



AHIS340

Women and Gender in the Ancient World

S2 Day 2014

Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Thomas Hillard

thomas.hillard@mq.edu.au

Contact via thomas.hillard@mq.edu.au

W6A 515

For personal consultation please email for an appointment.

Unit Convenor

Lea Beness

lea.beness@mq.edu.au

Contact via lea.beness@mq.edu.au

W6A 523

For personal consultation please email for an appointment.

Credit points

3

Prerequisites

(6cp in AHIS or AHST units at 200 level) or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit is a study of sexuality and gender in the Ancient Mediterranean world from Egypt to Late Antiquity, but with special emphasis on classical Greek and Roman society. It also looks at the convergence of classical traditions and Judaeo-Christian thought in late antique Rome. The unit focuses on, amongst others, the works of: Homer; Herodotus; Thucydides; the Greek tragedians; Xenophon; the Roman poets; and Jerome. The unit draws upon the contributions of women's history and feminist scholarship to the study of antiquity. It pays 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:

the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format

the ability to work with, and respond to, the views of staff and other students in the unit in an oral form

the ability to actively participate in group discussion

the ability to plan and revise work according to the unit schedule

the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

General Assessment Information

1. **Seminar Paper:** Topics for discussion and written assignment are set out under each week on the unit's iLearn site. ONE written assignment (seminar paper) is to be submitted for assessment by **WEDNESDAY OCTOBER 1ST** by 11.59 pm. It will count for 20% of the final mark.

(Preparation for *each* tutorial, however, is advised, **since you digestion of the material covered in seminars will be examined, including the topics in the 2nd half of the unit**).

The appropriate length of seminar papers will vary with the topic but should not exceed 1000 words. The paper is not necessarily to be regarded as a mini-essay. What is often required are succinct, sharply-focused and tightly expressed answers to the particular questions set. The paper must be documented and based on a direct examination of the ancient sources. If modern scholarship is used, a bibliography should be attached (see Essay Presentation Guides on the Ancient History website at http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/current_students/teaching_materials/).

To reiterate and clarify, we will 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 and written expression.

2. **Essay:** One essay, counting for 40% of the final mark, is required. It should not exceed 2000 words. IT IS DUE **WEDNESDAY OCTOBER 15th** by 11.59pm (Virgil's birthday). Topics will be handed out early in the session. Students planning to write an essay in the field of Roman or Early Christian studies (which may not have been covered in lectures) should consult Tom Hillard or Chris Forbes respectively.

Again, we will 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 and written expression.

Submission of Assignments:

All written assignments should be submitted electronically via the iLearn website at: <https://ilearn.n.mq.edu.au/login/MQ/>.

Note that you should always keep a copy of completed tasks in case of loss.

3. Examination:

There is a two-hour examination worth 40% of the final assessment.

Important: The University Examination period in 2nd session 2014 is from 17th November to 5th December.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at: http://students.mq.edu.au/student_admin/timetables.

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. Information about the unavoidable disruption to studies process is available under the 'Policies and Procedures' section of this Unit Guide.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

Grading:

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85–100

D = Distinction 75–84

Cr = Credit 65–74

P = Pass 50–64

F = Fail 0–49

Return of marked work:

We will endeavour to return seminar papers within three weeks of their submission and essays

that have been submitted by the due date by the end of the session.

Over the course of AHIS340 your work will be marked by at least two members of staff.

Assessment Tasks

Name	Weighting	Due
Seminar Paper	20%	October 1st by 11.59pm
Essay	40%	October 15th by 11.59pm
Examination	40%	Formal Examination Period

Seminar Paper

Due: **October 1st by 11.59pm**

Weighting: **20%**

The seminar paper (to be no longer than 1000 words) will focus on a particular ancient text or set of texts, and extract and analyse information relevant to the understanding of concepts of gender in antiquity.

