

APPLICATION FOR NEW COURSE

Submitted by College of Arts & Sciences Date October 2, 2003

Department/Division offering course Dept. of Modern & Classical Languages, Literatures, & Cultures Division of Classics

2. Proposed designation and Bulletin description of this course

a. Prefix and Number CLA 331 b. Title* Gender & Sexuality in Antiquity

*NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts Gender&Sex in Antiquity

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

A survey of the construction of gender, sexuality, and their relation to and expression in the societies of ancient Greece and Rome. Gender roles, marriage, social problems concerning sex and virginity, and different ways of understanding sexuality and gender in historical contexts are examined through the study of ancient literature, art, and the insights of contemporary scholarship.

h. Prerequisites (if any) N/A

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as N/A

Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Fall 2005 (semester and year)

6. Course to be offered Fall X Spring Summer

7. Will the course be offered each year? X Yes No (Explain if not annually)

8. Why is this course needed?

In the past 25 years, gender and sexuality have become a major focus in Classical Studies, becoming a mainstay in both scholarship and undergraduate and graduate curricula. The UK curriculum, however, still lacks a permanent course in what is now an established and thriving field within the discipline. This course therefore fills a significant lacuna in the curriculum. This course will also serve the continued and growing interest in classical civilization among students, as witnessed by enrollments of nearly 200 in each of two section of CLA135: Mythology; over-cap enrollments in CLA100: Ancient Stories in Film, CLA210: Art of Greece & Rome, CLA261: Classical Literature; and similar high enrollments in ancient history course offered in the History Dept. CLA100 and CLA135, though designed as freshman courses, often see sections closed by upperclassmen before freshman advising. To address this concern, we plan to reserve large numbers of seats in these courses for freshman summer advising. Upperclassmen, in fairness, should be provided an alternative for study in this field at the appropriate level.

With this course, and the simultaneously proposed CLA382: Greek & Roman Religion, we will complete an interconnected and tiered series of courses in classical civilization consisting of two 100-level, two 200-level, and two 300-level courses. A student will be able to move from any course to another and find that the knowledge gained in the prior course is immediately applicable to the next. The integrated learning experience this offers can stand by itself as a certificate or minor sequence, combine with language study in Greek and Latin for a sophisticated and broad-ranging major or minor in the current Classics Division curriculum, or complement and enrich courses and studies in ancient history, art history, or philosophy in those respective departments. The customary close cooperation among faculty in Classics, History, Art History, and Philosophy who study the ancient world should facilitate these sorts of connections. Finally, this course will add another 300-level course to the university curriculum, a level for which Central Advising informs us there is high demand but insufficient offerings (see below).

9. a. By whom will the course be taught? James A. Francis, Ph.D., Assoc. Prof. of Classics; Ross Scaife, Ph.D., Assoc. Prof. of Classics, is also able to teach such a course should Prof. Francis at some time be unavailable
- b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?
-
-

10. What enrollment may be reasonably anticipated? 30-40

11. Will this course serve students in the Department primarily? Yes No
- Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

Students with an interest in classics would certainly be attracted, as would students in ancient history and in fields such as anthropology, sociology, psychology, and women's studies. Since gender and sexuality is an area in classics chiefly developed by critical and social theory, e.g., Michel Foucault, students in the Social Theory Program would also be attracted. Our plan (as below) is also to have this course count toward the USP Humanities requirement. Currently CLA135: Mythology, which also counts toward the Humanities requirement, steady runs over 80% of its nearly 400 total students not only from outside Classics or MCL, but from outside the college of Arts & Sciences. There is every reason to believe that this new course would produce similar percentages, though of course on a smaller scale. In addition, after consulting with the staff of Central Advising, we have learned that there is a constant, strong demand for 300-level courses across the university, especially those that fulfill requirements. We therefore fully anticipate that this course will serve an extremely wide range of students across A&S and the university as a whole.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? Humanities

12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
- relatively new, now being widely established
- not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? Yes No
If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
18. Within the Department, who should be contacted for further information about the proposed course?

