

**DEPARTMENT OF CLASSICAL STUDIES**  
**COURSE OUTLINE**  
**Classical Studies 3350F: WOMEN IN ANCIENT ROME**  
**Autumn 2023**



**REQUIRED TEXTS:**

1. M.R. Leftkowitz and M. B. Fant, eds. *Women's Life in Greece and Rome: A Sourcebook in Translation*. \*\*4<sup>th</sup> ed. (Baltimore 2016). =L&F
2. E. D'Ambra. *Roman Women*. (Cambridge 2007). = D'Ambra
3. Handouts (posted to our OWL site)
4. Other readings: please go to: <https://ares.lib.uwo.ca/ares/> OR click the button on the OWL site. You will need your UWO login/password

**USEFUL WEBSITE:**

\*\*In addition, a useful website to look at is **Diotima: Women and Gender in the Ancient World** (<https://diotima-doctafemina.org>)

**COURSE OBJECTIVES:** This course seeks to introduce students to the study of women and women's lives in Roman antiquity starting from a body of literary and artistic evidence. Marriage and childbearing, women and the law, women's occupations, and women in history and poetry will be explored from a variety of perspectives; as well, powerpoint lectures will focus on such topics as women's artifacts, artistic portrayals of women, and female spaces in antiquity.

**LEARNING OBJECTIVES:**

On successful completion of this course students are expected to be able to:

- have acquired a knowledge of ancient Roman gender and gender stereotypes and activities, be able to describe in detail the female 'blueprint' of antiquity, and be able to outline how ancient gender ideals differ from our own
- identify both iconography and subject matter, and be able to visually analyze ancient art which depicts Roman women
- address the possible symbolism and meaning of content/subject matter in ancient art within its specific and larger social/historical context
- to understand the discourse surrounding the female body in the ancient world
- read, comprehend, and sum up ancient literary sources in translation concerning Roman women

### **LEARNING OUTCOMES/TRANSFERABLE SKILLS:**

Students completing this course are expected to have acquired:

- an understanding of the importance of historical perspective, and how social norms and customs, and the construction of gender, are products of time, events and context
- a developed understanding of the limits of primary evidence as embodying actual historical fact

### **GRADES:**

Essay topic, annotated bibliography, first draft of essay: 5%

One essay: 30%

One in-class exam: 25%

Final exam: 40%

100%

### **ESSAYS AND EXAMS:**

The exams are designed to test the students' visual memory of images, and knowledge of readings and lectures. The essay (8-10 pages) will be written on a topic of the students' own choosing (in consultation with the instructor), or selected from a list of topics, and is due **MONDAY, APRIL 1<sup>st</sup>**. The rough draft of the essay will be written using ChatGPT (or another similar AI program); however, in the final draft of the essay **no AI programs are to be used**. Late essays will be penalized at the rate of **5% per day**. **\*\*For exam and essay formats, please see our OWL site.**

### **NOTES TO STUDENTS:**

1. Since tests are given in class time, there can be no conflicts. **More than one test on the same day does not constitute a conflict**. Plan your schedule ahead of time.
2. Those who miss classes or parts of classes remain responsible for the material they have missed. I will not review the contents of lectures or repeat announcements for those who arrive late or miss classes. I post **very** basic powerpoints on OWL, but class attendance is still **essential** to understand the details of the lecture.

3. The final grade is calculated on the basis of your performance on the tests, the essay, and final examination **only**. **You cannot do an extra assignment to make up for a poor performance on a test or the final examination.** Nor can I re-weight grades unless I hear from your academic counsellor.
4. If a lecture and its readings appears on the syllabus, **that lecture and readings will appear on the midterm and final exam**, regardless of whether the lecture is given in-person, uploaded as a document to our OWL site, or recorded and uploaded to the OWL site.

**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.

**Assessments worth 10% or more of the overall course grade:**

For work totalling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

The Student Medical Certificate is available at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

**Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

**Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

**Academic Offences**

**Scholastic offences** are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

### **Academic Counselling**

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

[https://registrar.uwo.ca/faculty\\_academic\\_counselling.html](https://registrar.uwo.ca/faculty_academic_counselling.html)

### **Mental Health Support**

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

### **Gender-based and sexual violence**

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Accessible Education**

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html) if you have any questions regarding accommodations.

### **Learning Development and Success**

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

## **COURSE OUTLINE:**

### **\*Notes:**

1. Please do the assigned reading **BEFORE** the lecture.
2. The L&F references are to **\*\*PASSAGE** numbers, not page numbers. Note this is the **\*\*FOURTH EDITION** (with a black cover)
3. Please look on OWL for **study questions** for the day's readings. These will help structure your study (\*\*\*)and are also fair game for any exam).

