

**Current Information:**

I. A.) DEPARTMENT NAME: Classics  
 B.) COURSE NUMBER, and TITLE: CIA3504: Gender and Sexuality in Classical Antiquity  
 C.) CREDIT HOURS: 3 D.) PREREQUISITES: none  
 E.) CURRENT CLASSIFICATION

1. General Education Code:  B  C  D  H  M  N  P  S  None  
 2. Writing Requirement:  E2  E4  E6  None  
 3. Math Requirement:  M  None

**Requests:**

**II. GENERAL EDUCATION**

A.) Requested Classification:  B  C  D  H  M  N  P  S  
 B.) Effective Date:  Fall  Spring  Summer \_\_\_\_\_ (year)  
 Or  
 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)

**III. WRITING REQUIREMENT**

**MATH REQUIREMENT**

A.) Requested Classification  E2  E4  E6  
 B.) Effective Date:  Fall  Spring  Summer 2014 (year)  
 Or  
 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)

**C.) Assessment:**

1.) What type of feedback will be provided to the student (in reference to writing skill)?

Grade  Corrections  Drafts  Other

2.) Will a published rubric be used? Yes

#### IV. ATTACH A DETAILED SYLLABUS

#### V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- A statement related to accommodations for students with disabilities such as: *"Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered students will an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."*
- A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is recommended that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.  
*Suggested wording: 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 (<http://www.dso.ufl.edu/scer/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.*
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:  
[http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "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."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester

- Provide all feedback on assignments prior to the last class meeting

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

**VI. SUBMISSION AND APPROVALS**

Department Contact:

Contact Name: Victoria Pagan

Phone 2733696 Email vepagan@ufl.

College Contact:

College Name: David Pharis CLAS

College Contact Name: David Pharies

Phone 392 0780 Email pharies@ufl.

**UNIVERSITY OF FLORIDA**  
**Department of Classics**  
**CLA 3504: Gender and Sexuality in the Ancient World**

**Instructor Information**

Instructor: Dr. Konstantinos Kapparis

Office: 135 Dauer

Phone: 352-273-3693

e-mail: kapparis@ufl.edu

Website: <http://web.clas.ufl.edu/users/kapparis/Gender/Gender.html>

Office Hours: W 3.00-4.30 pm

**Course Information**

Course Time: Wednesday periods 9-11

Course Location: Pugh 170

**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. In particular, 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 making reference 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.

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

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

compares and contrasts with the historical paradigms of the Graeco-Roman world

- 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
- Have 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.
- Consider the extent to which Christianization, when compared with Graeco-Roman paganism has generated the values which still govern public life in contemporary America

### ***List of required and optional texts***

#### **i. Required Readings**

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 30% of your final grade (= 60% 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). Throughout the semester 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.

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.

N.B. During the course of this semester, we may sometimes make use of slides, images and video clips that will not be available to students outside of class. While all required course readings and power points will be posted online, the content of lectures will not be posted online, and this is why good attendance is important for success in this course.

### **Writing Requirement\*:**

(\*Please note that this information only applies to the Writing Section, marked with a 6 in the WM column on the Registrar's list of courses; it does not apply to the general section marked with N in the WM column. When registering for the course, please make sure that you register in the section which is right for you.)

- 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 (before the midterm)
- The second essay is due by **Week 12**. Feedback for this essay will be provided by Week 14 (before the Thanksgiving break).

### **Essay Topics and Instructions\*:**

(\*Please note that this information only applies to the Writing Section, marked with a 6 in the WM column on the Registrar's list of courses; it does not apply to the general section marked with N in the WM column. When registering for the course, please make sure that you register in the section which is right for you.)

**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 on 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. You can access online academic journals either from a computer on Campus, or from home using VPN, and I would encourage you to do so. The most comprehensive database for Classics, available online, is *L'Annee Philologique*. You could run a FULL TEXT search (which essentially means a



“keyword” search). It’s up to you to do your own research and use whatever you find useful for your essay.

5. I have published online a brief set of further instructions on how to complete your research and write your paper. These are simply meant to be common-sense and easy to follow guidelines, NOT obligatory requirements. There are many ways to write a good paper, and you should feel free to do it your way, if you are confident that it works well. Here is the URL with my suggestions:  
<http://web.clas.ufl.edu/users/kapparis/esinstructions.htm>

I also suggest that you consult the following book: **Stunk, William and White, E.B. *The Elements of Style*. 4<sup>th</sup> edition.** Peason Education Limited 2014. This is a very modestly priced, concise and useful book.

### **CLASSROOM POLICIES:**

• **Attendance & makeup policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

• **Late Policy:** A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student’s final participation grade. Students will lose 1% from their final grade each time they arrive late.

• **Cell phone and texting policy:** Students must turn cell phones to vibrate before coming to class. Each time a student’s cell phone rings or each time that a student texts during class, 1% will be deducted from that student’s final grade for each instance.

• **Grade Disputes:** Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

### **Grading Scale and policies:**

A = 90 or above

A- = 87-89

B+ = 84-86

B = 80-83

B- = 77-79

C+ = 74-76

C = 70-73

C- = 67-69

D+ = 64-66

D = 60-63

D- = 57-59

E = 56 or below

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - hgrades  
<http://www.isis.ufl.edu/minusgrades.html>

**Academic Honesty:** 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

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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.

**Accommodations for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

**Counseling and Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>), UF Police Department 392-1111 or 911 for emergencies.

**Online Course Evaluation Process:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **Weekly topics and assignments:**

**Week 1 : Course administration and introductory information.**

**Week 2: Introduction**

- Concepts of Gender and Sexuality in the Ancient Greek World.
- Overview of Women's History and Gender Studies 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**

Powerpoint: Greek Lyric

**READING FOR NEXT WEEK:**

Euripides *Medea*

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

Medea Powerpoint

**READING FOR NEXT WEEK:**

Aristophanes *Ecclesiazusai*

**Week 5: Masculine and Feminine Stereotypes in Greek Comedy**

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**

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**

Powerpoint: Lysias 1

### **READING FOR NEXT WEEK:**

Apollodoros *Against Neaira*

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

The case Against Neaira: Powerpoint

Review for Midterm

### **READING FOR NEXT WEEK:**

Aeschines *Against Timarchos*

## **WEEK 9: MIDTERM TEST**

## **Week 10: Masculinity and male prostitution**

Powerpoint: Aeschines

### **READING FOR NEXT WEEK:**

Lucian's *Dialogues of Courtesans*

## **Week 11: Men, women and gender stereotypes in later antiquity**

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 12: Medical views on men, women and sexuality**

An introduction to gender and sexuality issues in Ancient Greek Medicine

Medical Literature Powerpoint

### **READING FOR NEXT WEEK:**

Seneca: *Consolation to His Mother Helvia*

## **Week 13: The Roman Family: Marriage, Sexuality and Empire**

Roman Family Powerpoint

**READING FOR NEXT WEEK:**

*The life of Perpetua*

**Week 14: Thanksgiving (no Classes)**

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

Perpetua Powerpoint

REVIEW

**Week 16: Final Test**