Name James A. Francis Phone Extension 7-1603

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval:

<u>Theodore Fiedler</u>	<u>10-2-03</u>
Department Chair	Date
<u>David Leep</u>	<u>DEC 09 2003</u>
Dean of the College	Date
<u>Rebecca Higgins</u>	<u>NOV 03 2003</u>
*Undergraduate Council	Date of Notice to the Faculty
<u></u>	<u>3/2/04</u>
*University Studies	Date
<u></u>	Date
*Graduate Council	Date
<u></u>	Date
*Academic Council for the Medical Center	Date
<u></u>	Date
*Senate Council (Chair)	Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Proposal for CLA331: Gender & Sexuality in Antiquity
 James A. Francis, Ph.D.
 Division of Classics
 Department of Modern & Classical Language, Literatures, & Cultures

TEACHING OBJECTIVES / STUDENT LEARNING OUTCOMES

Upon completion of this course, a student should:

- Understand the concept of the social construction of gender and sexuality, i.e., that far from being set in biological concrete, different societies have understood, organized, deployed, and exploited gender and sexuality in radically different ways.
- Experience examining the differences and relative merits of "essentialist" (i.e., aspects of sexuality are physiological or psychological constants) vs. "constructionist" views on such topics as sexual orientation, both in terms of historical study and their ramifications for present-day understandings.
- Acquire historical knowledge of how gender, sexuality, and the social institutions and patterns connected with these operated in ancient Greece and Rome.
- See classical antiquity as a "distant mirror" to our own culture and time, both familiar and presenting the roots of many of our own beliefs, values, and modes of thought, and at the same time strange and alien, contradicting some of our most treasured ideas and assumptions.
- Use classical antiquity as a basis for both understanding and critiquing our own society.
- Acquire a modern, multi-disciplinary model of approaching a topic in Classical Studies/Social History.
- Be familiar with the excellent electronic resources available in this area, most especially "Diotima: Materials for the Study of Women and Gender in the Ancient World," hosted by the Stoa Project here at U.K. under the direction of Ross Scaife of the Division of Classics (see <http://www.stoa.org/diotima/>), and capable in pursuing on-line research.
- Engage as much as possible the his/her own thought, criticism, judgment, and experience in actively constructing knowledge from the ancient sources and scholarly interpretive frameworks.

In accord with these objectives, and the vast amount of readily available scholarly material, I would envision the major assignments for this course to be:

- significant and informed oral participation
- a written report on outside reading
- a topical bibliography as a preliminary to a research paper
- a end-of-term research paper of no less than 15 pages
- conference(s) with the instructor on research and assignments

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BIBLIOGRAPHY

One text for this course is fundamental: P. Bing, ed., *Games of Venus: An Anthology of Greek and Roman Erotic Verse from Sappho to Ovid* (1993). This one outstanding collection will serve the needs of a large number of course sessions. Two important collections of scholarly essays can also be used as course texts: A. Richlin, ed., *Pornography and Representation in Greece and Rome* (1992) and D. Halperin, et al, eds., *Before Sexuality: The Construction of Erotic Experience in the Ancient Greek World* (1990).

A vast amount of recent highly useful and usable material is available for this course. A select bibliography follows:

- Bauman, Richard. *Women and Politics in Ancient Rome*. London, 1992.
 Cantarella, Eva. *Bisexuality in the Ancient World*. New Haven, 1992.
 Clark, Gillian. *Women in Late Antiquity: Pagan and Christian Lifestyles*. Oxford, 1993.
 Cohen, David. *Law, Sexuality and Society: The Enforcement of Morals in Classical Athens*. Cambridge, 1991.
 Deacy, Susan, et al, eds. *Rape in Antiquity: Sexual Violence in the Greek and Roman Worlds*. London, 1997.
 DuBois, Page. *Sappho is Burning*. Chicago, 1995.
 _____. *Sowing the Body: Psychoanalysis and Ancient Representations of Women*. Chicago, 1988.
 Foucault, Michel. *The History of Sexuality*. 3 vols. New York, 1980.
 Foxhall, Lin and John Salmon. *Thinking Men: Masculinity and its Self-Representation in the Classical Tradition*. London and New York, 1998.
 Fraschetti, Augusto, ed. *Roman Women*. Chicago & London, 2001.
 Gaca, Kathy L. *The Making of Fornication: Eros, Ethics, and Political Reform in Greek Philosophy and Early Christianity*. Berkeley, 2003.
 Gleason, Maud W. *Making Men : Sophists and Self-Presentation in Ancient Rome*. Princeton, 1995.
 Goff, Barbara. *The Noose of Words: Readings of Desire, Violence & Language in Euripides' Hippolytus*. Cambridge, 1990.
 Goldhill, Simon. *Foucault's Virginit: Ancient Erotic Fiction and the History of Sexuality*. Cambridge, 1995.
 Halperin, David M. *One Hundred Years of Homosexuality: and Other Essays on Greek Love*. New York, 1990.
 Hubbard, Thomas K., ed. *Homosexuality in Greece and Rome: A Sourcebook of Basic Documents*. Berkeley, 2003.
 Janan, Micaela W. *When the Lamp is Shattered: Desire and Narrative in Catullus*. Carbondale, 1994.

- Johns, Catherine. *Sex or Symbol: Erotic Images of Greece and Rome*. Austin, 1982.
- Keuls, Eva C. *The Reign of the Phallus: Sexual Politics in Ancient Athens*. New York, 1985.
- Laqueur, Thomas Walter. *Making Sex: Body and Gender from the Greeks to Freud*. Cambridge, Mass., 1990.
- Loroux, Nicole. *The Children of Athena: Athenian Ideas about Citizenship and the Division between the Sexes*. Princeton, 1993.
- Montserrat, Dominic, ed. *Changing Bodies, Changing Meanings: Studies on the Human Body in Antiquity*. London and New York, 1998.
- Pagels, Elaine. *Adam, Eve, and the Serpent*. New York, 1988.
- Pomeroy, Sarah B. *Families in Classical and Hellenistic Greece: Representations and Realities*. Oxford, 1997.
- _____. *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity*. New York, 1975.
- _____. *Spartan Women*. Oxford, 2002.
- Pomeroy, Sarah B., ed. *Women's History and Ancient History*. Chapel Hill, 1991.
- Rawson, Beryl, ed. *Marriage, Divorce, and Children in Ancient Rome*. Oxford, 1991.
- _____. *The Roman Family in Italy: Status, Sentiment, Space*. Oxford, 1997.
- Richlin, Amy. *The Garden of Priapus: Sexuality and Aggression in Roman Humor*, rev. ed. New York, 1992.
- Treggiari, Susan. *Roman Marriage: Iusti Coniuges from the Time of Cicero to the Time of Ulpian*. Oxford, 1991.
- Williams, Craig A. *Roman Homosexuality: Ideologies of Masculinity in Classical Antiquity*. New York, 1999.
- Wilson, Lyn Heatherly. *Sappho's Sweetbitter Songs: Configurations of Female and Male in Ancient Greek Lyric*. London, 1996.
- Zeitlin, Froma. *Playing the Other: Essays on Gender and Society in Classical Greek Literature*. Chicago, 1996.

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SAMPLE SYLLABUS

CLA331-001
Gender & Sexuality in Antiquity
TR 11:00-12:15
CB 208

J. Francis
POT 1175 / ph. 257-1603
jafran1@uky.edu
Office hrs: TR 12:30-2:00
or by appointment

COURSE OBJECTIVES

This course examines how gender, sexuality, and the social institutions and patterns connected with these operated in ancient Greece and Rome. With regard to gender and sexuality, the ancient world differs dramatically in its definitions, attitudes, and outlooks from our own, yet at the same time it is also the forerunner and a "distant mirror" to our own culture and time. In this world we can both discern the roots of many of our own beliefs, values, and habits of thought, and at the same time witness some of our most of our most treasured ideas and assumptions being contradicted. Essential to the course is the concept of the social construction of gender and sexuality, i.e., that far from being set in biological concrete, different societies have understood, organized, deployed, and exploited gender and sexuality in radically different ways. Hence one important theme throughout the course will be examining the differences and relative merits of "essentialist" (i.e., aspects of sexuality are physiological or psychological constants) vs. "constructionist" views on such topics as sexual orientation, both in terms of historical study and their ramifications for present-day understandings. In this way, classical antiquity can serve as a basis for both understanding and critiquing our own society, and it is a fundamental aim of this course to engage as much as possible the student's own thought, criticism, judgment, and experience in actively constructing knowledge from the ancient sources and scholarly interpretive frameworks.

