

The Virgin and the Whore in the Ancient World

HIST 241/ANCMED 202R

MW 2:30-3:45

Callaway Center N109

Instructor: Cassandra Casias

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Office Hours: 125 Bowden Hall

MW 1:00-2:00

Course Objectives: How did men perceive women in Ancient Greece and Rome? In this course, we will read works of ancient literature (in translation) from Homeric Greece to Late Antiquity that contain portrayals of women on opposite ends of the sexual spectrum: “pure” women (virgin priestesses, consecrated women, chaste wives) and “shameless” women (prostitutes, slaves, adulterous wives). In class, we will connect each primary source to the legal, political and social contexts that influenced the male author’s conception of female sexuality. This course will help students better understand gender dynamics in the ancient Mediterranean and gain a familiarity with the different styles and conventions of Greek and Latin literary genres.

Required Texts

Apollonius, *The Voyage of Argo*

Livy, *Books 1-5*

Greek Fiction: *Callirhoe, Daphnis and Chloe, Letters of Chion*

Apuleius, *Golden Ass*

Procopius, *Secret History*

Assignments and Grading

Class Participation	30
Short Responses (6)	30
Reading Presentation	10
Design Your Final	10
Final Exam	20
Total Points:	100

Class Participation: Worth 30 points total:

Earning Points: Show up to class on time, read and bring the assigned materials, listen thoughtfully and respectfully to everyone, and contribute to discussions when you can.

Losing Points: Using ANY technological devices, except for the sake of accessing the assigned readings; walking out of the classroom before the scheduled break, except in an emergency; disrespect to anyone in the classroom; unexcused absences.

Excused Absences: Participation points can be earned through emailing me a short reaction to the assigned reading for that day, or coming to my office hours to discuss it.

Short Responses: Worth 5 points each:

1. At the end of each chronological “Section” (see below), write a response that focuses on the assigned reading for that same day, but compares it to the other readings from the same “Section.”

2. Cite the assigned readings by author and book/chapter/section numbers (ask if you are not sure how to do this). Use Chicago Manual Style to cite any outside source that is not your own original idea (See http://www.chicagomanualofstyle.org/tools_citationguide.html). You may include information from class lectures, discussions, or independent research, as long as you attribute them to the source.

3. Write 2-3 pages, and turn it in by 1:00 PM on the day it is due, either by email or my History Department mailbox.
4. Write in clear, coherent English, and structure your essay with an introduction (including a thesis), a body of supporting evidence, and a conclusion.
5. Demonstrate a good understanding of the ancient sources, as well as the ability to critically analyze them through the historical contexts in which they were written.

Reading Presentation: Worth 10 points:

2. Choose one day to introduce the assigned reading to the class for discussion. You may work alone or with one partner, and you may distribute a handout or use Powerpoint.
4. Include information about the assigned reading's historical background. For example: information on the author, estimated date of composition, significant historical events around that time, etc. (I recommend Oxford Classical Dictionary, free online via DiscoverE).
6. Cite all sources using Chicago Manual Style (http://www.chicagomanualofstyle.org/tools_citationguide.html).
8. Give a 10-minute presentation to the class.
10. Include one or two discussion questions about the assigned reading.

Design Your Final: Come to the last three days of class, and work with your fellow classmates to create five questions (including answers) for each chronological "Section" of the course. I must approve them, and they cannot overlap with each other. At the end of those three days, we should have 30 questions (10 per day) that you had the opportunity to see and copy in class. I will not post these online: they are your responsibility.

Final Exam (Tuesday, May 3, 3:00-5:30 PM): As long as the class satisfactorily completes the "Design Your Final" assignment, I will choose questions only from those that you have created.

