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: Fridays, 1:30-4:30, LAH 3220 (in-person)

REQUIRED TEXTS:


- All other readings are on our OWL site: click on the ‘course readings’ button

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
emphasizes 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 a 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.

ENROLLMENT RESTRICTIONS:
Enrollment in this course is restricted to graduate students in Classical Studies, as well as any student who has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student’s home program.

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: Accommodation Policy
Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: http://wec.uwo.ca/ and https://www.uwo.ca/health/). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (http://www.sdc.uwo.ca/ssd/) to arrange a plan for accommodation (see SGPS Regulation 14: http://www.grad.uwo.ca/current_students/regulations/14.html).

ACCESSIBLE EDUCATION WESTERN (AEW):
Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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/
HEALTH/WELLNESS SERVICES: Students who are in emotional/mental distress should refer to Mental Health @ Western 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 15 min article reviews</td>
<td>30%</td>
</tr>
<tr>
<td>Questions on presentations</td>
<td>5%</td>
</tr>
<tr>
<td>Class participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

***This is a discussion-based seminar which will require participation from all students.***
REPORTS AND ESSAYS:

- **Essays** should be 5000 words, and are due by **WEDS DEC 15th**.
- 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**.
- You are asked to write down TWO questions for each of our student presentations and turn these into me after the presentation. You may of course ask one or both of the questions in class.
- 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. 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**

**Frid Sept 10 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:**


**Frid Sept 17 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 visual sources, are we dealing with realistic snapshots or with ideologically fraught representations?

**Reading:**


**PART ONE: Ancient Greece**

**Frid Sept 24 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:**

Frid Oct 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:
Liston, M. A. 2015. Reading the bones: interpreting the skeletal evidence for women’s lives in ancient Greece. In James and Dillon, 125-40.

Frid Oct 8 Domestic labour: textile production
1) List the steps needed to make a cloak, from start to finish.

Reading:

Frid Oct 15 Women and sexuality

Reading:
Frid Oct 22 Self-presentation and the body
Reading:

PART TWO: Ancient Rome

Frid Oct 29 Approaching Roman women through the material record
1) What are the problems of studying ancient Roman women through visual sources?
Reading:

Frid Nov 5: NO CLASS (READING BREAK)

Frid Nov 12 Female spaces/ the Roman house
1) How visible is gender in the domestic archaeological record?
Reading:

**Frid Nov 19 Self-presentation and the body (***student presentations)**

1) How did cosmetics and clothing contribute to a woman’s rank and status?

**Reading:**


**Frid Nov 26 Sex work (***student presentations)**

**Reading:**


**Frid Dec 3 Women and education (***student presentations)**

1) How and under what circumstances were women educated? What were the aims of the education of women?

**Reading:**