



CLASSICS

School of Art History, Classics and Religious Studies

CLAS 406 (2009)

Special Topic: Sex and Gender in the Ancient World

Dates: Trimesters 1 and 2 (2 March to 15 November)

Course Aims and Objectives:

This course surveys by turns and in no particular order, *and repeatedly*, biological sex, sexual behavior, and gender in the ancient world. We will proceed in a roughly chronological fashion. After two introductory weeks, we will start in the time prior to Athens, spend some time in Athens, then switch over to Rome of the republic and empire. We will conclude with the rise of Christianity in the Roman Empire and the general situation in late antiquity. There will be no final answers, no solutions; there will be no closure because the literature and time-span are vast. There will be, instead, a series of mini-narratives of limited contexts. Themes will recur but they will be altered to varying degrees. The objective of this course is to suggest to you the complexity of the questions involved in approaching sex and gender in the ancient world (and in our [post-?] postmodern world) and the shape responsible answers ought to have. This course will have been successful if you acquire two things:

- 1) the ability to discuss ancient sex, gender, and sexual behavior on your own;
- 2) the capability of critiquing and interacting with others' discussions of ancient sex, gender, and sexual behavior.

Lecture Hours: TBA

Place: Classics Museum

Coordinator: Mark Masterson (OK 511; 463-6909; mark.masterson@vuw.ac.nz)

Office Hours: TBA (Check Blackboard)

Set Texts (to be purchased):

Course Materials Booklet (abbreviated below as COMIC) - available from Student Notes

AND three actual books:

Halperin, David. M. 2002. *How to Do the History of Homosexuality*. Chicago: University of Chicago Press.

Rabinowitz, Nancy Sorkin. 1993. *Anxiety Veiled: Euripides and the Traffic in Women*. Ithaca: Cornell University Press.

Richlin, Amy. 2006. *Marcus Aurelius in Love*. Chicago: University of Chicago Press.

[*Note:* There will be two copies each of these books on three-day reserve in the library. The COMIC must be purchased.]

Blackboard and Email:

The Blackboard system will be in heavy use for this course. Check it for notices of changes to the course and for reading questions posted by the course coordinator. You will also need to check your VUW-EMAIL at least once every two days. In the event that I send you a message, I expect you to read it and take appropriate action within 48 hours. *This means that you must get your email and computer access sorted soon so you can receive messages and access Blackboard. In sum, a certain degree of comfort with the computer on the part of the student is expected.*

Course Delivery:

The course will be delivered in seminar format in a two-hour session once a week. Reading questions will be posted on Blackboard in the week prior to the session in question. Each student will be required to lead discussion of one of the larger readings and present their research paper to the seminar. The delivery of the course is dependent in large part on the academic staff but students' active participation in the seminars and careful attention to the readings and writing assignments are the things most important to learning.

COURSE REQUIREMENTS

1. Time Commitment:

In order to complete the course successfully, an average honours student should expect to spend 15 hours a week on the course (two hours in seminar and the rest on reading and reflection). In weeks where there is more work to be done (e.g., preparation for an oral presentation or completion of a written assignment), the workload will be higher. The research essay and final examination will demand time too. **Please note that these averages are rough guidelines only.** Some students might have to put in more time, others less.

2. Assessment Summary:

(a)	Directed-Writing #1	10%
(b)	Directed-Writing #2	10%
(c)	Leading of Discussion	05%
(d)	Declaration of Research Essay Topic + Biblio.	05%
(e)	Presentation of Research Essay	05%
(f)	Research Essay	25%
(g)	Three-hour Final Examination	40%

(Exam Period = 19 October to 15 November)

- The goal of these items of assessment is to establish the extent to which students can demonstrate both an understanding of ancient sex and gender and an ability to discuss them in ways informed by current academic approaches. Whether or not these goals have been accomplished will be measured through work written up and researched both over a period of time (essay, directed writings) and within a fixed period (final exam). The accomplishment of these goals will also be measured through oral presentation of the research paper and through the leading of class discussion of one of the major readings.
- Each piece of assessed work will be given a grade only, not a percentage mark.

- The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures. For further information, see Dr. Masterson and/or consult <http://www.victoria.ac.nz/home/about/policy>.
- 3. **Late work will be accepted in this class** up until and including the first day of the examination period (19 October). Late work may be marked down 5% a day. In any case, the **final due date** for all written work (exclusive of the final examination) is **19 October 5:00 P.M.** No work will be accepted after that time in the absence of a compelling and documented reason. Work that is late likely could be subject to considerable delays in being graded and returned to the student.
- 4. Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.
- 5. **Mandatory Course Requirements and Passing the Course:**
It is **mandatory** for a student to attend 75% of the classes and complete all seven items of assessed work.

