This course studies the lives of women in the ancient world. The major focus will be on Greece and Rome, but we will take a brief look at women in other ancient Mediterranean cultures as well. The course will emphasize in particular the analysis of the extremely various primary sources which deal with women, perceptions of women, female experience and male-female relations. Women and the law, women in society, characterizations of women in art and literature, and ancient ideas about the biology of women are among some of the diverse topics that will be discussed.

Instructor: Professor Sheila Ager, ML 231, x32943
sager@uwaterloo.ca
Office hours: 10:30-12:00, MW

Term: Fall 2015

Time: MWF, 8:30-9:20, PAS 2086


Req’ts: 1. Midterm test (30%; Friday, October 30).
2. Essay (35%):
   • Preliminary Bibliography (5%; due Monday, October 19).
   • Final Essay (30%; due Monday, November 16, OR Monday, November 23).
3. Final examination (35%).

Learning Outcomes and Course Objectives:

The objective of this course is for students to become familiar with the lives of women and relations between women and men in the ancient world. In addition to gaining such factual familiarity, students will deepen their awareness of methodologies such as source interpretation and criticism as they apply to the study of antiquity. The writing assignment (course essay) will enable students to develop their research and analytical skills and engage the particular challenges of interpreting variegated and problematic evidence.

Expectations in the Classroom:

There are certain rules of courtesy in the classroom which must be observed. Arriving late or leaving early, and talking or otherwise being disruptive during the lecture, are behaviours that are both discourteous
to the other members of the class and distracting to the instructor. You may use a laptop to take course notes if you like, but please note that using it during class time for purposes unrelated to the course (e.g., Twitter, Facebook) is disrespectful and distracting to other people in the class. Finally, please do not leave cell phones or other electronic devices on during the lectures.

**Test/Exam regulations:**

Students are encouraged to consult the University examination regulations for information about various rules governing the conduct of midterms and final examinations. Makeup tests/exams will only be given when the student offers a *documented medical reason* for missing the test or exam in question. Other reasons, such as travel plans, do not constitute a valid reason for being granted a makeup. It is also vital that students realize their own responsibility in informing the instructor promptly (preferably prior to missing the test/exam, but certainly no more than 24 hours after it).

**University Policies on Academic Integrity and Student Discipline and Grievance:**

**Academic Integrity:** in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 – Student Petitions and Grievances, Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 – Student Petitions and Grievances (other than regarding a petition) or Policy 71 – Student Discipline if grounds for an appeal can be established. Read Policy 72 – Student Appeals.

**Other Sources of Information for Students:**

- [Academic Integrity Website (Arts)](link)
- [Academic Integrity Office (UWaterloo)](link)

**Note for Students with Disabilities:**

The [AccessAbility Services](link) office, located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Readings in James and Dillon 2012</th>
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<tr>
<td>September 14-18</td>
<td>Introduction. Sources and Methodologies.</td>
<td>Introduction.</td>
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<tr>
<td>September 28 – October 2</td>
<td>The Bronze Age II: Egypt and the Aegean.</td>
<td>Chapters 2 and 3.</td>
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<tr>
<td>October 14-16</td>
<td>Women in Democratic Athens II.</td>
<td></td>
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<td>October 26-30</td>
<td>Midterm, October 30. Women of “the Other”.</td>
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<tr>
<td>November 2-6</td>
<td>Mythic Images of Women.</td>
<td>Chapter 4.</td>
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<tr>
<td>November 16-20</td>
<td>Roman Republican Women: Myth and Reality. Course essay due, November 16 (see next page).</td>
<td>Chapters 6, 7, 15, and 26.</td>
</tr>
</tbody>
</table>

Several chapters in James and Dillon have not been assigned as required reading; you should also take a look at these chapters, particularly with a view to working on the course essay. Some weeks entail more reading than others, so it would be a good idea to read ahead in weeks where the reading is light.
The course essay should be about **3000 words in length** (about 12 pages long, double-spaced). There are **two due dates**: if you wish me to write comments on your essay, you must get it to me by **Monday, November 16**; if you do not care about receiving comments, your due date is **Monday, November 23**.

The list of **references contained in the course text** (pp. 545-603) is an excellent place to start looking for bibliography. For a paper at this level, you should be aiming for at least 10-12 significant secondary sources (scholarly monographs and articles), and **you must also employ primary sources as appropriate to your topic**. You must hand in a preliminary bibliography by **Monday, October 19**; this bibliography should list both primary and secondary sources.

Please consult the **Essay Writing Guide** on our Departmental website for information about the expectations for the essay. It discusses such matters as how to get started on your research; the proper use of primary and secondary sources; how and when to make citations (footnotes/endnotes); how to approach analysis, and so on. Since I wrote this myself, modesty forbids me to claim that it is the ultimate in essay guides; but it was written specifically with a view to how to approach essays in Classical Studies, and it does reflect what I look for in a student’s paper. Please note that you should be using articles in addition to monographs; if you need any guidance in this (or in anything else), please don’t hesitate to contact me.

The following is a list of suggested topics for the essay. While I am not opposed in principle to the possibility of a different topic, you must discuss your ideas with me first; otherwise, I’m afraid I will be unable to accept the paper. As you can see, some of these topics are quite general, and require narrowing down; see me to discuss this.

- The economic rights of women within a selected period
- The legal rights of women within a selected period
- Greek writers on Spartan women
- The seclusion of women in Classical Athens
- Contraception-abortion in antiquity
- The theories of Engels in the context of women of Classical cultures
- Women in Aeschylus or Sophocles or Euripides
- Plato’s attitude towards women
- Aristotle’s attitude towards women
- The Vestal Virgins
- Contrast and compare Greek and Roman guardianship
- The tombstones of women
- Prostitution in the Roman world
- A biography of a specific eminent woman (clear the individual chosen with me)