49;

Week 4
T 09/22  Non-Aristocratic Women: Eurycleia, Melantho, and a Certain Smycith
Readings:  *Odyssey*. Books 18 & 19 (in: *The Essential Homer*); *Hymn to Demeter*; *WCW* pp. 50-53;

R 09/24  Excursus: Spartan Women
Readings:  Selections from Alcman (Moodle); *WCW* pp. 56-66;

Week 5
II. Women in Classical Athens
T 09/29  The 'Tragic' Wife: Medea
Readings:  Euripides: *Medea*, ll. 1-661; *WCW* pp. 68-76;
### Week 6
**R 10/01**
**The Wife in Tragedy: Introducing the Concept of the 'Other'**
Readings:
Euripides: *Medea*, ll. 662-1414; A summary of Athenian History (Moodle)

### Week 6
**T 10/06**
**Women and Civic Religion**
Readings:
*WCW* pp. 83-97;

**OTHER ASSIGNMENTS:**
DUE: Response Paper #2:

### Week 6
**R 10/08**
**Xenophon on How to Train a Wife**
Readings:
Selections from Xenophon: *Oeconomicus* (Moodle);

### Week 7
**T 10/13**
**The 'Comic' Wife**
Readings:
Aristophanes: *Lysistrata*, pp. 14-64; *WCW* pp. 68-76

### Week 7
**R 10/15**
**The Wife in Athenian Comedy**
Readings:
Aristophanes: *Lysistrata*, pp. 64-112; A Survey of Athenian History (Moodle);

### Week 8
**T 10/20**
**GROUP PROJECT #1**

### Week 8
**R 10/22**
**Trafficking in Women: Neaira**
Readings:
Demosthenes: *Against Neaira* (Moodle); *WCW* pp. 113-118;

### Week 9
**III. The Hellenistic Period**
**T 10/27**
**Hellenistic Queens: Cleopatra VII Women in the Public**
Readings:
Selections from Plutarch: *Life of Antony* (Moodle); *WCW* pp. 136-15;

**OTHER ASSIGNMENTS**
DUE: MIDTERM PAPER

### Week 9
**R 10/29**
**Women in the Public**
Readings:
*WCW* pp. 155-168;

### Week 10
**T 11/03**
**The Imperial Cult and the Goddess Isis**
Readings:
G. Weill Goudchaux: Cleopatra's Subtle Religious Strategy (Moodle); *WCW* pp. 151-155;
R 11/05  The Science of Medicine and the Sexes
Readings: Selections from the Hippocratic Corpus; *WCW* pp. 183-203;
optional (but highly recommended): "Women and Hysteria in the
History of Mental Health" (Moodle);

**Week 11**

*IV. Republican Rome*

T 11/10  Famous Women in Roman Legend: Cloelia, Lucretia, and
Verginia
Readings: Selections from Livy #1: *The History of Rome from Its
Foundations* (Moodle); *WCW* pp. 216-227;

**OTHER ASSIGNMENTS:** DUE: Response Paper #3

R 11/12  Roman Marriage: The Sabine Women and ... Clodia Metelli
Readings: Selections from Livy #2: *The History of Rome from Its
Foundations* (Moodle); Cicero: *Pro Caelio* 13-16
(Moodle); *WCW* pp. 227-230;

**Week 12**

T 11/17  Roman Religion: Matrons, Vestals, and the Bona Dea Scandal
Readings: Selections from Livy #3: *The History of Rome from Its
Foundations* (Moodle); Cassius Dio: *Roman History*
37.45; Suetonius, *Iulius Caesar* 6.2. & 74.2 (Moodle); *WCW* pp.
230-241;

R 11/19  Roman Women in the Later Republic: Cornelia Scipionis
Africana Minor
Readings: Selections from Plutarch: *Gaius Gracchus* (Moodle);
*WCW* pp. 260-265;

**Week 13**

T 11/24  Working Women: Freeborn, Slaves, and Freedwomen
Readings: *WCW* pp. 265-270;

**OTHER ASSIGNMENTS:** DUE: Response Paper #4

R 11/26  NO CLASS

**Week 14**

T 12/01  The *Aeneid* and the Image of Marriage
294-299;
**Women of the Court: Livia and Julia**

