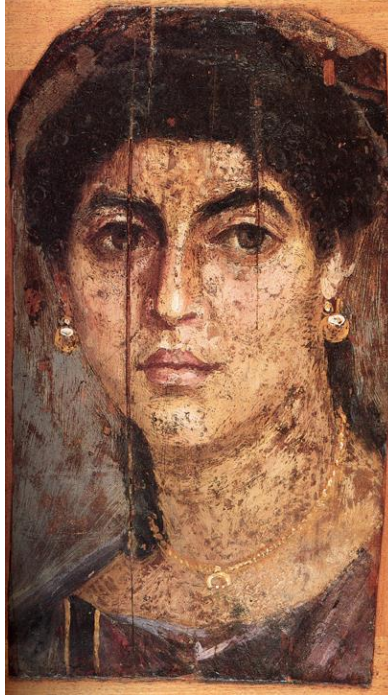


Department of Classical Studies
Course Outline
CS 9354A Women in Antiquity: Artifact, Text, Image
AUTUMN 2021



INSTRUCTOR: Kelly Olson (kolson2@uwo.ca)

OFFICE: Lawson Hall 3227 (661-2111 x 84525)

OFFICE HOURS: Mondays, 4:00-5:00 PM or by appointment

TIME AND PLACE OF CLASS: Fridays, 1:30-4:30, LAH 3220 (in-person)

REQUIRED TEXTS:

- S. James and S. Dillion (eds). 2012. *A Companion to Women in the Ancient World*. Blackwell. = **James and Dillon**
- All other readings are on our OWL site: click on the 'course readings' button

COURSE OBJECTIVES:

In this course we will examine women and women's lives in Greek and Roman antiquity starting from a body of literary and artistic evidence. Marriage and childbearing, women and the law, women's occupations, women in domestic life, and women in history will be explored from a variety of perspectives. In addition, there will be heavy

emphasis placed on women's artifacts, artistic and literary portrayals of women, and female spaces in antiquity, coupled with readings in modern gender and feminist theory.

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.

ENROLLMENT RESTRICTIONS:

Enrollment in this course is restricted to graduate students in Classical Studies, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program

PLAGIARISM: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS: Accommodation Policy

Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: <http://wec.uwo.ca/> and <https://www.uwo.ca/health/>). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (<http://www.sdc.uwo.ca/ssd/>) to arrange a plan for accommodation (see SGPS Regulation 14: http://www.grad.uwo.ca/current_students/regulations/14.html).

ACCESSIBLE EDUCATION WESTERN (AEW):

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

HEALTH/WELLNESS SERVICES: Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

LEARNING OUTCOMES:

- To become familiar with the main evidence (visual, literary, and archaeological) for ancient gender categories
- To become familiar with modern theories and definitions of gender, the history of the study of gender, and with gender theory
- To become aware of the problems with and limitations of that evidence.
- To investigate modern reactions to, interpretations of, and preconceptions about that evidence.

TRANSFERABLE SKILLS:

- To develop critical, analytical and problem-solving skills through the writing of an essay and through the close analysis of ancient texts and artefacts in seminars.
- To gain a knowledge of the different types of evidence available for this area of ancient history, primarily the main literary texts and the archaeological evidence.
- To gain an appreciation of the historiographical and analytical skills needed to handle these sources.
- To gain an ability to use these different sources together to assess the main issues in the interpretation of ancient society.
- To develop and enhance skills in oral presentation through participation in seminars.
- To develop the skills necessary for conducting in-depth research.
- To develop an ability to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed.

GRADES:

| | |
|--|-------|
| Essay | 40% |
| Presentation | 20% |
| TWO 15 min article reviews (15% each) | 30% |
| Questions on presentations: | 5% |
| Class participation | 5% |
| | <hr/> |
| | 100% |

This is a discussion-based seminar which will require participation from **all** students.

REPORTS AND ESSAYS:

- **Essays** should be 5000 words, and are due by **WEDS DEC 15th**.
- I encourage you to write the essay on a topic of interest to you (in consultation with me). Although we cover many topics pertinent to women in ancient society in the class readings and discussion, some we simply do not have time to examine (women and religious life; Spartan women; Amazons and women of myth, for example).
- **Presentations** should be about 15-20 minutes in length (in other words, conference-paper length, or **8-10** double-spaced typed pages). You will choose a date for your presentation in the first week or two of classes; if you need to cancel or change your date **you must find a classmate willing to take your place**.
- You are asked to write down **TWO** questions for each of our student presentations and turn these into me after the presentation. You may of course ask one or both of the questions in class.
- Your essay should incorporate and address questions, suggestions, and comments raised during your presentation; thus, the essay and presentation are on the same topic.
- **Article reviews:** students are required to choose **TWO** of our readings in advance and prepare questions and comments for discussion in class. You will choose your articles in the first week or two of classes; if you need to cancel or change your choices **you must find a classmate willing to take your place**.

