



School of Art History, Classics and Religious Studies
CLASSICS
CLAS 406 (2010)
Special Topic: Sex and Gender in the Ancient World
(Trimesters 1/2; March 1-November 14, 2010)

Dates

Teaching dates: 1 March 2010 to 17 October 2010

Study week: 18 to 22 October 2010

Examination/Assessment period: 22 October to 14 November 2010

Withdrawal Dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Name

and Contact Details:

Dr. Mark Masterson, OK 511, ph. 463-6909

Office Hours:

12-1 (Tues) and 3-4 (Fri) and, gladly, by appt.

E-mail:

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Class Time

and Location

12-2, WED. Classics Museum

Course Delivery

The course will be delivered in seminar format in a two-hour session once a week. Reading questions will be posted on Blackboard (in "Course Documents") in the week prior to the session in question. Each student will be required to lead discussion of one of the larger readings and present their research paper to the seminar. The delivery of the course is dependent in large part on the academic staff but students' active participation in the seminars and careful attention to the readings and the various writing assignments are the things most important to learning.

Communication of Additional Information

Any additional information (schedule for the later part of the course, changes, etc.) will be posted on the Blackboard site. A notice giving examination times and places for all courses taught in Classics will also be posted on the Departmental notice board on the FIFTH floor of OLD KIRK when this information is available. The Classics WWW page (www.victoria.ac.nz/classics) contains useful information on Classics in general.

Course Content and Learning Objectives

This course surveys by turns and in no particular order, *and repeatedly*, biological sex, sexual behavior, and gender in the ancient world. We will proceed in a roughly chronological fashion. After two introductory weeks, we will start in the time prior to Athens, spend some time in Athens, then switch over to Rome of the republic and empire. We will conclude with the rise of Christianity in the Roman Empire and the general situation in late antiquity. There will be no final answers, no solutions; there will be no closure because the literature and time-span are vast. There will be, instead, a series of mini-narratives of limited contexts. Themes will recur but they will be altered to varying degrees. The objective of this course is to suggest to you the complexity of the questions involved in approaching sex and gender in the ancient world (and in our [post-?] postmodern world) and the shape responsible answers ought to have. This course will have been successful if you acquire two things:

- 1) the ability to discuss ancient sex, gender, and sexual behavior on your own;
- 2) the capability of critiquing and interacting with others' discussions of ancient sex, gender, and sexual behavior.

The various assessments will assess how well you have achieved these objectives.

Expected Workload

In order to complete the course successfully, an average honours student should expect to spend 15 hours a week on the course (two hours in seminar and the rest on reading and reflection). In weeks where there is more work to be done (e.g., preparation for an oral presentation or completion of a written assignment), the workload will be higher. The research essay and final examination will demand time too. **Please note that these averages are rough guidelines only.** Some students might have to put in more time, others less.

Readings (Essential and Required Texts)

Course Materials Booklet (abbreviated below as COMIC) - available from Student Notes

AND three actual books:

Halperin, David. M. 2002. *How to Do the History of Homosexuality*. Chicago: University of Chicago Press.

Rabinowitz, Nancy Sorkin. 1993. *Anxiety Veiled: Euripides and the Traffic in Women*.

Ithaca: Cornell University Press.

Richlin, Amy. 2006. *Marcus Aurelius in Love*. Chicago: University of Chicago Press.

[*Note*: There will be two copies each of these books on three-day reserve in the library. The COMIC must be purchased.]

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Assessment (60% internal/40% external)

(a) Directed-Writing #1 10%

(b)	Directed-Writing #2	10%
(c)	Leading of Discussion	05%
(d)	Declaration of Research Essay Topic + Biblio.	05%
(e)	Presentation of Research Essay	05%
(f)	Research Essay	25%
(g)	Three-hour Final Examination	40%

(Exam Period = 22 October to 14 November)

- The goal of these items of assessment is to establish the extent to which students can demonstrate both an understanding of ancient sex and gender and an ability to discuss them in ways informed by current academic approaches. Whether or not these goals have been accomplished will be measured through work written up and researched both over a period of time (essay, directed writings) and within a fixed period (final exam). The accomplishment of these goals will also be measured through oral presentation of the research paper and through the leading of class discussion of one of the major readings.
- Each piece of assessed work will be given a grade only, not a percentage mark.

