FIRST YEAR SEMINAR 1000.74
REPRESENTATIONS OF WOMEN IN ANCIENT GREECE
FALL 2013
MONDAYS 4:30-7 PM
BURNS 211

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Office Hours: T/TH 2:30-5 pm

Required Texts:

All other required texts are available as Electronic Reserves on the library website.
http://eres.lmu.edu
The password for the course is: greekwomen

Course Description:
This course will examine how women were depicted in ancient Greece in the period between the seventh and first centuries BC. The course will be organized thematically, with each course unit examining a different female role in society. Within the confines of ancient Greek culture, women fulfilled strictly defined roles. In the course of the semester, we will examine each of these different roles, including that of wife and mother, prostitute or courtesan, goddess, and queen, and discuss how these women were represented in contemporary artworks. The class will aim to discuss and answer such questions as: What criteria were used to define gender roles in Greece? Who were the intended audiences for artworks that depicted women? Did artworks intended for female patrons differ from those produced for male patrons? How do corresponding male gender roles and their artistic depictions help to elucidate our understanding of female roles? As Greek society changed and developed, did the roles of women change as well? How do ancient Greek gender roles compare to those of our own society? How does understanding the gender roles of ancient Greece help to further our knowledge of Greek art and culture?
Learning Objectives:

- Students will gain knowledge of art historical terminology and theories, and develop an understanding of the visual language of art.
- Students will learn how art objects and material culture can elucidate our understanding of a society and culture.
- Students will understand the different roles of women in ancient Greece, and how these roles reflect their larger societal context.
- Students will explore how women were portrayed in art and literature in ancient Greece.
- Through the analysis of scholarly articles and primary sources, students will develop critical thinking skills and learn to break down arguments and summarize written and visual material.
- Students will produce a high quality research paper that will require them to conduct research, synthesize material, and construct a written argument.
- Students will acquire research skills including the use of the library catalog and electronic databases. Students will also learn how to evaluate research sources for quality and how to differentiate between scholarly and popular sources.

Course Requirements and Grade Breakdown:

Final Draft of Research Paper: 25%
   Rough Draft of Paper: 5%
   Annotated Bibliography: 5%
   Description of Paper topic: 5%

Reading Response Assignments: 20%
In-class Presentation: 15%
Informational Literacy Tutorials: 10%
Class participation: 15%

Research Paper:
For final paper assignment, students are expected to conduct research on a topic of their choice. Papers should deal, at least in part, with a theme or object discussed in the lectures or readings. Papers should present a convincing and well-supported argument. Papers must be typed (doubled spaced, 12 point type, 1 inch margins, page numbers) and should be approximately 15 pages in length. They are due on the final day of class. More information about the paper can be found in the Paper Packet.

Assignments related to the paper will be due throughout the semester, including a description of the proposed paper topic, an annotated bibliography, and a rough draft. Relevant dates are marked in the schedule of classes. Writing tutorials are also intended to help students develop
their research projects and write their final papers. Students are expected to attend weekly writing tutorials with the course's writing instructor. Readings from the Sayre textbook are also intended to help students develop their writing skills.

*Reading Response Assignments:*
Each week students will turn in a one to two-page reading response paper, which focus on the assigned readings for that week. These papers require a close reading of the texts, and should demonstrate that you have read the articles/chapters/primary sources and internalized and contextualized their arguments. The papers should present summaries (in your own words!) of the texts' main arguments and points, in addition to your well-considered opinions about the strengths and/weaknesses of each text. Only the ten highest scoring reading response papers will count towards your final grade.

*In-class Presentation:*
Each week, a pair of students will be in charge of leading the in-class discussions for one of the assigned readings. The students will create study questions for the article, distribute them to the class, and in an oral presentation, lead students through the article and the student created study questions. Study questions must be posted on the course website on mylmuconnect no later than Friday before the class in which that particular article will be discussed.

*Informational Literacy Tutorials:*
Informational literacy entails the ability to locate, evaluate, and use information effectively and ethically, developing the critical thinking skills that form the basis of lifelong learning. Students in all First Year Seminars across the university are required to complete Informational Literacy Tutorials known as the Lion's Guide to Research and the Library available on the course's website on mylmuconnect. There are four online modules covering different topics related to informational literacy, each of which is intended to help students as they begin their research projects and throughout their university careers. Following the completion of each module, students will take an online quiz on the materials covered. The four quizzes can only be taken once. The modules and quizzes must be completed by the dates marked in the Schedule of Classes.

*Participation:*
Students are encouraged to ask questions and make comments during class. A block of time will be set aside each day for student discussion about the required readings for the course and other student activities. In order to receive full marks for participation, it is necessary for students to attend each class, and participate in the discussions. In addition, students must attend weekly writing tutorials.
Grading Scale:
A  100-93%
A-  92-90%
B+  89-87%
B   86-83%
B-  82-80%
C+  79-77%
C   76-73%
C-  72-70%
D   69-60%
F   59% and below

Late Assignments:
Assignments are due at the beginning of class. Late assignments will not be accepted. If you are ill and must miss a class, you must let me know ahead of time so that I can make other arrangements for you.

Attendance Policy:
Punctual attendance is required at every class and roll will be taken at the beginning of the class time. If you are late for a particular class, it is your responsibility to contact me at the end of that class period so that I can record your attendance. Only medically documented absences will be excused; this means that you will have to provide me with proper documentation in the class immediately following the one that was missed. An unexcused absence for any exam results in a zero on the test.

