

CLA 3504. GENDER AND SEXUALITY IN THE ANCIENT WORLD

General Education: Humanities, Writing (6000 words)

[Note: A minimum grade of C is required for General Education credit]

EARLIEST AVAILABLE TIME

Location: ROOM

Class resources, announcements, updates, and assignments will be made available through the class Canvas site: [URL]

Instructor	Teaching Assistant
Konstantinos Kapparis, Professor of Classics Office: 135 Dauer Hall kapparis@ufl.edu Office Hours: TBA Emailing for an appointment, even during office hours, will ensure that there will be no waiting time.	NAME, TBA Office Hours: TBA Office: Dauer 125

Course Description: This course will investigate the ways in which ancient authors use the power dynamics behind Greek and Roman conceptions of gender and sexuality to make statements about how sexual mores and customs were perceived in antiquity and how this perception influences our modern understanding of male and female roles. Through a systematic study of how the discourses of literature, politics, law, religion and medicine conceptualize and defined the terms masculine and feminine, this course will investigate how ancient Greek and Roman cultures engaged in a discourse on sex and gender roles in their societies. This course is typically crossed listed with Women's Studies, and there are frequent references to women's history. Other topics include perceptions of homosexuality in its historical context, discussions of practices such as marriage, divorce, legislation on sexual offences, and social and cultural institutions around the family in a wide variety of social groups. We will be referring to sexual orientation minorities, marginal groups (e.g. prostitutes), racial and ethnic dimensions of gender and sexuality issues in the past and present (e.g. the apparent lack of race-related tensions in ancient social norms, the reasons and consequences), in a manner that enriches our understanding of these issues in the context of contemporary American culture.

BRIEF DESCRIPTION: Discusses how the Greeks and Romans perceived matters related to gender and sexuality, and how their perceptions of these issues influenced Christianity and still influence our laws and culture.

Course Objectives/Student Learning Outcomes: By the end of the semester, it is expected that students will:

1. Compare with the past and practices in other societies that serve as reference points to allow the modern student to re-evaluate his/her own perceptions and views (Content, Critical Thinking)
2. Relate the experience of Graeco-Roman authors with modern cultural values and standards (Critical Thinking)
3. Question modern assumptions on gender and sexuality issues (Critical Thinking)
4. Evaluate contemporary morality on matters of gender and sexuality as this

compares and contrasts with the historical paradigms of the Graeco-Roman world (Content, Critical thinking)

5. Question modern norms related to sexual minorities, in contrast with the paradigm of past societies, which in some ways were different from ours and yet have formed the core values of our civilization (Critical Thinking)
6. Have an opportunity to discuss highly controversial social issues of the present (e.g. prostitution) and correlate their perception and experience of such issues to those of the societies who have transmitted these values to us. (Communication)
7. Consider the extent to which Christianization, when compared with Graeco-Roman paganism has generated the values which still govern public life in contemporary America. (Content, Critical Thinking, Communication)

- **WRITING DESCRIPTION:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

- **WRITING EVALUATION:**
 - This course carries 6000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 6000 words in order to receive credit for those words.
 - The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using the writing rubric below.

More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Writing Assessment Rubric:

	Satisfactory (Y)	Unsatisfactory (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for	Documents and paragraphs lack clearly identifiable organization, may lack any

	<p>topics, including a clear thesis statement but may require readers to work to follow progression of ideas.</p>	<p>coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.</p>
<p>ARGUMENT AND SUPPORT</p>	<p>Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.</p>	<p>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</p>
<p>STYLE</p>	<p>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.</p>	<p>Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly</p>
<p>MECHANICS</p>	<p>Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.</p>	<p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</p>

Grading Scale

Points on all assignments over the course of the semester are recorded in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A= 94-100% of points possible		A- =90-93%
B+=87-89%	B=84-86%	B- =80-83%
C+=77-79%	C=74-76%	C- =70-73%
D+=67-69%	D=64-66%	D- =60-63%
<60=F		

More information on UF grading policy is [available here](#).

List of required and optional texts

i. Required Readings

These readings will be uploaded to Canvas at no cost to students:

Artemidoros of Daldis
Polemo, *Physiognomics* 2.1.192F
Pliny (extracts)
P. Oxyrhynchus (extracts)
Galen (extracts)
Sappho and other women poets(extracts)
Anacreon (extracts)
Archilochos extracts)
Ibykos (extracts)
Euripides *Medea*
Aristophanes *Ecclesiazusai*
Xenophon Economics (Chapter 7)
Aristotle *Economics* (extracts)
Lysias 1: A case of Adultery
Apollodoros *Against Neaira*
Aeschines *Against Timarchos*
Lucian's *Dialogues of Courtesans*
King, Helen "Green sickness: Hippocrates, Galen and the origins of the 'disease of the virgins'".
International Journal of the Classical Tradition, 1996, Vol. 2: p.372-387
Seneca: *Consolation to His Mother Helvia*
The life of Perpetua

ii. Recommended Readings:

D.M. MacDowell. *The Law in Classical Athens*. London 1978
R. Just. *Women in Athenian Law and Life*, London 1989

Sue Blundell. *Women in Ancient Greece*, Cambridge, MA. 1995

Madeleine Henry – Allison Glazebrook (eds.). *Greek Prostitutes in the Ancient Mediterranean, 800 BCE-200 CE*. Madison, WI. 2011

Andrew Wolpert – Konstantinos Kapparis *Legal Speeches of Democratic Athens*, Indianapolis 2011

Grading:

- Two In-class Examinations, as noted in the Syllabus. Each exam is worth 20% of your final grade (= 40% total).
- 10 online quizzes, intended to make sure that students have read the required primary sources. Each quiz is worth 4% of the final grade (40% total). 12 quizzes will be offered, one every week (no quiz is scheduled for weeks 1, 9, 14, and 16). This means that you can miss two quizzes without penalty. Students who complete 11 or 12 quizzes will be rewarded for excellent attendance with extra credit.
- Two Essays, 10% each = 20% total

Students are required to read the assigned texts BEFORE each week's lecture, in order to be able to answer the questions of the online quiz.

Writing Requirement:

- The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- Course grades now have two components: To receive writing credit, a student must receive a grade of **"C" or higher and** a satisfactory completion of the writing component of the course.
- Students will be provided with feedback on the written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.
- Students need to choose TWO essays out of the three suggested below, and write 3000 words for each, or approximately 8 pages in Times New Roman, size 12, double-spaced (= a total of 6000 words for both essays). **For a satisfactory completion of the writing requirement these word counts must be meticulously observed.**
- The first essay is due by **Week 6**. Feedback for this essay will be provided by Week 8
- The second essay is due by **Week 12**. Feedback for this essay will be provided by Week 14.

Essay Topics and Instructions:

CHOOSE TWO OUT OF THE FOLLOWING TOPICS AND WRITE AN ESSAY OF 3000 WORDS ON EACH OF YOUR CHOSEN TOPICS (Total must be 6000 words).

1. Some have argued that Athenian women lived an uninterested existence, deprived of all opportunity for personal development and accomplishment, while others argue that this is revisionist history based on modern feminist ideals, while Athenian women would have measured personal and social accomplishment by their own different standards.

Using this scholarly controversy as a platform for discussion would you argue that we should be applying our own ideals and cultural values to the interpretation of past societies?

2. Love between persons of the same sex has often been called “Greek Love”, and the authors of the classical period have had a very profound impact upon modern narratives of sexual orientation. From your readings on ancient perceptions of sexuality and their interpretation and incorporation into our own debates on sexual orientation, do you believe that we have anything to learn from the ancients?
3. Prostitution was celebrated by the Greeks before Christianization, but bitterly condemned after that. Do you believe that revisiting the classical sources can make a constructive contribution to the modern controversy on the criminality of prostitution and the debate whether to relax the laws surrounding it, and if so how, and in which areas.

Notes:

1. All three topics are designed to be stimulating and fun to pursue, and there is no expected right and wrong answer. All well-argued points are acceptable, and the objective is not so much to get to the “right” answer, but rather to develop a methodology of arguing a case, and to improve our writing skills. So, there is no need to be pedantic with your arguments. Be imaginative and creative.
2. You MUST stick to these topics. This is very important because the skill to focus on a specific aspect of the topic is crucial for good writing. For example, if one asks you to comment on the Spartan military, and you write about the Spartan economy, you simply have not answered the question that you were asked. This is why answers not directly related to the topic will not be considered.
3. You can use any materials you like, and if you wish to draw parallels between Graeco-Roman institutions and parallels in other cultures and periods, this is welcome too, provided that appropriate caution is exercised.
4. A brief set of further instructions will be uploaded on Canvas

Writing Resources:

For the composition students should consult the following book: Strunk, William and White, E.B. *The Elements of Style*. 4th edition. Pearson Education Limited 2014. This is a very modestly priced, concise and useful book.

It is also highly recommended to take advantage of the rich resources offered by the **University Writing Studio**. The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online (<https://writing.ufl.edu/writing-studio/>) or in 302 Tigert Hall for one-on-one consultations and workshops.

Weekly topics and assignments:

Week 1 : Course administration and introductory information.

Week 2: Introduction

Explores definitions and concepts of Gender and Sexuality in the Ancient Greek World and provides an overview of Women's History and Gender Studies in Classics since the 1960's.

Readings in class with introductory lecture (no preparation necessary):

- Artemidoros of Daldis
- Polemo, On Physiognomics 2.1.192F
- Pliny
- Oxyrhynchus
- Galen

Introductory Powerpoint Presentation

READINGS FOR NEXT WEEK (All readings are posted online):

- Sappho and other women poets
- Anacreon
- Archilochos
- Ibykos (pages 95-98 only)

Week 3: Concepts of Love and Sexuality in the Greek Lyric

Explores how early Greek Lyric poets Sappho, Anacreon, Archilochos and Ibykos expressed concepts of love, youth and ageing, sorrow for loss of loved ones, or brutal images of low-end sex work.