COURSE OUTLINE: (***please note:** I own most of the readings listed. If you're having trouble getting hold of a book or article **please see me**).

PART ONE: Definitions, Problems, Theories

Frid Sept 10 Gender studies, women's history, and feminism

Questions for discussion:

1. What is the difference between sex and gender?
2. Women's history and gender history: is there a recognizable difference?
3. Why do some feminist scholars feel that the study of 'gender' does women a disservice?
4. List the main features of discourse and discourse analysis.

Reading:

Kelly, J. 1977. The social relation of the sexes: methodological implications of women's history. Reprinted in *Women, History and Theory: The Essays of Joan Kelly* (2014)

Kelly, J. 1984. Did women have a Renaissance? Reprinted in *Women, History and Theory: The Essays of Joan Kelly* (2014), 19-50.

Newman, L. 1991. Critical theory and the history of women: what's at stake in deconstructing women's history. *Journal of Women's History* 2.3: 58-68.

Rose, G. 2001. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*. Sage: 135-190.

Alsop, R. et al. 2002. The social construction of gender. In *Theorizing Gender*. Blackwell: 64-93.

Alsop, R. et al. 2002. Judith Butler: the queen of queer. In *Theorizing Gender*. Blackwell: 94-113.

Frid Sept 17 Women in the ancient world

Questions for discussion:

1. What are some of the problems and challenges confronting historians of ancient women?
2. When did scholarly interest in the history of women in antiquity begin?
3. What new methods and theories are women's historians currently employing?
4. In the primary visual sources, are we dealing with realistic snapshots or with ideologically fraught representations?

Reading:

Pomeroy, S. 1975. *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity*. New York: Schocken Books: ix-xiii

Rawson, B. 1995. From daily life to demography, in R. Hawley and B. Levick (eds.) *Women in Antiquity: New Assessments* (New York): 1-20.

Brown, S. 1997. 'Ways of seeing' women in antiquity: an introduction to feminism in classical archaeology and ancient art history. In C. L. Lyons and A. O. Koloski-Ostrow (eds) *Naked Truths: Women, Sexuality, and Gender in Classical Art and Archaeology*. Routledge: 12-42.

Lyons, C. L., and A. O. Koloski-Ostrow. 1997. Naked truths about classical art: an introduction. In C. L. Lyons and A. O. Koloski-Ostrow (eds): 1-11.

Dixon, S. 2001. *Reading Roman Women*. Duckworth: 3-15.

Foxhall, L. 2013. Gender and the study of classical antiquity. In *Studying Gender in Antiquity*. Cambridge: 1-23.

PART ONE: Ancient Greece

Frid Sept 24 The *gynaceum* and the Greek city

Questions for discussion:

1. Where could you find women in the ancient Greek city?
2. What is the relationship between Greek literature and domestic archaeological remains?

Reading:

Nevett, L. 1994. Separation or seclusion? In M. Pearson and C. Richards (eds) *Architecture and Order: Approaches to Social Space*. Routledge: 98-112.

Antonaccio, C. 2000. Architecture and behavior: building gender into Greek houses. *Classical World* 93: 517-33

Lewis, S. 2002. *The Athenian Woman: An Iconographic Handbook*. Routledge: 130-171.

Davidson, J. 2011. Bodymaps: sexing space and zoning gender in ancient Athens. *Gender and History* 23.3: 597-614.

Nevett, L. 2011. Towards a female topography of the ancient Greek city. *Gender and History* 23.3: 576-96.

Taylor, C. 2011. Women's social networks and female friendship in the ancient Greek city. *Gender and History* 23.3: 213-30.

