

UG 12134 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
Effective Fall 2013

1. Department: MCL College: CLASS
2. Faculty Contact Person: Francesca D. Behr Telephone: 3-3043 Email: fbehrr@mail.uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
CLAS / 3374 / Women in the Ancient World
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
CLAS / 3374 / WOMEN IN THE ANCIENT WORLD
 - SCH: 3.00 Level: SO CIP Code: 1612000001 Lect Hrs: 3 Lab Hrs: 0

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4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
CLAS / 3374 / Women in the Ancient World
 - Course ID: 15888 Effective Date (currently active row): 20033
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL1304 Description (30 words max.): Women's lives from the Graeco-Roman World. Analysis and comparisons of literary texts and archaeological evidence in their cultural and historical context. Taught in English

10. Dean's Signature: _____ Date: 10.12.2011
Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: Francesca D. Behr

Telephone: 713-743-3043

Email: fbehr@mail.uh.edu

Dean's Signature: _____

Date: July 19, 2012

Course Number and Title: CLAS 3374 Women in the Ancient World

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be able to demonstrate a familiarity with historical documents (texts, monuments, epigraphs, etc.) and events from antiquity and respond critically to them

*Students will be able to analyze primary sources linked to women and use these sources as evidence to support their understanding of historical events as well as cultural ideas, values, and beliefs.

*Students will become aware of the significance of ancient culture in the formation of modern culture and the dynamics of tradition.

*Students will be able to communicate effectively their understanding of patterns, processes, and themes in the history of Women in Greece and Rome.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

X Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a final paper that asks them to analyze primary sources and to use those sources as evidence for a wider argument on the ideas, values, and beliefs of the culture that produced that document.

E.g. After having read "The Homeric Hymn to Demeter" students are asked to address the following themes in their paper:

1. Women/Mothers: What does a reading the Hymn to Demeter tells you about motherhood during Archaic Greece? What kind of behavior does Demeter display towards her daughter? What does this reveal about the role mother played in Archaic Greece?
2. Men/Fathers: What does the hymn say about the role of men/fathers in Greek society and in the family? How do men behave in relationship to their daughters in their family?
3. Political System: What kind of political system existed during the Archaic age in Greece? Is it a system that fosters women's flourishing? Can women, at least indirectly, control politics? What do we learn from Demeter's behavior?

Students, on the basis of this paper, will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency" in the area of critical thinking.

Communication Skills:

All written assignments are graded according to the UH Classical Studies Assessment Rubric for Student Writing.

The rubric envisions 4 kinds of ranking: Poor (1), Fair (2), Good (3) and Excellent (4) applied to the following areas:

- Use of evidence (includes sufficient citations from the text, handles evidence from primary and secondary sources critically, draws reasoned conclusions from various sources)
- Critical Analysis (depth, ingenuity and originality of their insights into ancient texts)
- Argument (structure and organization of ideas)
- Grammar and Style

In addition, all students, on the basis of this paper, will be given a 1 for “introduced,” a 2 for “developing” or a 3 for “demonstrated competency” in the area of communication.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Instructor in lectures employs a comparative method according to which an “ancient” phenomenon (document/set of values/habit, etc.) is related to a “modern” phenomenon. This method allows instructor to explore and discuss issues of social responsibility and cultural heritage. Through this method students develop intercultural competence and become acquainted with the legacy of ancient culture in relation to the formation of modern culture and the dynamics of cultural tradition.

In their readers’ responses students are specifically asked to apply this method.

Example of question for Reader’s response. We have read and discussed “Medea,” a tragedy which features a mother killing her own children. Relate the story of Medea to an episode/event occurring in modern times. Explore differences and analogies. Your response should be one page long.

In the final paper as well, students are explicitly asked to explore issues of social responsibility by means of comparison of an “ancient” phenomenon (document/text/work of art, etc) to a “modern” phenomenon.

E.g. After having read “The Homeric Hymn to Demeter,” compare the society/dynamics/values which characterize that text to those which characterize your own times.