Classroom Policies

Respect Policy: This course is about sexuality, and will therefore deal with explicit topics. As such, we all need to do our part to create a safe and respectful classroom environment, remaining sensitive to all possible backgrounds and experiences. Please come talk to me privately if there is anything I can do to improve our class in this regard. That being said, I am not a licensed counselor. If you require help beyond the limits of this course, I encourage you to contact Emory's Counseling and Psychological Services: (404) 727-7450. Please take care of yourselves.

Honor Code: The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Class Schedule

Section 1: Archaic Greece

Wed, Jan 13: Introduction

Mon, Jan 18: MLK Day (NO CLASS)

Wed, Jan 20

Homer, *Odyssey*, Books 1, 2, 4, 6, 11, 14-18: <http://records.viu.ca/~johnstoi/homer/odyssey1.htm>

Mon, Jan 25

Homer, *Odyssey*, Books 17-24

Wed, Jan 27

Hesiod, *Theogony*:

http://tbabrennan.weebly.com/uploads/9/0/3/2/9032808/2_theogony.pdf

DUE: 1st Short Response

Section 2: Classical Greece

Mon, Feb 1

Euripides, *Trojan Women*: <http://www.poetryintranslation.com/PITBR/Greek/TrojanWomen.htm>

Wed, Feb 3

Aeschylus, *Agamemnon*: https://records.viu.ca/~johnstoi/aeschylus/aeschylus_agamemnon.htm

Mon, Feb 8

Euripides, *Electra*: <http://www.poetryintranslation.com/PITBR/Greek/EuripidesElectra.htm>

Wed, Feb 10

Pseudo-Demosthenes, *Against Neaira* (Blackboard)

DUE: 2nd Short Response

Section 3: Hellenistic Greece

Mon, Feb 15

Apollonius of Rhodes, *Argonautica* Book 3

Wed, Feb 17

Apollonius of Rhodes, *Argonautica* Book 4

Mon, Feb 22

Menander, *The Arbitration* (Blackboard)

Wed, Feb 24

Theocritus, *Idylls* 3 and 15: (Through DiscoverE: Online Loeb: pp. 59-68, 205-227)
DUE: 3rd Short Response

Section 4: Roman Republic

Mon, Feb 29

Plautus, *Casina* (Blackboard)

Wed, March 2

Terence, *Eunuchus* (Blackboard)

Mon, March 7: Spring Break (NO CLASS)

Wed, March 9: Spring Break (NO CLASS)

Mon, March 14

Cicero, *Pro Caelio*: <http://www.hoocher.com/procaeliotranslation.htm>

MONDAY DEADLINE: 4th Short Response

Section 5: Roman Empire

Wed, March 16

Livy, *From the Founding of the City*, Book 1 (all)

Mon, March 21

Chariton, *Callirhoe* (in *Greek Fiction* book)

Wed, March 23

Apuleius, *Golden Ass*, Books 1-3

Mon, March 28

Apuleius, *Golden Ass*, Books 4-8

Wed, March 30

Apuleius, *Golden Ass*, Books 9-11

5th Short Response

Section 6: Late Antiquity

Mon, April 4

Ambrose, *Letter 5*: <http://www.fourthcentury.com/ambrose-letter-5/>

Augustine, *City of God* (Book 1, chapters 16-19): <http://www.newadvent.org/fathers/120101.htm>

Wed, April 6

Augustine, *Sermons* 9, 161, 392 [Through DiscoverE: “Past Masters: Augustine: Works (4th Release)”]

Mon, April 11
Procopius, Secret Histories

Wed, April 13
Saint Patrick, *Confession* and *Letter to the soldiers of Coroticus*: <http://www.confessio.ie/#>
DUE: 5th Short Response

Section 7: Conclusion

Mon, April 18
Design Your Final: Archaic and Classical Greece

Wed, April 20
Design Your Final: Hellenistic Greece and Roman Republic

Mon, April 25
Design Your Final: Roman Empire and Late Antiquity

Final Exam: Tuesday, May 3, 3:00-5:30 PM
Our regular classroom (Callaway Center N109)