INSTRUCTOR: Kelly Olson (kolson2@uwo.ca)

OFFICE: Lawson Hall 3227 (661-2111 x 84525)

OFFICE HOURS: Mondays, 4:00-5:00 PM or by appointment

TIME AND PLACE OF CLASS: Thursdays, 2:30-5:30, LAH 3220

REQUIRED TEXTS:


2. Other readings (on our OWL site under ‘course readings’)

COURSE OBJECTIVES:
In this course we will examine women and women’s lives in Greek and Roman antiquity starting from a body of literary and artistic evidence. Marriage and childbearing, women and the law, women’s occupations, women in domestic life, and women in history will be explored from a variety of perspectives. In addition, there will be heavy
emphasis placed on women's artifacts, artistic and literary portrayals of women, and female spaces in antiquity, coupled with readings in modern gender and feminist theory.

**NOTE FROM THE DEAN OF ARTS and HUMANITIES:** You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

**PLAGIARISM:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS:**
http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca] under the Medical Documentation heading

Students seeking academic accommodation on medical grounds for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean of their home faculty and provide documentation. **ACADEMIC ACCOMMODATION CANNOT BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.**

**WESTERN ACCESSIBILITY POLICY.** Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: [http://accessibility.uwo.ca/](http://accessibility.uwo.ca/)

**WESTERN SUPPORT SERVICES:** Students who are in emotional/mental distress should refer to Mental Health @ Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**LEARNING OUTCOMES:**

- To become familiar with the main evidence (visual, literary, and archaeological) for ancient gender categories
- To become familiar with modern theories and definitions of gender, the history of the study of gender, and with gender theory
- To become aware of the problems with and limitations of that evidence.
- To investigate modern reactions to, interpretations of, and preconceptions about that evidence.

**TRANSFERABLE SKILLS:**

- To develop critical, analytical and problem-solving skills through the writing of an essay and through the close analysis of ancient texts and artefacts in seminars.
- To gain a knowledge of the different types of evidence available for this area of ancient history, primarily the main literary texts and the archaeological evidence.
• To gain an appreciation of the historiographical and analytical skills needed to handle these sources.
• To gain an ability to use these different sources together to assess the main issues in the interpretation of ancient society.
• To develop and enhance skills in oral presentation through participation in seminars.
• To develop the skills necessary for conducting in-depth research.
• To develop an ability to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed.

GRADES:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>TWO article reviews (20% each)</td>
<td>40%</td>
</tr>
</tbody>
</table>

100%

***This will be a discussion-based seminar which will require participation from all students. I do not give a ‘participation grade’ as such, but factor a willingness to speak up in class into the final grade.

REPORTS AND ESSAYS:

• **Essays** should be 5000 words, and are due by **FRIDAY APRIL 27th**.
• I encourage you to write the essay on a topic of interest to you (in consultation with me). Although we cover many topics pertinent to women in ancient society in the class readings and discussion, some we simply do not have time to examine (women and religious life; Spartan women; Amazons and women of myth, for example).
• **Presentations** should be about 15-20 minutes in length (in other words, conference-paper length, or **8-10** double-spaced typed pages). You will choose a date for your presentation in the first week or two of classes; if you need to cancel or change your date you **must find a classmate willing to take your place**.
• Your essay should incorporate and address questions, suggestions, and comments raised during your presentation; thus, the essay and presentation are on the same topic.
• **Article reviews**: students are required to choose **TWO** of our readings in advance and prepare questions and comments for discussion in class (Lefkowitz and Fant readings are excluded from these reviews). You will choose your articles in the first week or two of classes; if you need to cancel or change your choices you **must find a classmate willing to take your place**.
**COURSE OUTLINE:** (*please note: I own most of the readings listed. If you're having trouble getting hold of a book or article please see me*).

**PART ONE: Definitions, Problems, Theories**

**Jan 11 Gender studies, women's history, and feminism**

Questions for discussion:
1. What is the difference between sex and gender?
2. Women's history and gender history: is there a recognizable difference?
3. Why do some feminist scholars feel that the study of ‘gender’ does women a disservice?
4. List the main features of discourse and discourse analysis.

**Reading:**

**Jan 18 Women in the ancient world**

Questions for discussion:
1. What are some of the problems and challenges confronting historians of ancient women?
2. When did scholarly interest in the history of women in antiquity begin?
3. What new methods and theories are women’s historians currently employing?
4. In the primary sources, are we dealing with realistic snapshots or with ideologically fraught representations?

**Reading:**


**PART ONE: Ancient Greece**

**Jan 25** The *gynaceum* and the Greek city
Questions for discussion:
1. Where could you find women in the ancient Greek city?
2. What is the relationship between Greek literature and domestic archaeological remains?

Reading:
L&F #267-271

**Feb 1** The medical writer’s woman
1. How does the view of ‘woman’ by the medical authors underline women’s role in Greek society?

Reading:
L&F # 423-441, 473, 476
Feb 8 Domestic labour: textile production
1) List the steps needed to make a cloak, from start to finish.

Reading:

Feb 15 Women and sexuality
Reading:
L&F #353-361

Feb 19-23 READING BREAK (no classes)

Mar 1 Women in Commerce
Reading:
L&F # 378-381, 397-399, 403-405, 412-414

PART TWO: Ancient Rome

Mar 8 Approaching Roman women through the material record
1) What are the problems of studying ancient Roman women through visual sources?

Reading:


Mar 15 Female spaces/ the Roman house
1) How visible is gender in the domestic archaeological record?

Reading:
Boatwright, M. 2011. Women and gender in the forum Romanum. TAPA 141: 105-111

Mar 22 Women in pagan Roman religion
1) What roles were there for women in to play in pagan Roman religion?

Reading:

Mar 29 Prostitution
Reading:
Olson, K. 2005. Matrona and whore: clothing and definition. In Prostitutes and...
Apr 5 Women and education
1) How and under what circumstances were women educated? What were the aims of the education of women?

Reading:
L&F# 90, 251-253, 259-266, 287