TEXTS & MATERIALS

- Bing, P., ed., *Games of Venus: An Anthology of Greek and Roman Erotic Verse from Sappho to Ovid* (1993).
- Halperin, D., et al, eds., *Before Sexuality: The Construction of Erotic Experience in the Ancient Greek World* (1990).
- Richlin, A., ed., *Pornography and Representation in Greece and Rome* (1992).
- Also essential for this course is the electronic resource "**Diotima: Materials for the Study of Women and Gender in the Ancient World**," <http://www.stoa.org/diotima/> hosted by the Stoa Project here at U.K. under the direction of Prof. Ross Scaife of the Division of Classics. On-line research will be required for course assignments.
- *Other texts to be chosen from among those listed in the Bibliography above*

ORAL PARTICIPATION

Since a fundamental objective of this course is developing your ability to carefully read, appreciate, analyze, and interpret the ancient sources, preparation of the readings and class participation are important to success in this course. Hence, please note the attendance policy and the class participation component of your final grade, both described below.

MIDTERM

In order for the student to gain practice in writing on this subject of the course and for the instructor to get a sense of and give feedback on students' writing, there will be a take-home midterm, due before the midterm withdrawal date (see course schedule below). The specific assignment for the midterm will be given out two weeks before the exam is due. The student will be asked to write an essay of approximately 7 pages addressing a question dealing with the material covered in the course up to that point. This will not be a research paper; the student will be asked to use only the ancient sources and scholarly material read in the course up to that point.

READING REPORT

Each student will be required to submit a written report on an outside reading on a topic pertinent to the course and chosen from a list which will be handed out within the first few weeks of class. This report will be approximately 5 pages in length and will both summarize the work and discuss its relevance to the general subject of the course. Further details regarding this assignment will be handed out with the list of readings. The due date for this assignment is specified in the course schedule below.

RESEARCH PAPER

Each student will also be required to submit research paper of no less than 15 pages, due at the day and time scheduled for the final examination for this course. The research paper assignment will comprise the following components:

- conference with the instructor to determine a topic and for assistance with initial bibliography
- submission of a one-paragraph prospectus of the paper followed by a bibliography (this component will be graded - see below)
- submission of the completed paper at the end of term.

Further details regarding this assignment, submission of prospectus & bibliography, and appointment times for conferences will be handed out in the course of the semester. Deadlines by which the conference must be completed and by which the prospectus/bibliography must be submitted are listed in the course schedule below.

GRADING

The assignments for this course will constitute the final grade based on the following distribution:

- Oral Participation	= 20%
- Midterm	= 20%
- Written Report on Reading	= 15%
- Prospectus & Bibliography for Paper	= 15%
- Final Research Paper	= 30%
	100%

Both the grades for assignments in this course and the final grade for the course will be awarded according to the College of Arts & Sciences "straight letter" system (no +/-). Letter grades will be used which correspond to the standard 4-point scale used here at UK:

A = 4.0 B = 3.0 C = 2.0 D = 1.0

The "threshold" for the final grades for the course will be in this same scale (e.g., a final average from 2.0 to 2.99 will result in a C for the course). The threshold for an A will be 3.7 (i.e., a final average from 3.7 to 4.0 will result in an A for the course; and average of 3.69 will result in a B). Per University regulations, students will receive notification, before the midterm withdrawal date, of their grade in the course up to that point.

ATTENDANCE

Attendance at every class session is expected, and I will take attendance daily. This is all the more important since oral participation and in-class assignments constitute part of your final grade. I will, however, allow each student **four unexcused absences** in the course of the semester. If total **unexcused** absences amount to more than four (the equivalent of two weeks of the course), **your final grade will be reduced by one full grade** (e.g. from A to B). I do reserve the right, after duly warning a given student, to regard excessive and chronic tardiness as an unexcused absence. Please note, **excused absences do not count** toward the critical five. An absence may be excused by securing my agreement beforehand (and only beforehand) or by conforming to the policies for excused absences defined in *Student Rights and Responsibilities*.

