



AHIS3201

Women and Gender in the Ancient World

Session 1, In person-scheduled-weekday, North Ryde 2024

Department of History and Archaeology

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convener

Julia Hamilton

julia.hamilton@mq.edu.au

Contact via Email

B168, 25B Wally's Walk, Wallumattagal Campus

Peter Keegan

peter.keegan@mq.edu.au

Credit points

10

Prerequisites

130cp at 1000 level and above or 20cp in AHIS or AHST units at 2000 level or above

Corequisites

Co-badged status

Unit description

This unit is a study of sexuality and gender in the Egyptian, Near Eastern and Ancient Mediterranean worlds, but with special emphasis on Ancient Greek and Roman society. It also looks at the convergence of classical traditions and Judaeo-Christian thought in late antique Rome. The unit draws upon the contributions of women's history and feminist scholarship to the study of antiquity, paying particular attention to the role of historiography in understanding past worlds.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Acquire and demonstrate knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world;

ULO2: Evaluate ancient source material and modern interpretations of that material at an advanced level;

ULO3: Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level;

ULO4: Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains.

General Assessment Information

1. SOURCE ANALYSIS

Topics for discussion and written assignment are set out under each week on the unit's iLearn site. ONE written assignment is to be submitted via Turnitin for assessment on the **SUNDAY after the relevant Tuesday tutorial** by 11.55 pm. It will count for 20% of the final mark. (Preparation for *each* tutorial, however, is advised, **since your digestion of the material covered in seminars will be relevant to your podcast preparation, including the topics in the latter part of the unit**).

The appropriate length of your source analysis will be approximately 1000 words (plus or minus 10%). Your analysis must be documented and based on a direct examination of the ancient sources. If modern scholarship is used, a bibliography should be attached. Please note that footnotes and bibliography do not count in the word length for this unit.

NB: The topic that you choose should not overlap in any way with the subject chosen for your PODCAST or BLOG.

2. PODCAST

One podcast, counting for 40% of the final mark, is required. It should not exceed seven (7) minutes in length. Your podcast should be uploaded no later than **SUNDAY of Week 8** by 11.55pm. Topics will be available early in the session. Please note that you will be using the Adobe Creative Cloud suite of digital tools to create your podcast (specifically, Adobe Audition). If you are planning to present your podcast in the field of Roman or Early Christian studies (which may not have been covered in lectures) should consult the appropriate pre-recorded lectures and/or the unit convenor. (To authenticate the academic integrity of this task, a verbatim script of your podcast will be uploaded to Turnitin by the due date and time, as noted above.)

To reiterate, a marker will be assessing:

- (i) the degree to which you answer the question(s) set (within the word limit);
- (ii) the degree to which you refer to the ancient evidence in support of your arguments and;
- (iii) the clarity of your presentation.

Marking rubrics and guidelines for podcasting will also be provided on the iLearn site.

A marker shall be assessing:

- (i) the degree to which you answer the question(s) set (within the word limit);
- (ii) the degree to which you cite the ancient evidence in support of your arguments; and
- (iii) the clarity of your presentation.

Marking rubrics and guidelines for referencing will also be provided on the iLearn site.

NB: The topic that you choose should not overlap in any way with the subject chosen for your SOURCE ANALYSIS or BLOG.

3. BLOG

One blog, counting for 40% of the final mark, is required. It should not exceed 2000 words. Your blog should be uploaded no later than **Sunday of Week 13** by 11.55pm. Topics will be precirculated early in the session. Please note that you will be using the Adobe Creative Cloud suite of digital tools to create your blog (specifically, Adobe Portfolio). You should consult widely across the content of the unit in order to create your blog. (To authenticate the academic integrity of this task, a verbatim script of your blog will be uploaded to Turnitin by the due date and time, as noted above.)

To reiterate, a marker will be assessing:

- (i) the degree to which you answer the chosen topic (within the word limit);
- (ii) the degree to which you cite the ancient evidence in support of your arguments and;
- (iii) the clarity of your presentation.

Marking rubrics and guidelines for referencing will also be provided on the iLearn site.

NB: The topic that you choose should not overlap in any way with the subject chosen for your SOURCE ANALYSIS or PODCAST.

SPECIAL CONSIDERATION

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – 5 marks out of 100 credit will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue. Extensions for the submission for assessed work need to be submitted online (convenors and tutors are not permitted to grant you an extension). The link to locate relevant information and to request Special Consideration can be found via this link [Special Consideration - Eligibility | MQ Sydney](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Source Analysis	20%	No	23:55, Sunday of the week in which the tutorial is delivered
Podcast	40%	No	23:55, Sunday of Week 8
Blog	40%	No	23:55, Sunday of Week 13

Source Analysis

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 30 hours

Due: **23:55, Sunday of the week in which the tutorial is delivered**

Weighting: **20%**

This task asks you to extract and analyse information relevant to the experience of a woman (or women) in a particular ancient society and/or concepts of gender and sexuality in antiquity. A marking rubric, task outline, and word limit will be available on the unit homepage. Submission: Turnitin Assignment.

On successful completion you will be able to:

- Acquire and demonstrate knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world;
- Evaluate ancient source material and modern interpretations of that material at an advanced level;
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level;
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains.

Podcast

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 40.5 hours

Due: **23:55, Sunday of Week 8**

Weighting: **40%**

This task asks you to focus on a particular ancient author, literary genre or form of archaeological evidence. You will extract and analyse information relevant to the place of women in a particular ancient society and/or concepts of gender and sexuality in antiquity. A marking rubric, task outline, and time/word limit will be available on the unit homepage. Submission: Adobe Creative Cloud. (You will receive instruction in creating your podcast during Week 4 of the teaching session.)