In order to pass this course, a student must obtain an overall mark of at least 50% from the combination of assessed work, *provided that* the mandatory requirements have been fulfilled. Students receiving less than an overall 50% for the course, irrespective of whether they have fulfilled the mandatory requirements or not, will receive a fail D or E grade, as appropriate. Students who achieve at least 50% but who fail to fulfill all the mandatory requirements will receive a fail K grade. For more on the K grade, see *2009 Calendar*, section 4.3 (pg. 99).

- 6. The final grade in this course will be expressed via a letter (A, B, C, etc.) and not in a percentage.

7. Directed-Writing Exercises:

For this class there will be two writing exercises. Each will be **1000 words** in length. They will be based on material contained in the readings and on class discussion. Each assignment will be posted on Blackboard in the “**Assignments**” section and students **must** submit it there electronically. Students will have about two weeks to complete each of these exercises. I will discuss these assignments further in the seminar.

Directed Writing #1 is due on Blackboard in “Assignments” on or before 15 May.

Directed Writing #2 is due on Blackboard “Assignments” on or before 24 August.

8. Leading of Discussion

Each student will lead a discussion of one of the major readings of the course. The readings to choose from are designated as such in the seminar schedule. We will decide who is doing what in week three. Leaders of discussion should offer a judicious summary of the content of the reading and “place” it within the context of the course. Students may want to pose questions to the seminar for further discussion or provide a handout. In any case, the student should be active in the discussion of the reading that follows. Discussion should be opened up to the room at about the 10-minute mark.

9. Declaration of Research Essay Topic

You will provide a paragraph that describes what you will be doing in your Research Essay. There should be a clear topic sentence and an indication of the shape your argument will have. You should include a bibliography that includes at least one primary source and at least four secondary sources, at least two of which cannot be from the readings assigned in the class. I add here that it is totally fine and good that you cite and work with the readings assigned in this course; I just want you to do some reading in addition.

You may want to talk with me at some point before you turn in this assignment.

(I don't provide a bibliography in this document. Reading the course readings will reveal massive amounts of bibliography.)

Due Date: on or before Saturday 8 August on Blackboard in the “Assignments” section.

10. Presentation of the Research Essay

You will present your topic to the seminar. You should discuss the primary and secondary sources you are using; the conclusion you are or suspect you will be coming to; the challenges you have encountered; your triumphs. A handout may be helpful.

These presentations will occur in Weeks 18-20.

11. Research Essay:

2500-3000 words in length

Due Date: on or before Friday 10 October on Blackboard in the "Assignments" section.

The *Classics Study Guide* that will aid you in preparing written assignments is available from the Student Notes Shop.

12. Final Examination:

The exam will consist of essays designed to test your ability to synthesize what you have learnt through the course. You will also be requested to analyze a primary-text excerpt in terms of the issues and concepts that have come up over the year in this seminar. The final examination will be discussed in more detail in Week 21.

SEMINAR PROGRAMME

NOTES:

- 1) Read assigned reading **before** that week's seminar.
- 2) All readings are in the COMIC unless otherwise noted.
- 3) The readings in the COMIC are in the order that they are to be read.

WEEK 01

Orientation to the Course.

Before this class **you will have read** the following excerpts from a book by John Younger in an Electronic Book available on line through the library catalogue (I have been told that it is also available in hard-copy on reserve):

Younger, John G. 2005. *Sex in the Ancient World from A to Z*. The Ancient World from A to Z. London: Routledge: [x-xvii; 4-5 (age grades); 8 (analingus); 20 (bisexuality); 23-28 (body modification, body parts, boy-love, brothels); 31-32 (*cinaedi*); 37-38 (cruising and cunnilingus); 49-50 (fellatio/irrumatio); 57-58 (heteroeroticism, homoeroticism); 66-69 (laws and regulations, lesbianism); 72-77 (male homosexuality, marriage); 79-80 (men); 91-93 (paederasteia); 106-112 (prostitutes and prostitution); 121-125 (sexual activities, attitudes, differentiation, positions for penetrative intercourse) 139-141 (women)]

Before this class, you also will find definitions for the following anywhere (in books, in Younger, on the web, from your head):

Male
Female
Man
Woman
Sex
Biological Sex
Gender
Sexual Orientation
Social Constructivism/Social Constructionism
Essentialism
Slave
Boy
"Boy"
Cinaedus/Kinaidos
Decadence
Pederasty
Paiderasteia/Paederasteia
Pedophilia

If some of them puzzle you, try to describe what the problem is to the best of your ability. It is also ok to be "wrong". These will be discussion points and I will share with you the best definitions I have for each of these. (Hint: some are easier than others.)

WEEK 02

Read the following:

Ortner

Rubin

(Allow much time; they are difficult readings but they will put your brain in fighting shape for the rest of the year.)

WEEK 03

We designate leaders for readings this week.