ACADEMIC HONESTY AND INTEGRITY

Just as in Medicine, Law, etc., the Academic Profession operates by its own standards and rules of ethics and conduct. These entail, among other things, a degree of respect for one's colleagues and, above all, the honest representation of one's own work. Unfortunately, cheating and plagiarism have become rapidly growing problems on campuses across the country and at UK. Be aware that this University and this Instructor take cases of academic dishonesty with the utmost seriousness. It is very important that you read the policies concerning cheating and plagiarism in *Student Rights and Responsibilities* carefully. If you have any doubts or questions whatsoever as to whether something can be construed as dishonest, do not guess; ASK. Students have sadly committed acts of dishonesty through simple ignorance. Be advised that the **minimum** punishment for cheating or plagiarism is an "E" for the course.

COURSE SCHEDULE

week

1. Introductions (mutual)
2. Scholarly approaches and issues for gender and sexuality in the ancient world
 - feminist studies, social theory, social history
3. Classical Athens: Man's World or Gentleman's Club?
 - Aristophanes, *Lysistrata*
4. Greek Women: Mute or Silenced?
 - poems of Sappho
 - E. Keuls, *Reign of the Phallus*

5. The Good Wife and the Wicked Witch — MIDTERM ASSIGNED
 - Euripides, *Alcestis* and *Medea*
 - S. Pomeroy, *Goddesses, Whores, Wives, and Slaves*
6. Prostitution, Pornography, and Representation
 - internet resources on Greek vase painting
 - A. Richlin, *Pornography and Representation in Greece and Rome*
7. Greek Homosexuality — MIDTERM DUE
 - poems of Ibycus, Theognis, Callimachus
 - K. Dover, *Greek Homosexuality*
 - D. Halperin, *100 Years of Homosexuality*
 - J. Winkler, *Constraints of Desire*
8. Homoeroticism and Philosophy
 - Plato, *Symposium*
9. Virginitas as a Problem
 - Euripides, *Hippolytus*
10. Latin Erotic Poetry
 - poems of Catullus, Horace, Ovid
11. The Birth of Romance (?)
 - the Greek novel
12. Marriage and Women's Status in Rome — CONFERENCE MUST BE COMPLETED
 - S. Treggiari, *Roman Marriage: Iusti Coniuges from the Time of Cicero to the Time of Ulpian*
13. The Body as a Problem — PROSCPETUS/BIBLIOGRAPHY DUE
14. The Advent of Christianity
 - E. Pagels, *Adam, Eve, and the Serpent*
 - G. Clark, *Women in Late Antiquity: Pagan and Christian Lifestyles*
15. Early Christian Controversies on Marriage and Virginitas
 - Tertullian; Jerome, *Letter 22*; Gregory of Nyssa, *On Virginitas*; Augustine, *On Marriage, Holy Virginitas*
16. *this week remains unassigned in order to provide time for necessary practical schedule adjustments as the course is implemented*

FINAL EXAM PERIOD: _____, RESEARCH PAPERS DUE

ARTS AND SCIENCES COLLEGE COUNCIL/CURRICULUM COMMITTEE
INVESTIGATOR REPORT

INVESTIGATING BODY Humanities
(Area)

COURSE CLA 331

DATE FOR COUNCIL REVIEW Dec. 9, 2003

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to David Leep Associate Dean, 231 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

List any modifications made in the course proposal as submitted originally and why.

No modifications made.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

Jay Francis responded well to concerns about pre-requisites, the role of the course in the major and why it is being offered at the 300 level.

3. List contacts with program units on the proposal and the considerations discussed therein.

We corresponded with Jay Francis of the Classics Department.

4. Additional information as needed.

5. A&S Area C Curriculum Committee Recommendation:

X APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

X APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone Date: 12/09/03
A&S Council Investigator, Karen Petrone