On successful completion you will be able to:

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to actively participate in group discussion
- the ability to plan and revise work according to the unit schedule
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Essay

Due: **October 15th by 11.59pm**

Weighting: **40%**

The essay (to be no longer than 2000 words) will focus on a particular ancient author, literary genre or a particular form of archaeological evidence; you will be required to extract and analyze information relevant to the place of women in a particular classical society and/or concepts of gender in antiquity.

On successful completion you will be able to:

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to plan and revise work according to the unit schedule
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Examination

Due: **Formal Examination Period**

Weighting: **40%**

The two-hour examination will test students' knowledge of the material covered throughout the unit, and, in accordance with the study of History at 300-level, their appreciation of historiographical theories.

On successful completion you will be able to:

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Lectures: There are two lectures a week for most weeks of the session. The importance of regular attendance is that in the lectures we signal the topics that we deem significant. We shall expect you to discuss these topics in the historiographical section of the examination.

Seminars: There is one seminar a week for most weeks of the session.

Students are expected to attend two lectures and one seminar each week. It is expected that each student will have undertaken the reading for each week's seminar and will contribute to the

best of her or his 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 seminars is considered a vital and hopefully rewarding part of the unit, but you should attend only if you have completed the reading prescribed for the week. Unexplained and persistent failure to attend or to participate may incur a penalty of 10% of the total mark of the course.

Student Workload: In accordance with Senate Guidelines, a student workload of 3 hours per credit point (i.e., 9 hours per week for this 3-credit point unit) for 15 weeks (13 weeks of lectures + 2 weeks of recess) is expected.

Required and Recommended Texts

The areas covered in this unit are too broad for a single set text. Students will, however, be asked to purchase a **Book of Readings** which will be used for specific tutorials and in examination preparation.

Recommended Purchases: 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 most of the periods covered by this unit. A copy has been placed in Reserve.

Also 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* (Johns Hopkins University Press, third edition 2005).

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. Every time we teach the course, we used to issue a new bibliography, and it was out of date before we have finished the session. We shall now direct you to certain readings as the semester unfolds. Overall, we direct you to the Diotima site: <<http://www.stoa.org/diotima/>> which contains a wealth of bibliographical material published before 2011. There you will find far more than you hoped for (!) — and we shall all start sharing exciting new finds.

(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, Routledge, 2007).

Those of you interested in what survives of women's own writings from antiquity (all too little) should buy a copy of Macquarie's own Ian Plant, *Women Writers of Ancient Greece and Rome* (London, 2004). He has to put his daughter through university.

Technology Used and Required

The unit has an iLearn page which can be accessed at: <<https://ilearn.mq.edu.au/login/MQ/>>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

Satisfactory Completion of Unit

In order to complete the unit satisfactorily students must gain a mark of 50% or more overall.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to actively participate in group discussion
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment tasks

- Seminar Paper
- Essay
- Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to actively participate in group discussion
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment task

- Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment tasks

- Seminar Paper
- Essay
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Assessment tasks

- Seminar Paper
- Essay
- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form

- the ability to actively participate in group discussion
- the ability to plan and revise work according to the unit schedule
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment tasks

- Seminar Paper
- Essay
- Examination

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- Essay
- Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- the ability to find, analyze and interpret ancient sources and modern scholarship and present that information in a clear written format
- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to actively participate in group discussion
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment tasks

- Seminar Paper
- Essay
- Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to actively participate in group discussion
- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment tasks

- Seminar Paper
- Essay
- Examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- the ability to work with, and respond to, the views of staff and other students in the unit in an oral form
- the ability to actively participate in group discussion

- the ability to appreciate how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains
- the ability to understand the importance of a proper formulation of aims and show knowledge of the modern techniques used to recover information.

Assessment task

- Seminar Paper

Changes from Previous Offering

A seminar on ancient Egyptian values has been added.