Description of Assessed Work

1) Directed-Writing Exercises

For this class there will be two writing exercises. Each will be **1000 words** in length. They will be based on material contained in the readings and on class discussion. Each assignment will be posted on Blackboard in the “**Assignments**” section and students **must** submit it there electronically. Students will have about two weeks to complete each of these exercises. I will discuss these assignments further in the seminar.

- *Directed Writing #1 is due on Blackboard in “Assignments” on or before 1 April.*
- *Directed Writing #2 is due on Blackboard in “Assignments” on or before 4 June.*

***I encourage all of you to consult “writing guide” and “quoting text” in “Course Resources” on Blackboard.*

2) Leading of Discussion

Each student will lead a discussion of one of the major readings of the course. The readings to choose from are designated as such in the seminar schedule. We will decide who is doing what in the first half of the course in week 2. Leaders for readings later in the course will be chosen by week 12. Leaders of discussion should offer a judicious summary of the content of the reading and “place” it within the context of the course. Students may want to pose questions to the seminar for further discussion or provide a handout. In any case, the student should be active in the discussion of the reading that follows. Discussion should be opened up to the room at about the 15-minute mark.

3) Declaration of Research Essay Topic

You will provide a paragraph that describes what you will be doing in your Research

Essay. There should be a clear topic sentence and an indication of the shape your argument will have. You should include a bibliography that includes at least one primary source and at least four secondary sources, at least two of which cannot be from the readings assigned in the class. I add here that it is totally fine and good that you cite and work with the readings assigned in this course; I just want you to do some reading in addition. You may want to talk with me at some point before you turn in this assignment.

(I don't provide a bibliography in this document. Reading the course readings will reveal massive amounts of bibliography.)

- **Due Date: (to be turned in the "Assignments" section on Blackboard on a date to be determined)**

4) *Presentation of the Research Essay*

You will present your topic to the seminar. You should discuss the primary and secondary sources you are using; the conclusion you are or suspect you will be coming to; the challenges you have encountered; your triumphs. A handout will be helpful.

- ***These presentations will be scheduled for later in the year.***

5) *Research Essay*

2500-3000 words in length

- **Due Date: on or before Friday 15 October on Blackboard in the "Assignments" section.**

The *Classics Study Guide* that will aid you in preparing written assignments is available from the Student Notes Shop. ALSO, ****I encourage all of you to consult "writing guide" and "quoting text" in "Course Resources" on Blackboard.**

6) *Final Examination*

The exam will consist of essays designed to test your ability to synthesize what you have learned throughout the course. You will also be requested to analyze a primary-text excerpt in terms of the issues and concepts that have come up over the year in this seminar. The final examination will be discussed in more detail toward the end of the course.

Blackboard, Email and General Technological Notes:

The Blackboard system will be in heavy use for this course. Check it for notices of changes to the course and for reading questions posted by the course coordinator. You will also need to check the email associated with Blackboard at least once every two days. In the event that I send you a message, I expect you to read it and take appropriate action within 48 hours. *This means that you must get your email and computer access sorted soon so you can receive messages and access Blackboard. In sum, a certain degree of comfort with the computer on the part of the student is expected.* Also, and this is really important, if you tell me that you lost work because you did not back it up I will feel sorry and yet I don't regard this as a valid excuse. There are multiple ways to have multiple copies of your work so that work loss due to technological issues should be merely a hassle and not a disaster. Back up early and often!

Penalties

Late work will be accepted in this class up until and including the first day of the reading period (18 October). Work that is late will be marked down 5% immediately and then drop more only after weeks have passed. The maximum penalty will be 15%, arrived in about 8 weeks or by the final drop-dead date of 18 October 5:00 P.M.

No work will be accepted after 18 October 5:00 P.M. in the absence of a compelling and documented reason. Work that is late will be subject to **considerable** delays in being graded and returned to the student.

Students who have nothing to add to the discussion week after week may incur a 3% penalty on their final grade. If I feel that your level of participation is deficient, I will draw it to your attention so you may do something about it. No news is good news.

Students who monopolize the discussion week after week may receive a 3% penalty on their final grade. If I feel you are monopolizing the discussion, I will draw it to your attention so you may do something about it. No news is good news.