Powerpoint: Greek Lyric

READING FOR NEXT WEEK:

Euripides *Medea*

Week 4: The Strong Women of Greek Tragedy: Klytimestra, Electra, Medea, Alcestis

Discusses how women are portrayed in Greek Tragedy, considers issues of gender transgressions, feminine strengths and weaknesses through the eyes of Greek theater audiences, and values and expectations set upon women by Greek society as reflected in Classical Drama.

Medea Powerpoint

READING FOR NEXT WEEK:

Aristophanes *Ecclesiazusai*

Week 5: Masculine and Feminine Stereotypes in Greek Comedy

Considers how humor presents masculine and feminine stereotypes in Greek Comedy and how this could be a reflection of societal norms on the roles, duties and responsibilities of each gender in Athenian society.

Powerpoint: Aristophanes

READINGS FOR NEXT WEEK:

- Xenophon *Economics* (Chapter 7)
- Aristotle *Economics* (Especially the first six pages)

Week 6: Gendered Roles and Duties in the Greek Household

Discusses the duties of each gender in the private sphere. Considers gendered spaces in the ancient world and how these define the roles and personal and social responsibilities of each gender. Explores concepts of marriage and family in Athenian law and life.

Powerpoint: Xenophon and Aristotle

READING FOR NEXT WEEK:

Lysias 1: A case of Adultery and Murder

Week 7: Breaking the rules of family life: Adultery and Murder in Athenian Law

Discusses the break up of family life through adultery, murder or divorce and considers the provisions and penalties of Athenian law for adultery, rape and sexual assault.

Powerpoint: Lysias 1

READING FOR NEXT WEEK:

Apollodoros *Against Neaira*

Week 8: In the margins of society: Female prostitution in Ancient Greece

This chapter discusses the law forbidding mixed marriages of Athenians and non-Athenians in 4th century Athens and suggests that this law was primarily aimed at foreign sex-workers. Explores the realities, legal status and social perceptions of sex-work in Athens.

The case Against Neaira: Powerpoint

READING FOR NEXT WEEK:

Aeschines *Against Timarchos*

WEEK 9: REVIEW AND MIDTERM TEST

WEEK 10: SPRINGBRFEAK (NO CLASSES)

Week 11: Masculinity and male prostitution

This module explores how male sex-work operated in classical Athens, and the legal disabilities which it brought upon the citizens of the Athenian Democracy. It also discusses issues such as same-sex attraction and love as practiced and perceived by the Athenians in the public life of the Democracy and their private lives.

Powerpoint: Aeschines

READING FOR NEXT WEEK:

Lucian's *Dialogues of Courtesans*

Week 12: Men, women and gender stereotypes in later antiquity

This module considers how authors of later antiquity discussed matters of gender and sexuality and also considers the reception of Classical Greek sexual attitudes and concepts by the authors of the Hellenistic and Roman periods.

Powerpoint: Lucian on gender issues, and the culture of later antiquity

READING FOR NEXT WEEK:

King, Helen "Green sickness: Hippocrates, Galen and the origins of the 'disease of the virgins'" *International Journal of the Classical Tradition*, 1996, Vol. 2: p.372-387

Week 13: Medical views on men, women and sexuality

An introduction to gender and sexuality issues in Ancient Greek Medicine, and discussions of issues such as contraception, abortion, women's and men's bodies in medical authors, and the societal bias behind such views on health and body

Medical Literature Powerpoint

READING FOR NEXT WEEK:

Seneca: *Consolation to His Mother Helvia*

Week 14: The Roman Family: Marriage, Sexuality and Empire

Discusses the Roman family, marriage and related power dynamics in the context of the traditional Roman household and also the state. Explores how concepts of empire and power influenced Roman family values and gender roles.

Roman Family Powerpoint

READING FOR NEXT WEEK:

The life of Perpetua

Week 15: Women in Roman Epic and History; Christianity and Sexuality

Guest Lecture by Dr. Jennifer Rea on Perpetua

Discusses the transition from pagan Roman values and attitudes to Gender and Sexuality to Christian values and their influence upon modern ideology and legal provisions.

Perpetua Powerpoint

Week 16: Final Test

Required Policies

1. Class Attendance

Class attendance is expected. Students are allowed five discretionary absences (see "Attendance" under "Graded Work" above) to cover excused and unexcused absences. Additional absences that meet the standard of "excused" per [UF's policies](#) may be allowed, otherwise each absence beyond five will result in two points off of the final grade.

2. Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

3. Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

4. Materials and Supplies Fees

There are no additional fees for this course.

5. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

6. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

7. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

8. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

9. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.