Reader’s responses and this segment of paper is ranked with a 1 for “introduced,” a 2 for “developing,” or a 3 for “demonstrated competency.”

Personal Responsibility:

By learning about the life of women in antiquity and reflecting on historically recurrent patterns of behavior (relating to individuals/groups of people/organized societies) in class discussions, short assignments (reader’s responses) and long writing assignments (paper) students are able to “connect choices, actions and consequences to ethical decision-making.” These processes allow them to explore issues of personal responsibility.

Evidence of awareness of Personal Responsibility will be assessed assigning a 1 for “introduced,” a 2 for “developing,” or a 3 for “demonstrated competency.”

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Joel

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Udegard, Chair

CLAS 3374 Women in the Ancient World (New Core)
Dr. Francesca D. Behr | ph. 713-743-3043 | AH 606 fbehr@mail.uh.edu

Required Texts: • Fantham et al., *Women in the Classical World*, Oxford University Press (WCW) • Lefkowitz and Fant, *Women's Life in Greece and Rome. A Source book*. The Johns Hopkins University Press (WL) • *Sappho. Poems and fragments*. Tr. Stanley Lombardo. (Hackett, 2002, ISBN 087220-591-6) • Euripides, *Alcestis, Medea, Hippolytus*, Tr. D. Arnson. (Hackett 2007 ISBN978-0-872220-822-3)

Learning Outcomes:

- Students will be able to demonstrate a familiarity with historical documents (texts, monuments, epigraphs, etc.) and events from antiquity and respond critically to them
- Students will be able to analyze primary sources linked to women and use these sources as evidence to support their understanding of historical events as well as cultural ideas, values, and beliefs.
- Students will become aware of the significance of ancient culture in the formation of modern culture and the dynamics of tradition.
- Students will be able to communicate effectively their understanding of patterns, processes, and themes in the history of Women in Greece and Rome.

Grade distribution and Requirements:

- Two in-class exams, all together counting for 50% of your grade • Presence/class participation/readers' responses 30% • One Paper (Take-home Project) 20%

Take-home Project Guidelines: You should select an object/document/issue connected to what we have studied during this semester or a related topic and write a paper about it. The topic must be accepted by instructor. Make sure that the item is analyzed and discussed in order to learn about women. If it is the case discuss what the primary source(s) tell us about the topic. Consider the nature and problems associated with the sources. Discuss secondary material (modern treatments of the topic you have selected) if you have spent time reading secondary material, include them in your discussion. Any ideas or quotes from secondary sources must be attributed accordingly. Cite the relevant secondary material properly and coherently. Include in your paper a comparative perspective by comparing the topic (or some aspects of it) to a modern phenomenon/document/text.

Expectations: 1) You are expected to come to class and TAKE NOTES, to be ready for possible questions on the readings assigned for that day (e.g.: short summary; what you think is the most valuable part of the reading, etc.). 2) 2 exams are written in class. They test you on the material examined during the time immediately previous to it. They should reflect your knowledge of primary sources, lectures, and textbooks. 3) The take home project which you will prepare at home should express knowledge as well as critical understanding of some of the topics covered in class. The student will be invited to choose an issue/source/object which is significant for the study of women in antiquity

and write a paper. It must be submitted through Turnitin.

General Policy: What is analyzed and discussed in class can become material for exams. Please try to be in class all the times, take notes and check blackboard regularly. Make sure you refer to the hand-outs and links (if given) when you study and prepare. Bring to class both main textbooks. No make-up exams will be given unless this is discussed previously with the instructor. Plagiarism in this class will not be tolerated. If you do not know what plagiarism is, please come to talk to me or consult UH web-sites about Academic Honesty.