Mandatory Course Requirements

It is mandatory for a student to attend 75% of the classes and complete all seven items of assessed work.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

SEMINAR PROGRAMME

NOTES:

- 1) Read assigned reading **before** that week's seminar.
- 2) All readings are in the COMIC unless otherwise noted.
- 3) The readings in the COMIC are in the order that they are to be read.

WEEK 01

Orientation to the Course.

Before this class **you will have read** the following excerpts from a book by John Younger in an Electronic Book available on line though the library catalogue (I have been told that it is also available in hard-copy on reserve):

Younger, John G. 2005. *Sex in the Ancient World from A to Z*. The Ancient World from A to Z. London: Routledge: [x-xvii; 4-5 (age grades); 8 (analingus); 20 (bisexuality); 23-28 (body modification, body parts, boy-love, brothels); 31-32 (*cinaedi*); 37-38 (cruising and cunnilingus); 49-50 (fellatio/irrumatio); 57-58 (heteroeroticism, homoeroticism); 66-69 (laws and regulations, lesbianism); 72-77 (male homosexuality, marriage); 79-80 (men); 91-93 (paederasteia); 106-112 (prostitutes and prostitution); 121-125 (sexual activities, attitudes, differentiation, positions for penetrative intercourse) 139-141 (women)]

Before this class, you also will find definitions for the following anywhere (in books, in Younger, on the web, from your head):

Male
Female
Man
Woman
Sex
Biological Sex
Gender
Sexuality
Sexual Orientation
Social Constructivism/Social Constructionism
Essentialism
Slave
Boy
"Boy"
Cinaedus/Kinaidos
Decadence
Pederasty
Paiderasteia/Paederasteia
Pedophilia

If some of them puzzle you, try to describe what the problem is to the best of your ability. It is also ok to be "wrong". These will be discussion points and I will share with you the best definitions I have for each of these. (Hint: some are easier than others.)

WEEK 02

Read the following:

Ortner

Rubin

(Allow much time; they are difficult readings but they will put your brain in fighting shape for the rest of the year.)

Allotment of discussion leaders for weeks six and following. Discussion of the schedule for the rest of the year.

WEEK 03

We designate leaders for readings this week.

Read the following:

Homer *Iliad* excerpts

The Fragments of Aeschylus' *Myrmidons*

Lloyd, Genevieve

Directed Writing #1 posted on Blackboard this week.

WEEK 04

Read the following:

Davidson

Halperin 1990

Michelakis

WEEK 05

Read the following:

Sappho excerpts

duBois

Parker 1996

Directed Writing #1 due on Blackboard on or before 1 April.

WEEK 06

Read the following:

Plato excerpts

Davidson [Leader=_____]

WEEK 07

Read the following:

Read Hippolytus and Hekabe

WEEK 08

Read the following:

Rabinowitz [BOOK: pp. 1-27; 103-124; 155-188]. [Leader=_____]

King

Lysias, "On the Death of Eratosthenes"

Foucault

Foxhall

WEEK 09

Read the following:

Plautus. *Curculio* 33-38

Catullus (excerpts)

Horace. *Satires* 1.2.68-71

Martial 6.36-37

Read Seneca the Younger, *Natural Questions* 1.16

Parker 1998 [Leader=_____]

Richlin 1992a

Williams

WEEK 10

Read the following:

Terence, *The Eunuch*

James

Grubbs [Leader=_____]

Directed Writing #2 posted on Blackboard this week.

WEEK 11

Read the following:

Rhetorica ad Herennium 3.19-27

Seneca the Elder, *Controversiae* 1 pr., 4 pr. 10, 5.6

Seneca the Younger, Letter 114

Keith 2000

Richlin 1997 [Leader=_____]

Gleason

WEEK 12

Read the following:

Ovid *Metamorphoses* (Excerpts)

Seneca the Elder. *Controversiae* 1.2.22-23

Phaedrus 4.16

Martial 1.90, 7.67, and 7.70

Richlin 1992b

Auanger [Leader=_____]

Directed Writing #2 due on Blackboard on or before 4 June.

THE SCHEDULE FOR THE REMAINING WEEKS WILL APPEAR ON BLACKBOARD IN "COURSE RESOURCES".