Read the following:

Homer *Iliad* excerpts

The Fragments of Aeschylus' *Myrmidons*

Lloyd, Genevieve

WEEK 04

Read the following:

Davidson

Halperin 1990

Michelakis

WEEK 05

Read the following:

Sappho excerpts

duBois

Parker 1996

WEEK 06

Read the following:

Plato excerpts

Davidson [Leader=_____]

WEEK 07

Read the following:

Read Hippolytus and Hekabe

Directed Writing #1 posted on Blackboard this week.

WEEK 08

Read the following:

Rabinowitz [**BOOK: pp. 1-27; 103-124; 155-188**]. [Leader=_____]

King

Lysias, "On the Death of Eratosthenes"

Foucault

Foxhall

WEEK 09

Read the following:

Plautus. *Curculio* 33-38

Catullus (excerpts)

Horace. *Satires* 1.2.68-71

Martial 6.36-37

Read Seneca the Younger, *Natural Questions* 1.16

Parker 1998 [Leader=_____]

Richlin 1992a

Williams

Directed Writing #1 due on Blackboard on or before 15 May.

WEEK 10

Read the following:

Terence, *The Eunuch*

James

Grubbs [Leader=_____]

WEEK 11

Read the following:

Rhetorica ad Herennium 3.19-27

Seneca the Elder, *Controversiae* 1 pr., 4 pr. 10, 5.6

Seneca the Younger, Letter 114

Keith 2000

Richlin 1997 [Leader=_____]

Gleason

WEEK 12

Read the following:

Ovid *Metamorphoses* (Excerpts)

Seneca the Elder. *Controversiae* 1.2.22-23

Phaedrus 4.16

Martial 1.90, 7.67, and 7.70

Richlin 1992b

Auanger [Leader=_____]

WEEK 13

Read the following:

Ovid, *Amores* 1.1-7

Sulpicia (see her poems in Keith 1998 [below on her pp. 299, 303, 304, 305, 306-307])

Milnor [Leader=_____]

Hallett

Keith 1998

Joshel

WEEK 14

Read the following:

Read Statius' *Achilleid*

Halperin 2002 [**BOOK: 1-23; 104-154**] [Leader=_____]

WEEK 15

Read the following:

Heslin

WEEK 16

Read the following:

Richlin 2006a [**BOOK: 1-67; 118-133**]

Richlin 2006b

Directed Writing #2 posted on Blackboard this week.

Declaration of Research Essay Topic due on Blackboard on or before 8 August.

WEEK 17

Read the following:

Brooten [Leader=_____]

And if you have time, and are adventurous, Moore.

WEEK 18

Read the following:

Gaca [Leader=_____]

3 paper presentations

Directed Writing #2 due on Blackboard on or before 24 August.

WEEK 19

Read the following:

Kuefler [Leader=_____]

Burrus 2000

3 paper presentations

WEEK 20

Read the following:

Athanasius, *The Life of Antony*

Masterson

Remaining paper presentations

WEEK 21

Read the following:

Gregory of Nyssa, *The Life of Macrina*.

Clark, Gillian

Connor

Burrus 2003

Discussion of final examination

WEEK 22

Read the following:

Holum

3 Laws

Primary Sources:

- Aeschylus, fragments from *Myrmidons*. (Loeb)
Athanasius. *Life of Antony* (public domain; web)
Catullus, *The Poems of Catullus*, trans. Michie (Bristol)
Codex Theodosianus 9.7.3 and 9.7.6 (Mommsen 1905)
Euripides, *Hecabe* [Arrowsmith] and *Hippolytos* [Grene] IN 1958 and 1942.
Chicago: University of Chicago.
Gregory of Nyssa. *Life of Macrina*. (public domain; web)
Homer, *Iliad*. 1951. Richmond Lattimore, trans. Chicago: University of Chicago.
Horace, *Satires* 1.2.68-71.
Lysias, *On the Death of Eratosthenes*; trans: Todd (Texas)
Martial 1.90, 6.37, 7.67, and 7.70.
Ovid, *Amores* (Loeb)
_____. *Metamorphoses*: Callisto/Jove and Iphis/Ianthe (Humphries [1983] and a bonus translation from Ted Hughes [1997])
Phaedrus. 4.16. (Loeb)
Plato, excerpts from *Symposium* and *Phaedrus* IN Hubbard, Thomas K. 2003. *Homosexuality in Greece and Rome: A Sourcebook of Basic Documents*. Berkeley: University of California Press.
Plautus. *Curculio* 33-38. (Williams 1999)
Rhetorica ad Herennium 3.19-28. (Loeb)
Sappho IN Hubbard, Thomas K. 2003. *Homosexuality in Greece and Rome: A Sourcebook of Basic Documents*. Berkeley: University of California Press.
Seneca the Elder. *Controversiae* 1 pr., 1.2.22-23, 4 pr. 10, 5.6. (Loeb)
Seneca the Younger, *Natural Questions* 1.16; Letters 114, 46. (Loeb)
Statius, *Achilleid* IN 1997. *Broken Columns: Two Roman Epic Fragments*. David R. Slavitt, trans. Philadelphia, PA: University of Pennsylvania Press.
Terence, *The Eunuch* IN Plautus, Titus Maccius, Terence, J. Michael Walton, Kenneth McLeish, Michael Sargent, and Richard C. Beacham. 2003. *Four Roman Comedies*. Methuen. London: Methuen Drama.