On successful completion you will be able to:

- Acquire and demonstrate knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world;
- Evaluate ancient source material and modern interpretations of that material at an advanced level;
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level;
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains.

Blog

Assessment Type ¹: Non-academic writing

Indicative Time on Task ²: 40.5 hours

Due: **23:55, Sunday of Week 13**

Weighting: **40%**

This task gives you an opportunity to clarify your thinking about the material covered throughout the unit, and, in accordance with the study of history and archaeology at an advanced undergraduate level, your appreciation of historiographical theories. A marking rubric, task outline, and word limit will be available on the unit homepage. Submission: Adobe Creative Cloud. (You will receive instruction in creating your blog during Week 11 of the teaching session.)

On successful completion you will be able to:

- Acquire and demonstrate knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world;
- Evaluate ancient source material and modern interpretations of that material at an advanced level;
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level;
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

Classes

For lecture/tutorial times and classrooms please consult the MQ Timetable website. This website will display up-to-date information on your classes. For any variations on this information, please consult the AHIS3201 iLearn website (which is accessible at the commencement of teaching session).

Lectures: There are two or more recorded lectures a week for all weeks of the session. The importance of regular listening to lectures is that we signal the topics that we deem significant. It is expected that you audit **at least 26 lectures (labelled REQUIRED) over the session**. We shall expect you to discuss these topics in the podcast and blog.

Tutorials: There is a tutorial for most weeks of the session in which it is expected that students will participate actively.

Each student will have undertaken the reading for each week's tutorial and will contribute to the best of their ability to the discussion. A unit like this, drawing on such a broad range of material and different perspectives, works best when everyone brings their thoughts to the table. Participation in tutorials is considered a vital and rewarding part of the unit.

Required and Recommended Texts

The areas covered in this unit are too broad for a single set text. Students will, however, be asked to readings (including translations of ancient primary sources) through Leganto which will be used for specific tutorials, in lectures and in assessment preparation. It will be made available electronically on the iLearn site.

In this unit emphasis is placed upon the direct examination of the ancient sources and evidence. Students are expected to base all their work on a personal examination of these sources. It will not be sufficient simply to read modern studies on any topic; however sound and highly recommended these are: it will be essential to look first at the ancient sources on which all modern studies are necessarily based.

The work which marked a major change in the academic landscape, Sarah B. Pomeroy's *Goddesses, Whores, Wives and Slaves. Women in Classical Antiquity* (New York, Schocken Books, 1975) treats many of the periods covered by this unit. An electronic copy of Pomeroy is available via Leganto in the Macquarie University Library. Another important recent work is Ronnie Ancona's and Georgia Tsouvala's *New Directions in the Study of Women in the Greco-Roman World* (Oxford University Press, 2021).

Highly recommended for purchase (and a book which most students interested in this subject will want to have in their own libraries) is Mary R. Lefkowitz and Maureen B. Fant's *Women's Life in*

Greece and Rome: a sourcebook in translation (any edition).

The literature is now immense, and growing annually. Students can pick their own ways through the bibliographies which will open up with the reading of each new work. A very useful digital resource is the Diotima website: <<https://diotima-doctafemina.org/>> which contains a wealth of bibliographical material.

Other internet sites are discussed by John Younger 'Gender and Sexuality on the Internet' in Maria Wyke (ed.), *Gender and the Body in the Ancient Mediterranean* (Oxford 1998), 209–213. Please share with us any useful sites found.

Other general coverages will be found in Eva Cantarella's *Pandora's Daughters. The Roles and Status of Women in Greek and Roman Antiquity* (Baltimore & London 1987) and *Bisexuality in the Ancient World* (1988, Eng. trans. Cormac Ó Cuilleaináin, New Haven 1992). There is also a general survey of the subject in Gillian Clark's *Women in the Ancient World* (Greece & Rome. New Surveys in the Classics 21 (Oxford 1989). See also Susan Treggiari, *Women of the Ancient World* vol. 1 (London 2007); Brook Holmes, *Gender. Antiquity and its Legacy* (London 2012); Sharon L. James and Sheila Dillon (eds), *A Companion to Women in the Ancient World* (Chichester, West Sussex 2012); Janet H. Tulloch (ed.), *A Cultural History of Women in Antiquity* (London 2013); Thomas K. Hubbard (ed.), *A Companion to Greek and Roman Sexualities* (Chichester, West Sussex 2014); Mark Masterson, Nancy Sorkin Rabinowitz and James Robson (eds), *Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World. Rewriting Antiquity* (London & New York 2015); and S.L. Budin and J. MacIntosh Turfa (eds), *Women in Antiquity: Real Women Across the Ancient World* (London 2016).

Those of you interested in what survives of women's own writings from antiquity (all too little) might buy a copy of Ian Plant's, *Women Writers of Ancient Greece and Rome* (London 2004).

Technology Used and Required

The unit has an iLearn page which can be accessed via your iLearn login. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. You will also receive training in the use of the Adobe Creative Cloud suite of digital tools (in particular, Adobe Audition and Portfolio). Please consult teaching staff for any further, more specific requirements.

NB: The unit iLearn page will go live in the first week of the teaching session.

Unit Schedule

Available on iLearn (accessible to students from 19/02/2024).

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)

- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Unit information based on version 2024.01 of the [Handbook](#)