

Current Information:

I. A.) DEPARTMENT NAME: _____ CLASSICS _____

B.) COURSE NUMBER, and TITLE: CLA 3504: GENDER AND SEXUALITY

C.) CREDIT HOURS: 3 D.) PREREQUISITES: NONE _____

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None2. Writing Requirement: E2 E4 E6 None3. Math Requirement: M None**Requests:**

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P SB.) Effective Date: Fall Spring Summer 2013 _____ (year)

Or

 1-time Approval Fall Spring Summer _____ (year)III. WRITING REQUIREMENT MATH REQUIREMENT A.) Requested Classification E2 E4 E6B.) Effective Date: Fall Spring Summer _____ (year)

Or

 1-time Approval Fall Spring Summer 2013 _____ (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.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should 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: CHAIR

Contact Name: ___V.E. Pagan"Pagan, Victoria Emma

Phone 273-3696 ___ Email " <vepagan@ufl.edu>

College Contact:

College Name: _____ CLAS _____

College Contact Name: _____ David Pharies _____

Phone _____ 392-0780 _____ Email _____ pharies@ufl.edu _____

**CLA 3504: Gender and Sexuality in the Ancient World
Spring 2013**

Dr. Kostas Kapparis

Contact Info: kapparis@ufl.edu, 392-2075

Office: 125 Dauer

Office Hours: A A period 0 and by appointment

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 define the terms masculine and feminine, this course will investigate how the cultures of the ancient Mediterranean world (1000 BC-1000 AD) engaged in a discourse on sex and gender roles in their societies. Comparisons with the past and practices in other societies will serve as reference points in order to allow the modern student to re-evaluate his/her own perceptions and views of these matters.

COURSE WEB SITES

- CLA 3504 course site at <http://web.clas.ufl.edu/users/kapparis/Gender/Gender.html>
- Course materials are available on Sakai at <https://iss.at.ufl.edu/> or online.

TEXTBOOKS

Required Reading: These are primary sources, originally in Greek or Latin, which we will read in translation. These are required reading. You may access them electronically and on Sakai.

Artemidoris of Daldis; Polemo, On Physiognomics 2.1.192F; Pliny; Oxyrhynchus; Galen; Sappho and other women poets; Anacreon; Archilochos; Ibykos; Euripides *Medea*; Aristophanes *Ecclesiazusai*; Xenophon Economics (Chapter 7); Aristotle *Economics*; Lysias 1: A case of Adultery; Apollodoros Against Neaira; Aeschines *Against Timarchos*; Lucian's; *Dialogues of Courtesans*; Seneca: Consolation to His Mother Helvia; The life of Perpetua

Recommended (Optional) Reading: These are secondary sources, textbooks and scholarly books, which are recommended to help you contextualize the primary sources. You may access them through Sakai or through Ares course reserves.

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
M. Henry and A. Glazebrook (eds.). *Greek Prostitutes in the Ancient Mediterranean, 800 BCE-200 CE*. Madison, WI. 2011
A. Wolpert and K. Kapparis. *Legal Speeches of Democratic Athens*, Indianapolis 2011

ASSIGNMENTS AND REQUIREMENTS

1. Two 3000-word essays, worth 25% of your grade each.
2. Midterm exam, worth 25% of your grade.
3. Final exam, worth 25% of your grade.

WRITING REQUIREMENT: 6,000 words

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.”

Your written assignments will be evaluated and given feedback with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. A rubric will be posted on Sakai.

ATTENDANCE

During the course of this semester, we may make use of slides, images and video clips that will not be available to students outside of class. Therefore regular attendance is critical as, while course readings and powerpoints will be posted online, the content of lectures will not be posted online.

GRADING SCALE AND ASSIGNMENT SUMMARY

Grade Proportion	Grade Scale	Grade Value
Essay 1: 25%	1,000-930 = A	A = 4.0
Essay 2: 25%	929-900 = A-	A- = 3.67
	899-870 = B+	B+ = 3.33
Mid-Term Exam: 25%	869-830 = B	B = 3.00
Final Exam: 25%	829-790 = B-	B- = 2.67
	789-750 = C+	C+ = 2.33
	749-720 = C	C = 2.00
Total: 100%	719-690 = C-	C- = 1.67
	689-660 = D+	D+ = 1.33
	659-620 = D	D = 1.00
	619-600 = D-	D- = 0.67
	599-0 = E	E = 0.00

**Please note: An earned grade of “C-” will not be a qualifying grade for major, minor, Gen. Ed., Gordon Rule, or basic distribution credit.*

ACADEMIC HONESTY

Students must conform to UF's academic honesty policy regarding plagiarism and other forms of cheating. The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.dso.ufl.edu/sccr/currentstudents.php>.

All students found to have cheated, plagiarized, or otherwise violated the Honor Code in *any assignment* for this course will be prosecuted to the full extent of the university honor policy, including judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. For serious violations, you will fail this course.

STUDENTS WITH DISABILITIES

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask the instructor if you would like any assistance in this process.