Secondary Sources

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Brooten, Bernadette J. 1996. *Love Between Women: Early Christian Responses to Female Homoeroticism*. Chicago: Chicago University Press. [189-266]
Burrus Virginia. 2003. "Macrina's Tattoo." *Journal of Medieval and Early Modern Studies* 33.3: 403-417.
_____. 2000. "Begotten, not Made": *Conceiving Manhood in Late Antiquity*. Stanford: Stanford University Press. [1-35; 184-193; 197-202; 222]
Clark, Gillian. 1993. *Women in Late Antiquity: Pagan and Christian Life-Styles*. Oxford: Clarendon Press. [6-27; 94-118]
Connor, Carolyn L. 2004. *Women of Byzantium*. New Haven: Yale University Press. [19-28]
Davidson, James. 2007. *The Greeks and Greek Love: A Radical Reappraisal of Homosexuality in Ancient Greece*. London: Weidenfeld & Nicolson. [1-67; 255-284; 517-526; 549-553]

- duBois, Page. 1995. *Sappho is Burning*. Chicago: Chicago University Press. [1-30]
- Foucault, Michel. 1985. *The Use of Pleasure*. Robert Hurley, trans. New York: Vintage. 14-32.
- Foxhall, Lin. 1998. "Pandora Unbound: A Feminist Critique of Foucault's *History of Sexuality*." *Rethinking Sexuality: Foucault and Classical Antiquity*. David H. J. Larmour, Paul Allen Miller, and Charles Platter, eds. Princeton: Princeton University Press. 122-137.
- Gaca, Kathy L. 2003. *The Making of Fornication: Eros, Ethics, and Political Reform in Greek Philosophy and Early Christianity*. Berkeley: University of California Press. [1-58; 160-189; 292-305]
- Gleason, Maud. 1995. *Making Men: Sophists and Self-Presentation in Ancient Rome*. Princeton: Princeton University Press. [xvii-xxix; 159-168]
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- Hallett, Judith P. 1989. "Woman as *Same* and *Other* in Classical Roman Elite." *Helios* 16: 59-78.
- Halperin, David. M. 2002. *How to Do the History of Homosexuality*. Chicago: University of Chicago Press. [1-23; 104-159; 185-198]
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- Heslin, P. J. 2005. The Transvestite Achilles: Gender and Genre in Statius' *Achilleid*. Cambridge: Cambridge University Press. [157-190; 237-276]
- Holum, Kenneth G. 1982. *Theodosian Empresses: Women and Imperial Dominion in Late Antiquity*. The Transformation of the Classical Heritage, 3. Berkeley: University of California Press. [79-111]
- James, Sharon. 1998. "From Boys to Men: Rape and Developing Masculinity in Terence's *Hecyra* and *Eunuchus*." *Helios* 25.1: 31-47.
- Joshel, Sandra. 2002. "The Body Female and the Body Politic: Livy's Lucretia and Verginia." *Sexuality and Gender in the Classical World: Readings and Sources*. McClure, Laura K. McClure, ed. Interpreting ancient history, [1]. Oxford [u.a.]: Blackwell. 162-187.
- Keith, Alison. 2000. *Engendering Rome: Women in Latin Epic*. Cambridge: Cambridge University Press. 8-18.
- _____. 1998. "*Tandem Venit Amor*: A Roman Woman Speaks of Love." *Roman Sexualities*. Judith P. Hallett and Marilyn B. Skinner, eds. Princeton: Princeton University Press. 295-310.
- King, H. 2002. "Bound to Bleed: Artemis and Greek Women." *Sexuality and Gender in the Classical World: Readings and Sources*. McClure, Laura K. McClure, ed. Interpreting ancient history, [1]. Oxford [u.a.]: Blackwell. 76-101.
- Kuefler, Matthew. 2001. *The Manly Eunuch: Masculinity, Gender Ambiguity, and Christian Ideology in Late Antiquity*. The Chicago series on sexuality, history, and society. Chicago: The University of Chicago Press. [70-124; 283-298; 321-344; 390-392]
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- _____. 1996. “Sappho Schoolmistress.” *Re-Reading Sappho: Reception and Transmission*. Ellen Greene, ed. Berkeley: University of California Press. 146-83.
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