Syllabus week by week {it lists topics for that day, material to study and links to consult};

- Week 1 Presentation of the class and strategies to succeed; Women in Archaic Greece *
Read: WCW (=Fantham et al., Women in the Classical World) pp.10-39 Greece; korai;
- Week 2 Women in Archaic Greece; Read: Odyssey Book 9 ;Od. Book 23; hand-out t;
WCL (=Lefkowitz and Fant, Women's Live in Greece and Rome. A Source book) pp.
278-80 = Homeric Hymn to Demeter; Pinakes Locri
- Week 3 Women in Archaic Greece * Read: WCW pp. 39-53; WCL pp. 23-27 (Hesiod;
Semonides) Hesiod; Hesiod's Theogony ; J. Hallet, "Feminist Theory, Historical Periods,
Literary Canons, and the Study of Greco-Roman Antiquity" in Rabinowitz and Richlin,
eds. Feminist Theory and the Classics. Routledge 1993-downloaded in Blackboard);
about Prometheus; Dipylon Master
- Week 4 Women in Archaic Greece * Read: Sappho's fragments and poems (in
Lombardo); Spartan women. Read: WCW 56-67;Queen Gorgo (300);Exomis; Runner
Vatican; mirrors
- Week 5 Spartan Women. Read: WL 84-88: Xenophon, Constitution of the
Lacedaemonians; Plutarch, Life of Lycurgus, The advantages of Spartan education and
marriage customs. Moralia, Sayings of Spartan Women; The Second Sex (by Simon De
Beauvoir); Women in Classical Athens; Read: WCW 68-78; WCL pp. 59-63 (Aristotle's
will in Diotima); Property in Classical Athens ;Property more in detail; Athenian
Democracy; Pericles' Funeral Oration
- Week 6 Women in Classical Athens, Read: WCW 78-96; Focus on Women in tragedy;
Read Alcestis.
- Week 7 Women in Classical Athens, Read: Aristotle, Politics, ; Lysias. A husband's
defense; Euripides' Medea (whole) ;Medea (hand-out); Andrea Yates' case (video);
Dionysos; Intro to Greek Theatre;
- Week 8 Women in Classical Athens * Read: WCW 96-124 (especially "housing" and
"hetairai"); WL 66-7 **MIDTERM**
- Week 9 Spring Break

- Week 10: : Lysias, On the Murder of Eratosthenes; [Wedding Cerimonies](#); [Neaera](#); 3/28-30 The Female Roles; Plato, Republic; Plato, Republic. NB: [Rep.457a-b](#) (=WCR #73 Educating Women to make them more like men; pp. 41-47, esp. p.43) WCR #72 pp. 38-41; #74 Laws. Men and Women should be treated alike. The education of female. How to discourage unnatural sexual intercourse, pp. 47-50; WCW ; Excursus: amazons, pp.128-134; Herodotus [World Map](#) (Herodotus' world); Hellenistic Period WCW, pp.128-163 WL pp.147-9, Plutarch, Life of Mark Antony, A portrait of ;[Isis/Cleopatra/Egypt](#); [Article on Cleopatra](#); [Cleopatra trailer](#); [Spalding's Cleopatra site](#)
- Week 11 Female voices and Hellenistic representation of the female body, [Praxiteles Medical Writings](#) WCW, pp. 163-179;oath;oath pp. 183-203; WL pp. 225-272: Philosophers observe nature. Plato, Timaeus, Origins of the desire for procreation; Aristotle, On the Generation of Animals, Male and Female defined, Male and Female Secretions, The role of heat; On Dreams, Menstruation, etc. Plato, [Symposium](#) (180e-192e) [Animation](#); [Silphion](#); [Soranus](#); [Aeschylus' Agamemnon](#) (Read online); [Honors' College Agamemnon](#)
- Week 12 Women and Rome during the Republic , read WCW, pp. 216-242, WCR pp.94-97; [Vestal Virgins](#); [Brief Overview of Roman Expansion](#); [Cloelia](#); [Marriage](#);
- Week 13 The "New Woman": women in love poetry during the Augustan age, read WCW, pp. 280-293; [Livy on the Scandal De Bacchanalibus](#); [Catullus' poems](#);
- Week 14 Women, family, and sexuality in the age of Augustus and the Julio-Claudians, read WCW, pp. 303-306; [Augustus](#); [Augustus' Laws](#); All take-home projects due this week; NB: Final exam is on the day scheduled by the University.