Academic Honesty:
Students are expected to adhere to the ethical code of conduct in the LMU Undergraduate Bulletin. This Honor Code states: “the University expects all members of its community to act with honesty and integrity at all times, especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one’s own best work, and is essential if true learning is to take place. Examples of academic dishonesty include, but are not limited to, the following: all acts of cheating on assignments or examinations, or facilitating other students’ cheating; plagiarism; fabrication of data, including the use of false citations; improper use of non-print media; unauthorized access to computer accounts or files or other privileged information; and improper use of Internet sites and resources.”

Academic dishonesty will not be tolerated. Students who cheat or plagiarize will be downgraded or failed outright on the assignment (based on the severity of the case).
**Americans with Disabilities Act:**
Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit [http://www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information.

**Email Communication:**
There will be times during the semester in which I email the entire class with information about the course or its assignments. I will be sending the messages through the campus email system. It is essential that you update your email address through PROWL, and that you check this email address regularly.

I check my own LMU email address daily. You will normally receive a response from me via email within 24 to 48 hours. If you do not, please email me again to verify that I received your original message.

**Tentative Nature of the Syllabus:**
If necessary, this syllabus and its contents are subject to revision. Students are responsible for any changes or modifications discussed in class.

**Emergency Preparedness:** To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit [http://www.lmu.edu/emergency](http://www.lmu.edu/emergency).

**WORK LOAD EXPECTATIONS:** 3 credit hour (unit-semester hour) courses in the College of Communication and Fine Arts will require the student spend a minimum of 6 hours a week, on average\(^1\), outside of class time researching, applying, and otherwise investigating the material presented during class time. (2 credit hour courses require a minimum of 4 hours of work in addition to class time, on average, per week and 1 credit hour courses require 2 hours of

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\(^1\) One student may spend more (or less) time with a given assignment than another. Furthermore, there are cycles in the term where one week may be rather quiet but the demands of the next week exceed the minimum of 6 hours of work. The syllabus will outline the projects of the term and the professor will discuss the arc of workload during the semester.
additional work, on average, each week). In some cases, this work will involve discussion with classmates and/or independent study, reflection, reading, and writing. In other cases, this work may also involve preparing oral presentations or practice in cultivating skills that are requisite to an art form.

This work may also take the form of creative engagement in an artistic or service/community-based learning project. The final grade will reflect both attendance and participation during class as well as work outside class. To both support and augment your learning, you may consult with your professor during regularly scheduled office hours. Additionally, a variety of resources and support services are available, including but not limited to: the holdings and staff of the William Hannon Library, the staff and workshops at the Academic Resource Center, contemplative and service retreats sponsored by a variety of on-campus organizations, and a range of varied university events (e.g., lectures, symposia, exhibits, and performances).

**Notices and Classroom behavior:**
No cell phones in class.
There is a $20 materials fee for this class.
No computers in class except in the first row of seats.
No food in Burns 211.
# SCHEDULE OF CLASSES

## WEEK ONE

**MONDAY, AUGUST 26**

*Introduction*

*Classical Gender Studies*

*The Greek Goddesses*

*Reading:*

Blundell, pages 14-46

## WEEK TWO

**MONDAY, SEPTEMBER 2**

*No classes-Labor Day*

## WEEK THREE

**MONDAY, SEPTEMBER 9**

*The First Woman: Pandora*

*Women in Mythology*

*Reading:*

MacLachlan, pages 1-50

WEEK FOUR

MONDAY, SEPTEMBER 16

Informational Literacy Module and Quiz 1 (Starting Your Assignment) Due

Women in Mythology

Reading:
Blundell, 47-57

WEEK FIVE

MONDAY, SEPTEMBER 23

Paper Description Due

Archaic Women

Athena and Classical Athens

Reading:
Blundell, pages 63-94

WEEK SIX

MONDAY, SEPTEMBER 30

Informational Literacy Module and Quiz 2 (Types of Information) Due

Classical Women as Virgins and Wives

Reading:
Blundell, pages 95-149
MacLachlan, pages 51-97
WEEK SEVEN

MONDAY, OCTOBER 7

Marriage and Oikos
Spartan Women

Reading:
Blundell, pages 150-159
MacLachlan, pages 131-179

WEEK EIGHT

MONDAY, OCTOBER 14

*Informational Literacy Module and Quiz 3 (Finding and Evaluating Information) Due

Classical Women in Religion

Reading:
Blundell, pages 160-170
MacLachlan, pages 115-130

WEEK NINE

MONDAY, OCTOBER 21

*Informational Literacy Module and Quiz 4 (Using Information Ethically) Due

Classical Women as Prostitutes
Female Sexual Desire

Reading:
Blundell, pages 171-196
MacLachlan, pages 98-114 and 187-202
WEEK TEN

MONDAY, OCTOBER 28
Nudity in Ancient Greece

Reading:

WEEK ELEVEN

MONDAY, NOVEMBER 4
Annotated Bibliography Due
Aphrodite of Knidos and Female Nudity

Reading:

WEEK TWELVE

MONDAY, NOVEMBER 11
Women as Patrons and Women as Viewers

Reading:
**WEEK THIRTEEN**

**MONDAY, NOVEMBER 18**  
_Hellenistic Women_

**Reading:**  
Blundell, pages 198-200  
MacLachlan, pages 203-222  

**WEEK FOURTEEN**

**MONDAY, NOVEMBER 25**  
__Rough Draft of Research Papers Due__  
_Queens_

**Reading:**  

**WEEK FIFTEEN**

**MONDAY, NOVEMBER 2**  
__The Female Other: Hermaphrodites and Amazons__

**Reading:**  
Blundell, pages 58-62  
MacLachlan, pages 180-186  

**FINALS WEEK**

**MONDAY, NOVEMBER 9**  
__Research Papers due by 5 pm__