



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF ART HISTORY, CLASSICS, AND RELIGIOUS STUDIES**

**CLASSICS PROGRAMME**

**CLAS 406 / Special Topic: Sex and Gender in the Ancient World**

**TRIMESTERS 1 AND 2**

**2013**

**4 March – 17 November 2013**

**Important Dates**

Trimester dates: 4 March to 17 November 2013

Teaching dates: 4 March to 18 October 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break 1/3: 22–28 April 2013

Mid-year break: 4–14 July 2013

Mid-trimester break 2/3: 26 August to 8 September 2013

Study week: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

*Students who enrol in this course must be able to attend the examination for this course at the University at any time during the scheduled examination period.*

**Withdrawal dates**

Information on withdrawals and refunds may be found at

[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

**Names and contact details**

Lecturer/Coordinator:

Dr. Mark Masterson

OK 514 (463-6909)

Office Hours: 3-4 (Mon), 10-11 (Wed)

[during first trimester teaching; second trimester is TBD]

and by appt.

E-mail: [mark.masterson@vuw.ac.nz](mailto:mark.masterson@vuw.ac.nz)

**Class times and locations**

Seminar times: 10-12, Tuesdays

Seminar venue: OK 526

### Teaching/learning summary

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 is a seminar. Attendance and active participation are essential. For more on what skills will be fostered and assessed, see “Learning objectives” below.

### Communication of additional information

- The **Readings Schedule**, a copy of **This Syllabus**, a **Bibliography**, and **Essay-Writing Guidance** will appear in the “Course Resources” section on Blackboard.
- **Writing Assignments** will be posted in the “Assignments” section on Blackboard.
- **Readings** in addition to the three set texts will be posted in Course Documents section on Blackboard.
- **Additional General Information** about the course will be posted in the “Announcements” section on Blackboard (scroll down).

The exception to the above is the examination timetable. It will be posted on the Classics Notice Board (situated opposite Old Kirk 505).

### Course prescription

This course examines sexual behaviour and gender in Greece and Rome from the early days of Greece to the later Roman Empire and the coming of Christianity. The course begins with terms and concepts in modern-day discussions of sexual behaviour and gender and then proceeds chronologically through selected ancient evidence.

## Learning objectives

Students who pass this course should be able to

1. participate in discussions of ancient sex, gender, and sexual behaviour in a manner informed by recent scholarship;
2. critique and interact with others' discussions of ancient sex, gender, and sexual behaviour;
3. extend analyses begun verbally in the seminar into written expression;
4. find reasonable sources on ancient sex, gender, and sexual behaviour in the primary literature;
5. find reasonable sources on ancient sex, gender, and sexual behaviour in the secondary literature and be able to evaluate their strengths and weaknesses;
6. synthesize the results of research and execute a research essay that reflects this synthesis.

## Expected workload

In order to complete the course successfully, an average student should expect to spend around 300 hours on the course. During the 18 weeks of instruction, this will mean an average of about 14 hours per week, i.e., 2 class hours and the remainder for reading, writing assignments, and, say, preparation for leading or addressing the seminar. This leaves 48 additional hours for the completion of the research essay and for studying for the final examination. **Please note that these are rough guidelines only.** Some students might have to put in more time, others less. The time commitment will also be greater when a student is making a presentation or a writing assignment is due.

## Blackboard and email:

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 Blackboard knows you by 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.

## Readings

### Set texts:

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.

Brown, Peter, and Geoffrey Barraclough. 1971. *The World of Late Antiquity: AD 150-750*. London: W.W. Norton & Company.

[There will be copies of these books on reserve in the library.]

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

*All other readings are posted in electronic format on Blackboard in "Course Documents".*

### Assessment requirements (60% internal/40% examination)

Assessment items	Length	% of final mark	
1 Directed-Writing #1	1200 words	10%	
2 Directed-Writing #2	1200 words	10%	
3 Leading of Discussion	45 minutes	05%	
4 Declaration of Research Essay Topic + Bibliography	300 words + 10 items on the bibliography	05%	
5 Presentation of Research Essay	30 minutes	05%	
6 Research Essay (2500-3000 words)	2500-3000 words	25%	
7 Final Examination (Exam period = 25 October to 16 November 2013)	3 hours	40%	

- 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.
- Students are encouraged to study the "Learning objectives" above for more insight into what will be in the assessor's mind when marks are awarded.
- 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 **1200 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 **Friday 19 April**.*
- *Directed Writing #2 is due on Blackboard in “Assignments” on or before **Friday 7 June** (there is an automatic extension to Tuesday 11 June if you want; more details on this in class).*

*\*\*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 or more readings set for the seminar. The readings to choose from are designated as such in the schedule of readings. We will decide who is doing what in week 2. Leaders of discussion should offer a judicious summary of the content of the reading(s) and “place” it/them within the context of the course. Students may want to pose questions to the seminar for further discussion **and** 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 no later than the 30-minute mark. When discussion commences, it is important that the leader continue to participate, leading and redirecting where appropriate.

### 3) Declaration of Research Essay Topic

You will provide a paragraph (300 words minimum) 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 beautifully formatted bibliography that includes 10 items (one of which must be a primary source and 7 of which must be secondary sources). Of these 10 minimum, no more than four can be from reading assigned in the course. 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 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 beyond accounting for what is assigned for you to read in the course. Reading the course readings will reveal massive amounts of bibliography.)*

- **Due Date: 19 July** (on Blackboard in “Assignments”)

### 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 is essential.

- **These presentations will be scheduled for weeks 15 to 18.**

- ***\*\*The class is larger than was previously expected. 30 minutes may be too long for us to continue to run the class as a class. We will look into this later. Whatever the final minute count, it will be essential for you not to go over time.***

#### 5) Research Essay

2500-3000 words in length

- **Due Date: on or before Monday 16 September on Blackboard in the "Assignments" section.**

*\*\*I encourage all of you to consult "writing guide" and "quoting text" in "Course Resources" on Blackboard. If you need a referencing style, see the link in "External Links" on Blackboard. The link is also present in "Course Resources".*

#### 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.

#### Penalties

Late work will more than likely be penalized 2% per day it is late. Work that is excessive in length is liable to incur a penalty also. Students wishing to avoid penalties for late work will have to present documentation and are best advised to make arrangements beforehand (if at all possible). If you hand in late work, you can anticipate considerable delays in having your work returned to you and you are also liable to receive minimal comment. **The final due date for all work exclusive of the final examination is October 18.**

#### Mandatory course requirements

To gain a pass in this course each student must

- submit the essay, essay declaration, and writing assignments, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- sit the examination;
- lead a discussion of a major reading or readings;
- present their essay to the class;
- attend 13 of the 18 seminars.

#### 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.

### **Statement on legibility**

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **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>

### **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.

### **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcacademic](http://www.victoria.ac.nz/home/about/avcacademic).