Frid Oct 1 The medical writer's woman

1. How does the view of 'woman' by the medical authors underline women's role in Greek society?

Reading:

- Carson, A. 1990. Putting her in her place: women, dirt and desire. In D. Halperin *et al* (eds) *Before Sexuality: the Construction of the Erotic Experience in the Ancient Greek World*. Princeton: 135-70.
- Hanson, A. 1990. The medical writer's woman. In D. Halperin *et al* (eds) *Before Sexuality: the Construction of the Erotic Experience in the Ancient Greek World*. Princeton: 309-337.
- Hanson, A. 1998. Talking recipes in the gynaecological texts of the Hippocratic Corpus. In M. Wyke (ed). *Parchments of Gender: Deciphering the Bodies of Antiquity*. Oxford: 71-94.
- King, H. 2005. Women's health and recovery in the Hippocratic Corpus. In H. King (ed). *Health in Antiquity*. Routledge: 150-61.
- Liston, M. A. 2015. Reading the bones: interpreting the skeletal evidence for women's lives in ancient Greece. In James and Dillon, 125-40.

Frid Oct 8 Domestic labour: textile production

- 1) List the steps needed to make a cloak, from start to finish.

Reading:

- Lewis, S. 2002. *The Athenian Woman: An Iconographic Handbook*. Routledge: 59-90.
- Bundrick, S. D. 2008. The fabric of the city: imaging textile production in classical Athens. *Hesperia*: 77: 283-334.
- Fischer, M. 2013. Ancient Greek prostitutes and the textile industry in Attic vase painting ca. 550-450 BCE. *Classical World* 106.2: 219-59.
- Acton, P. 2014. Poiesis: *Manufacturing in Classical Athens*. Oxford: 147-162
- Quercia, A., and L. Foxhall. 2014. Weaving relationships in areas of cultural contact: production, use, and consumption of loom weights in pre-Roman Sicily. In *Focus on Archaeological Textiles: Multidisciplinary Approaches*, edd. S. Lipkin and Krista Vaianto, *MASF* 3: 88-101.

Frid Oct 15 Women and sexuality

Reading:

- Sutton, R. F. 1992. Pornography and persuasion on Attic pottery. In A. Richlin, ed. *Pornography and Representation in Greece and Rome*. Oxford: 3-35.
- Davidson, J. 1998. *Courtesans and Fishcakes: The Consuming Passions of Classical Athens*. Fontana: 73-108
- Patterson, C. 1998. *The Family in Greek History*. Harvard: 107-137.
- Lewis, S. 2002. *The Athenian Woman: An Iconographic Handbook*. Routledge: 98-129.
- Rabinowitz, N. 2002. Excavating women's homoeroticism in ancient Greece. In *Among Women: From the Homosocial to the Homoerotic in the Ancient World*. Univ. of Texas Press: 106-66.
- E. Cohen. 2015. *Athenian Prostitution: The Business of Sex*. Oxford: Oxford Univ. Press: 97-114.

Frid Oct 22 Self-presentation and the body

Reading:

- Dalby, A. 2002. Levels of concealment: the dress of *hetairai* and *pornai* in Greek texts. In L. Llewellyn-Jones (ed), *Women's Dress in the Ancient Greek World*, Swansea, Wales: Classical Press of Wales: 111-24.
- Llewellyn-Jones, L. 2003. *Aphrodite's Tortoise: the Veiled Woman of Ancient Greece*, Swansea, Wales: Classical Press of Wales, 121-54.
- Lee, M. 2015. Dress and adornment in Archaic and Classical Greece. In James and Dillon, 179-90.
- Gawlinski, L. 2017. Theorizing religious dress. In M. Cifarelli and L. Gawlinski (eds) *What Shall I Say of Clothes? Theoretical and Methodological Approaches to the Study of Dress in Antiquity*. Boston: AIA, 161-78.
- Brons, C. 2021. The colors of ancient Greek dress. In Alicia Batten and K. Olson (eds) *Dress in Mediterranean Antiquity: Greeks, Romans, Jews, Christians* (London: Bloomsbury), 77-94.
- Olson, K. 2021. Dress and classical studies. In Alicia Batten and K. Olson (eds) *Dress in Mediterranean Antiquity: Greeks, Romans, Jews, Christians* (London: Bloomsbury), 11-18.

PART TWO: Ancient Rome

Frid Oct 29 Approaching Roman women through the material record

- 1) What are the problems of studying ancient Roman women through visual sources?