OTHER POLICIES, RULES, AND RESOURCES

1. *Late or Make-Up Assignments:* You may receive an extension on an assignment *only* in extraordinary circumstances and *only* if the request for the extension is (a) prompt, (b) timely, and (c) accompanied by all necessary written documentation.
 - If absent due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other conflict (e.g., jury duty) that the student knows about in advance of the scheduled assignment, the student is required to notify the instructor of the conflict *before the assignment is due*, and if possible at the start of the semester.
 - If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.
 - For further information on University of Florida's attendance policy, consult <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. *Completion of All Assignments:* You must complete all written assignments and fulfill the requirement for class participation in order to pass the course.
3. *Common Courtesy:* Cell phones and other electronic devices must be turned off during class. Students who receive or make calls or text messages during class will be asked to leave.
4. *Counseling Resources:* Resources available on-campus for students include the following:
 - a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
 - b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
 - c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
 - d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

THE UNIVERSITY HUMANITIES, DIVERSITY, AND INTERNATIONAL DESIGNATIONS

This course satisfies the humanities (H), diversity (D), and international (I) general education requirements as follows:

Humanities Student Learning Outcomes

- Comparisons with the past and practices in other societies will serve as reference points in order to allow the modern student to re-evaluate his/her own perceptions and views of these matters
- Students are expected to relate the experience of Graeco-Roman authors with modern cultural values and standards,
- Students are expected to question modern assumptions on gender and sexuality issues and
- Students are expected to evaluate contemporary morality on matters of gender and sexuality as this compares and contrasts with the historical paradigms of the Graeco-Roman world.

Diversity Student Learning Outcomes: *This course is crossed listed with Women's Studies. There will be frequent references to women's history, 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.*

- Comparisons with the past and practices in other societies will serve as reference points in order to allow the modern student to re-evaluate his/her own perceptions and views of these matters
- Students are expected to relate the experience of Graeco-Roman authors with modern cultural values and standards,
- Students are expected to question modern assumptions on gender and sexuality issues and
- Students are expected to evaluate contemporary morality on matters of gender and sexuality as this compares and contrasts with the historical paradigms of the Graeco-Roman world.
- Students will be expected to 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.
- Students will be offered the 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.
- Students will be invited to consider the extent to which Christianization, when compared with Graeco-Roman paganism has generated the values which still govern public life in contemporary America

International Student Learning Outcomes: *There is a distinct international component to this course, as we will be studying not only ancient but also modern cultures and their reactions to sensitive matters of gender, sexual morality, legal, economic and cultural perceptions of matters related to gender and sexuality, in several different cultures past and present (e.g. Greece, ancient and modern, Rome, the United Kingdom, and other modern European legislative and social models). More specifically we will be debating matters such as age of consent, laws on prostitution, adultery and other sexual offences, norms and stereotypes about men, women and family values, and numerous other such matters around the world, with frequent reference to contemporary US laws, practices and ethical perceptions.*

- Comparisons with the past and practices in other societies will serve as reference points in order to allow the modern student to re-evaluate his/her own perceptions and views of these matters
- Students are expected to relate the experience of Graeco-Roman authors with modern cultural values and standards,
- Students are expected to question modern assumptions on gender and sexuality issues and
- Students are expected to evaluate contemporary morality on matters of gender and sexuality as this compares and contrasts with the historical paradigms of the Graeco-Roman world.
- Students will be informed on matters related to sexual morality around the world in our times and offered the opportunity to relate these to contemporary American norms, as well as Graeco-Roman cultural values
- Students will be encouraged to acquire a more profound appreciation of the mechanisms by which powerful cultural stereotypes related to family values in the US and around the modern world are formed, by gaining deeper understanding of the historical origins of these value systems

These issues are the starting points for each of the weekly readings and topics. Tuesday lectures will introduce the key concepts and provide historical context for the readings. Thursday discussions will explore the humanities, diversity, and international learning outcomes.

WEEKLY SCHEDULE OF READINGS AND TOPICS

Week 1 : Course administration and introductory information

Concepts of Gender and Sexuality in the Ancient Greek World
Overview of Women's History and Gender Studies since the 1960's

Week 2: Beginning the study of gender in antiquity

Readings:

Artemidoris of Daldis
Polemo, On Physiognomics 2.1.192F
Pliny; Oxyrhynchus; Galen

Week 3: Concepts of Love and Sexuality in Greek Lyric

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

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

Reading: Eurpides, *Medea*

Week 5: Masculine and Feminine Stereotypes in Greek Comedy

Reading: Aristophanes *Ecclesiazusai*

Week 6: Male and Female Roles in Xenophon's Economics

Readings:

Xenophon *Economics* (Chapter 7)

Aristotle *Economics* (Especially the first six pages)

FIRST 3000 word writing assignment due

Week 7: Adultery and Murder in Athenian Law

Reading: Lysias 1: A case of Adultery

Week 8: Female prostitution

Reading: Apollodoros *Against Neaira*

Week 9: REVIEW FOR MIDTERM TEST

Week 10: Masculinity and male prostitution

Reading: Aeschines *Against Timarchos*

Week 11: Courtesans

Reading: Lucian, *Dialogue of the Courtesans*

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

Reading: The life of Perpetua

SECOND 3000 word writing assignment due

Week 13: Medical views on men, women and sexuality

Reading:

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

Week 14: The Roman Family and Marriage

Reading: Seneca: *Consolation to His Mother Helvia*

Week 15: REVIEW FOR FINAL EXAM