## **I. INTRODUCTION, SOURCES, EARLY HISTORY**

**Frid Sept 8:** Introduction to course

**Mon Sept 11:**

- Source problems; gender and history I

**Reading:** D'Ambra 2-9, 12-43; Foxhall, L. 2013. Gender and the study of classical antiquity. In *Studying Gender in Antiquity*. Cambridge: 1-23.

**Weds Sept 13:**

- Source problems; gender and history II: the history of women in antiquity; women in ancient art

**Reading:** Rawson, B. "From daily life to demography," in R. Hawley and B. Levick, eds., *Women in Antiquity: New Assessments* (New York 1995): 1-20; Kampen, N.B. Social status and gender in Roman art: the case of the saleswoman, in N. Broude and M.D. Garrard, eds., *Feminism and Art History: Questioning the Litany* (New York, 1982): 63-78

**Frid Sept 15:**

- Women in early Rome

**Reading:** D'Ambra 9-12; L&F #126-131, 188, 189, 275

## **II. THE FEMALE LIFE CYCLE (\*\*read D'Ambra 46-91 for this unit\*\*)**

**Mon Sept 18:**

- *Patria potestas, tutela*, and betrothal I

**Reading:** L&F # 132-137, 150-151

**Weds Sept 20:**

- *Patria potestas, tutela*, and betrothal II

**Frid Sept 22:**

- Dowry

**Reading:** L&F # 157; **handout** (on OWL)

**Mon Sept 25:**

- The Roman wedding in literature and art

**Reading:** L&F #322-323

**Weds Sept 27:**

- Marriage and concubinage in Roman law

**Reading:** L&F # 140-142, 146, 148-152, 155, 200-201; **handout** (on OWL)

**Frid Sept 29: NO CLASS (National Day of Truth & Reconciliation, observed)**

**Mon Oct 2:**

- The Roman house

**Reading:** **handout** (on OWL); Wallace-Hadrill, A. "Engendering the Roman House," in D. E. Kleiner and S. B. Matheson (eds) *I Claudia: Women in Ancient Rome* (Univ. of Texas Press, 1996): 104-115.

**Weds Oct 4:**

- Sexuality and emotional life I

**Reading:** L&F # 287-292; **handout** (on OWL); Dixon, S. "Representations of female sexualities," in *Reading Roman Women* (Duckworth 2001), pp. 32-44

**Frid Oct 6:**

- Sexuality and emotional life II

**Mon Oct 9: THANKSGIVING HOLIDAY. NO CLASS.**

**Weds Oct 11:**

- The Roman woman: correct behavior

**Reading:** L&F #48-50, 52, 55-57, 59, 61-63, 190-191, 193-195, 246-249, 286-292 G. Davies, *Gender and Body Language in Roman Art* (Cambridge Univ. Press, 2018): 57-81.

**Frid Oct 13:**

- The Roman woman: incorrect behavior

**Reading:** L&F # 83, 85, 143-145, 154, 156, 162, 317, 197

**Mon Oct 16:**

- Pregnancy and childbirth

**Reading:** L&F # 295, 297-301, 311, 424-428, 429-436, 440, 442-443, 448, 449, 455, 459, 460, 461, 470, 472, 474-475, 477-481; Carroll, M. 2018. *Infancy and Earliest Childhood in the Roman World* (Oxford Univ. Press): 51- 81; J. Laskaris, "Nursing Mothers in Greek and Roman Medicine," *AJA* 112 (2008), 459-64.

**Weds Oct 18:**

- Children and childrearing I

**Reading:** L&F #302-310, 315-316; Kleiner, D. E. E. "Family ties: mothers and sons in elite and non-elite Roman art." In D.E.E. Kleiner and S. B. Matheson (eds) *I Claudia II: Women in Roman Art and Society* (Univ. of Texas Press 2000); Dixon, S. "The sentimental ideal of the Roman family," in B. Rawson, ed. *Marriage, Divorce and Children in Ancient Rome* (Oxford 1991): 99-113; F. Dolansky, 2012. "Playing with gender: girls, dolls, and adult ideals in the Roman world," *Classical Antiquity* 31.2: 256-292.