Assignment Submission, Extensions and Penalties

ASSIGNMENT SUBMISSIONS

ALL written assignments (seminar paper, essay) must be submitted online through the AHIS340 iLearn site via Turnitin.

You are required to present yourself for examination at the time and place designated in the University Examination Timetable. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please consult University Policy for the available procedure.

EXTENSIONS

Extensions for assignments and waivers for penalties for non-attendance can only be granted for medical reasons or on compassionate grounds.

Without documentation (medical or counselling certificate), a penalty of 2% a day (including weekends) will be applied.

If you need an extension this must be agreed on after discussion with the course convenors, who may ask for documentation. You must apply for an extension **before the assignment due date**. Extensions asked for after the date will not be granted.

Unexplained and persistent failure to attend seminars or to participate may incur a penalty of 10% of the total mark for the course.

Note: Always retain a copy of completed tasks in case of loss.

Contemplating the Heritage of the Classical World

"The fall of the Roman Empire was the outward manifestation of the fact that classical culture, that manner of life and thought originating in Greece and adapted to a non-Greek world, had perished. This was evident even before the breaking of that iron ring of legions which had held together in security the lands where this culture had flourished. Germans inherited the ruins, while the Christian Church continued to propagate the idea, in the spiritual domain, of an universal empire, now as the *corpus Christianum*. Church and empire, the two conceptions which dominated the Middle Ages, had their origin in this ancient world. In the schools and their

teaching, in church language and theology, methods and ideas survived, transformed, sometimes even deformed, which derived from the classical world. They provided points of departure, and contact for the revival in the Renaissance, which might dream of a renewal of the world of the ancients viewed as an ideal but which was in reality the beginning of a new era and the basis of that culture which we now know as the Western European or Atlantic. This culture differs greatly from its model, but nevertheless it bears both internal and external traces of its origin.

Whenever the nations of Europe reflect upon the common link which distinguishes their culture from that of other peoples, they find that it is the teachings of Greece and Rome, together with Christianity which have determined the fundamental differences in thought and feeling. We are so steeped in the ideas of classical antiquity that many regard these foundations as so natural to us that they tend to forget that they are merely inherited.

The Graeco-Roman world and culture are things of the past. Their works, however, live on, sometimes as models, and they survive as living teachers for all who are conscious of having inherited this classical tradition. In this manner Greece and Rome have become intrinsic parts of Western European life. Without them the modern world could not have acquired its present form. What is more, in the ancient world deeds were done and ideas formulated which, however much a part of their native life and environment, outlived this origin and inspired all mankind."

A.A.M. Van Der Heyden and H.H. Scullard (eds) *Atlas of the Classical World* (1959), 176

"How difficult, but also how rewarding, it is for us in the late twentieth century to think of the ancient Greeks as astoundingly alien from ourselves ... their daemonology and biology are very different from ours, and play a role in Greek ideas about the self that matches little in our experience."

Ruth Padel *In and Out of the Mind: Greek Images of the Tragic Self* (Princeton University Press, 1992), 10, 12

"I shall stress some unacknowledged similarities between Greek conceptions and our own ... [concerning] the concepts that we use in interpreting our own and other peoples' feelings and actions ... We are, in our ethical situation, more like human beings in antiquity than any Western people have been in the meantime."

Bernard Williams *Shame and Necessity* (Berkeley and Los Angeles, University of California Press, 1993), 2, 166

"Elsewhere I have spelled out my own position ..., taking up a position with some feminists and opposing Foucault. The issue in question ...: whereas Foucault stresses radical discontinuities between ancient and modern sexual systems, I stress continuity. He is interested in differences between ancient and modern definitions of male-male sexuality, I am interested in the persistence of misogyny and homophobia. Questions of method and approach arise. I have argued that Foucault's errors and omissions stem from his selection of sources ..."

Amy Richlin 'Towards a History of the Body', in M. Golden and P. Toohey (eds) *Inventing Ancient Culture* (London, 1997), 19-20