Reading:

- Brown, S. 1993. Feminist research in archaeology. In N. Rabinowitz and A. Richlin (eds) *Feminist Theory and the Classics*. Routledge: 238-71.
- Kampen, N. B. 1994. Material girl: feminist confrontations with Roman art. *Arethusa* 27.1: 111-37.
- Kampen, N. B. 1996. Gender theory in Roman art. In D.E.E. Kleiner and S. B. Matheson (eds) *I Claudia: Women in Ancient Rome*. Yale: 14-26.
- Kleiner, D.E.E. 2000. Now you see them, now you don't: the presence and absence of women in Roman art. In *From Caligula to Constantine: Tyranny and Transformation in Roman Portraiture* edited by E. R. Varner. Michael C. Carlos Museum: 45-57.
- Dixon, S. 2001. How do you count them if they're not there? New perspectives on the Roman clothing industry. *Opuscula Romana* 25-26: 7-17.
- Allison, P. 2015. Characterizing Roman artifacts to investigate gendered practices in contexts without sexed bodies. *AJA* 119:103-23.

Frid Nov 5: NO CLASS (READING BREAK)

Frid Nov 12 Female spaces/ the Roman house

- 1) How visible is gender in the domestic archaeological record?

Reading:

- Wallace-Hadrill, A. 1988. The social structure of the Roman house. *PBSR* 56: 43-97.
- Wallace-Hadrill, A. 1996. Gender and the Roman house. In D.E.E. Kleiner and S. B. Matheson (eds), *I Claudia: Women in Ancient Rome*: 14-26.

- Allison, P. 2001. Using the material and written sources: turn of the millennium approaches to Roman domestic space. *AJA* 105: 181-208.
- Allison, P. 2007. Engendering Roman domestic space, in R. Westgate, N. Fisher and J. Whitley (eds) *Building Communities: House, Settlement and Society in the Aegean World and Beyond*. British School at Athens Studies 15. 343-50.
- Nevett, L. 2010. *Domestic Space in Classical Antiquity*. Cambridge Univ. Press: 89-118.
- Boatwright, M. 2011. Women and gender in the *forum Romanum*. *TAPA* 141: 105-111

Frid Nov 19 Self-presentation and the body (student presentations)**

- 1) How did cosmetics and clothing contribute to a woman's rank and status?

Reading:

- Stephens, J. 2008. Ancient Roman hairdressing: on (hair)pins and needles. *Journal of Roman Archaeology* 231: 110-36.
- Bartman, E. 2015. Early imperial female portraiture. In James and Dillon, 414-22
- Davies, G. 2018. *Gender and Body Language in Roman Art*. Cambridge: 152-93
- Berg, R. 2019. Dress, identity, cultural memory: *copa* and *ancilla cauponae* in context. In J. Rantala (ed) *Gender, Memory, and Identity in the Roman World*. Amsterdam Univ. Press: 203-38.
- Hanson, A. E. 2021. Cosmetics in daily life in the ancient Mediterranean. In R. Ancona and G. Tsouvala (eds) *New Directions in the Study of Women in the Greco-Roman World* (Oxford: Oxford Univ. Press), 123-38.
- Ward, C. 2021. *Ornamenta Muliebra*: jewellery and identity in the Roman period. In Alicia Batten and K. Olson (eds) *Dress in Mediterranean Antiquity: Greeks, Romans, Jews, Christians* (London: Bloomsbury), 95-108.

Frid Nov 26 Sex work (student presentations)**

Reading:

- Edwards, C. 1997. Unspeakable professions: public performance and prostitution in ancient Rome. In J. Hallet and M. Skinner, eds. *Roman Sexualities*. Princeton: 66-95.
- Flemming, R. 1999. *Quae corpore quaestrum fecit*: the sexual economy of female prostitution in the Roman empire. *Journal of Roman Studies* 89: 38-61
- McGinn, T. A. J. 2002. Pompeian brothels and social history. *JRA* Suppl. Series 47: 7-46.
- Levin-Richardson, S. 2013. *Fututa sum hic*: female subjectivity and agency in Pompeian sexual graffiti. *Classical Journal* 108: 319-45.
- Kamen, D., and S. Levin-Richardson. 2015. Lusty ladies in the Roman imaginary. In R. Blondell and K. Ormond, eds. *Ancient Sex: New Essays*. Columbus: Univ. of Ohio Press, 231-52.
- Strong, A. 2016. *Prostitutes and Matrons in the Roman World*. Cambridge: 142-170

Frid Dec 3 Women and education (student presentations)**

- 1) How and under what circumstances were women educated? What were the aims of the education of women?

Reading:

- Hemelrijk, E. 1999. *Matrona Docta: Educated Women in the Roman Elite from Cornelia to Julia Domna*. Routledge: 17-96

Glazebrook, A. 2005. Reading women: book rolls on Attic vases. *Museion* 4: 1-46.
Deslauriers, M. 2015. Women, education, and philosophy. In James and Dillon, 343-53.