**Frid Oct 20:**

- **\*\*\*IN-CLASS MIDTERM**

**Mon Oct 23:**

- Children and childrearing II

**Reading:** C. Laes, "Touching children in Roman antiquity: the sentimental discourse and the family," in *Children and Everyday Life in the Roman and Late Antique Worlds* (ed. C. Laes and V. Vuolanto, Routledge, 2016), 60-78

**Weds Oct 25: \*\*Essay topics due**

- Divorce

**Frid Oct 27:**

- Widowhood

**MON OCT 30 -SUN NOV 5: READING WEEK. NO CLASSES.**

**Mon Nov 6:**

- Old age

**Reading:** D'Ambra, E. "The calculus of Venus: nude portraits of Roman matrons," in N.B. Kampen, ed., *Sexuality in Ancient Art* (Cambridge, 1996): 219-232. R. Barrow, The incongruous body: portrait of 'Marcia Furnilla' as Venus. In *Gender, Identity and the Body in Greek and Roman Sculpture* (Cambridge Univ. Press, 2018), 110-122.

**Weds Nov 8:**

- Death, inheritance and bequest I

**Reading:** L&F # 333- 340, 342-343

**Frid Nov 10:**

- Death, inheritance and bequest II

**III. CLOTHING AND ADORNMENT**

**Mon Nov 13: \*\*Annotated bibliographies due**

- Clothing, cosmetics and adornment I

**Reading:** M. Harlow. 2012. Dressing to please themselves: clothing choices for Roman women. In M. Harlow (ed) *Dress and Identity* (Oxford: Archeopress), 37-46; K. Olson, Special morning beauty routine of young Cassia, in -10 BC Rome (**handout** on OWL)

**Weds Nov 15:**

- Clothing, cosmetics and adornment II

**Frid Nov 17: \*\*first draft of essay due (AI-generated)**

- Clothing, cosmetics and adornment III

**IV. WOMEN IN PUBLIC (read D'Ambra 94-180 for this unit\*\*)**

**Mon Nov 20:**

- Leisure: upper-class women; the educated woman

**Reading:** Richlin, A. 2021. The woman in the street: becoming visible in mid-Republican Rome. In R. Ancona and G. Tsouvala (eds) *New Directions in the Study of Women in the Greco-Roman World* (Oxford: Oxford Univ. Press), 213-230; L&F # 196-197, 199, 202- 204, 211-215, 221-227, 229-232, 252-253, 260-261, 263, 265-266, 318, 323-324, 350

**Weds Nov 22:**

- Imperial women I

**Reading:** Boatwright, M. 2021. *Imperial Women of Rome: Power; Gender; Context* (Oxford Univ. Press): 83-118.

**Frid Nov 24:**

- Imperial women II

**Mon Nov 27:**

- Women in Pompeii; women in the Roman economy

**Reading:** L&F #203, 205-210, 222, 223-227, 350-352, H. Becker. "Roman women in the urban economy: occupations, social connections, and gendered exclusions," in *Women in Antiquity: Real Women Across the Ancient World*, eds. S. L. Budin and J. M. Turfa (Routledge 2016), 915-931; and C. Holleran, "Women and retail in Roman Italy," in *Women and the Roman City in the Latin West*, eds. E. Hemelrijk and G. Woolf (Brill 2013): 313-330.

**Weds Nov 29:**

- Lower-class occupations

**Reading:** L&F # 346-349, 351-352, 370-377, 382-396, 400-402, 407-411, 418-419, 422, 464-469; Treggiari, S. "Jobs for women," in *American Journal of Ancient History* 1 (1976): 76-104

**Frid Dec 1: \*\*ESSAY DUE**

- Sex workers

**Reading:** L&F #362- 369; Edwards, C. "Unspeakable professions: public performance and prostitution in ancient Rome," in Hallet, J. and M. Skinner, eds. *Roman Sexualities* (Princeton 1997), 66-95; Levin-Richardson, S. 2013. *Fututa sum hic*: female subjectivity and agency in Pompeian sexual graffiti. *Classical Journal* 108: 319-45

**Mon Dec 4:**

- Slaves

**Reading:** F. Dolansky, "Strained relations, gender differences, and domestic ideals: the significance of two Roman family festivals," in *Women in Antiquity: Real Women Across the Ancient World* (ed. S. L. Budin and J. M. Turfa, Routledge 2016), 905-14. Perry, M. 2014. *Gender, Manumission, and the Roman Freedwoman*. Cambridge, UK: Cambridge Univ. Press: 43-68.

## VI. WOMEN IN ROMAN RELIGION

### **Weds Dec 6:**

- Women in Roman religion: paganism

**Reading:** L&F #511-518, 526, 527, 536-538, 546, 552-553; A. Richlin, "Carrying water in a sieve: class and the body in Roman women's religion," in *Arguments with Silence* (Ann Arbor, 2014), 197-240

### **Frid Dec 8:**

- Women in Roman religion: Christianity

**Reading:** L&F # 60, 555-568