Readings:  
K. Galinsky: "Livia: Wife and Consigliere" pp. 111-115 (Moodle);  
K. Galinsky: "Julia: Chattel and Rebel" pp. 122-126 (Moodle);  
*WCW* pp. 299-317;

**Week 15**

T 12/08  
Women of the Court in the High Empire: Julia Domna
Readings:  
Cassius Dio: *Roman History* 78 (Moodle); Historia Augusta:  
*Severus* 21 (Moodle); *WCW* pp. 350-360;

R 12/10  
GROUP PROJECT #2

**Monday, December 14, 10:00 a.m.**  
FINAL PAPER DUE

**XII. Evaluation:**

Class Contribution: 10%  
Quizzes: 20%  
4 Response Papers: 20%  
Midterm Paper: 15%  
Final Paper: 20%  
2 Group Projects: 20%

**XIII. Class Contribution:**

Your contribution to class is *defined minimally* as regular attendance. The writing assignments, lectures, and discussions presuppose that you read and study each text before class so that you will be able to contribute.  
**As a rule of thumb, you should prepare three hours for each class meeting.**  
Your contribution to class is *defined maximally* as attendance at all classes and active participation in discussions based on thoughtful reading of all assignments. *Defined maximally*, engagement in class means (1) active listening, (2) responding to your peers' comments, (3) expressing your own views, and (4) completing extra-credit assignments.

**XIII. 10-Minute Quizzes:**

These quizzes are designed to test your knowledge of the readings assigned for the day. They will be given at the beginning of class on an almost daily basis. The format of the quizzes will be short answers.
XIV. Response Papers:
Over the course you will write four (4) response papers. Each response paper must meet the minimum length of two (2) full pages. Response papers must be typed, double-spaced in standard 12 pt. font, and have 1-inch margins all round. Please use MLA style (posted on course website) for argumentative essays. Please submit two (2) hardcopies. It will be accompanied by a separate works-cited sheet. Your argumentative essay must include at least three (3) references to two previously discussed readings. Please observe the MLA style for in-text references / citations. Assessment standards for argumentative essays entries are posted on the course website. You may re-write two (2) of your response papers.

XV. Midterm and Final Paper:
Each paper will enable you to develop at greater length (6-8 pages) a topic of particular interest to you. A list of suggested topics together with more information on the project itself will be provided in week 4 and week 11, respectively. If you wish to write on another topic, please clear it first with your instructor.

Format: Each paper will be an argumentative essay based on your researched topic. Each paper will count 6-8 pages (works-cited sheet excluded). It must be double-spaced, 12-point font, Times New Roman, and paginated, accompanied by a separate works-cited sheet.

Style: Your paper must be cogently argued, coherently structured, clearly expressed, and submitted on time. Feel free to use the help provided by the Writing Center. Sources and quotations must be properly introduced and integrated into the texts, following MLA conventions. (The latter are posted on the course website.)

XVI. Group Projects:
Both group projects aim at deepening your understanding of how and why the place of women in communities, women's contribution to community, and the socialization of female populations are negotiated in a given culture. For the first group project you and two of your peers will create both the profile and the story of a woman who lives in fifth-century Athens. For the second group project you and two of your peers will create the profile and the story of a woman who lives in early Imperial Rome. You will create a 10-minute ppt. presentation and a typed and detailed description of your female character's profile and story. The quality of your group presentation (clarity, precision, depth) will determine the grade that your group earns. More information on each project, including assessment standards, are posted on the course website.

XVII. Grading Quick List*
The Grade of A: A-level work implies excellence in critical thinking and excellent performance within the course. In addition, it implies exceptional command of reading materials.
The Grade of B: B-level work implies sound critical thinking and sound performance within the course. In addition, it implies sound command of reading assignments.

The Grade of C: C-level work implies mixed critical thinking and mixed performance within the course. Assignments are completed with minimal errors in form and display that the student has read the assigned materials.

The Grade of D: D-level work implies only a minimal level of understanding and skill in critical thinking. In addition, it implies one incomplete assignment or several assignments that display considerable errors in form and content.

The Grade of F: F-level work implies a pattern of unskilled thinking and/or failing to do the required work of the course. That is to say, multiple incomplete assignments or multiple assignment that do not follow the instructions and display little or no preparation.

* This list does not consider the impact of one absence.