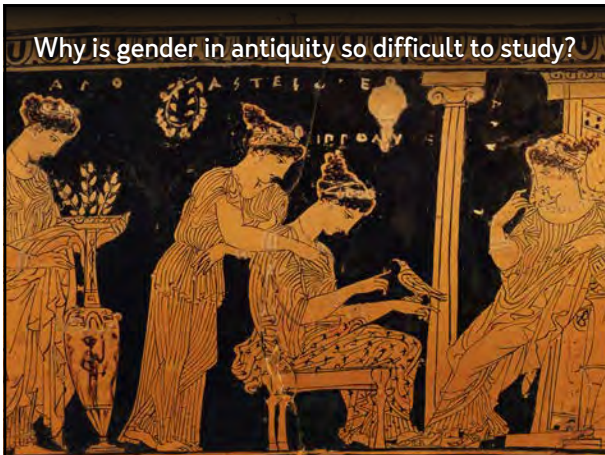


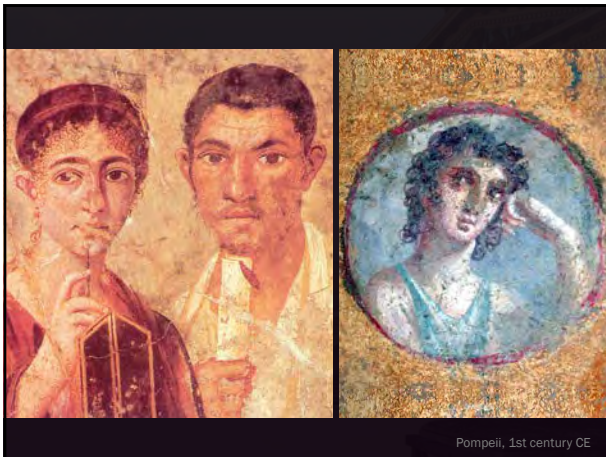
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Pompeii, 1st century CE

4

EPITAPH TO CLAUDIA

Friend, I have not much to say; stop and read it.
 This tomb, which is not fair, is for a fair woman.
 Her parents gave her the name Claudia.
 She loved her husband in her heart.
 She bore two sons, one of whom she left on earth,
 the other beneath it.
 She was pleasant to talk with, and she walked with grace.
 She kept the house and worked in wool.
 That is all. You may go.

Rome, 2nd century BCE

5

EPITAPH TO AMYMONÉ

Here lies Amymoné, wife of Marcus,
 best and most beautiful, worker in wool,
 pious, chaste, thrifty, faithful, a stayer-at-home.

Rome, 1st century BCE

6

FROM EURIPIDES, MELANIPPE CAPTIVE

"Women are better than men, as I will show

Women run households and protect within their homes what has been carried across the sea, and without a woman no home is clean or prosperous.

Consider their role in religion ... women prophesy the will of [Apollo] Loxias in the oracles of Phoebus

Why is it, then, that women must have a bad reputation? ...

There is nothing worse than a bad woman, and nothing better in any way than a good one, but their natures differ."

Fragment of a lost play, Athens, 5th century BCE

7

FROM CARCINUS, SEMELE

"O Zeus, why need one say evil of women in detail?

It would be enough if you merely said woman."

Fragment of a lost play, Athens, 4th century BCE

8

Subjectivity

• Contemporary expectations of behavior

- Gender (men as well as women)
- Class
- City and nation

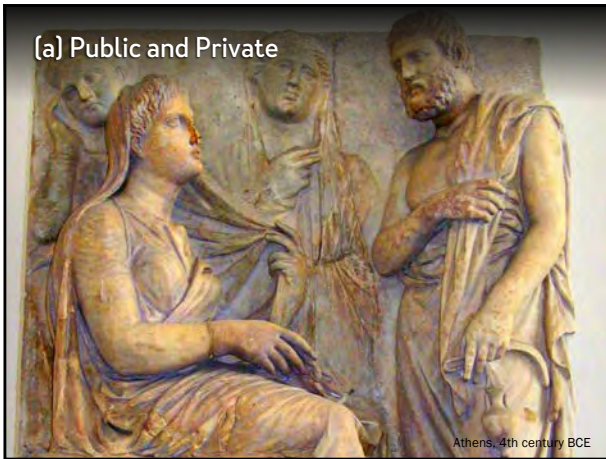
• Selectivity of evidence

- Point of view
- Survival
- Preservation

• Modern (anachronistic) interpretation

- Even perfectly preserved evidence is warped by
- Our own expectations
- Unwarranted extrapolation

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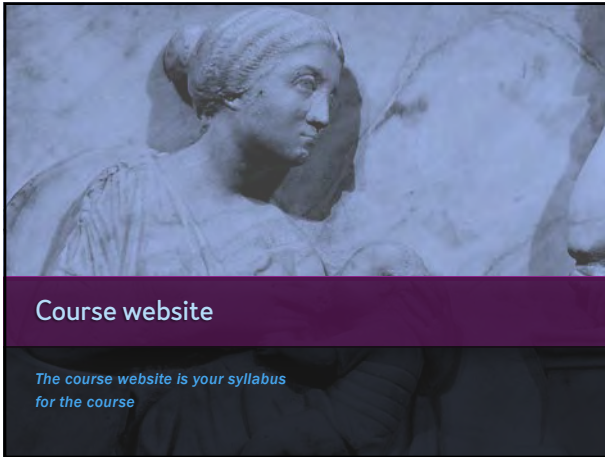
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Presentation Write-Up

The assignment: For each of your two presentations on sources from the assigned readings, write a 2-3 page essay that summarizes what the reading tells us.

Your write-up should do the following:

- Briefly summarize what the document says and, more importantly, analyze what the author is trying to say about the subject at hand. In other words, you need to identify and discuss what you believe is the author's perspective, bias, and point of view and how it affected the author's treatment of the topic. One example from the document that illustrates your assessment of the author's bias.
- Include perspective by reading the material in the document, and the author's bias on it, to the bigger picture—the material being discussed in class.

The main goal of the presentation and the write-up is NOT to summarize the reading. Summaries should be less than 20% of your presentation and your write-up. The main point is to analyze the reading and talk about what it means and what it tells us about that place and time in ancient history.

Your write-up needs to be posted to Blackboard before the next class meeting after you present to class. In this final version of the write-up you can incorporate ideas and reactions that came up during the in-class discussion that followed the presentation.

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Primary Source Sign-up

Everyone must sign up for one presentation on a primary source and one presentation on a secondary source.

- All sources I'm granting to those who sign up for the entire week.
- Presentations will be given in the class meetings that we discuss that reading.
- You also need to submit a Word or PDF version as an essay assignment on Blackboard.
- Your written presentation must meet the write-up requirements in the syllabus in terms of length (the length of a 2-3 page essay ~ 600-700 words) and required content (synthesis and analysis).
- Pick one reading, then click the button to claim it. If there's a name in bold in front of the reading name, that one's already been claimed by another student.
- If you want to change the presentation you've chosen to a different one, please email me.

1. Epic of Gilgamesh, Tablets 1-2 (Sumerian and Akkadian)	16. Euripides, <i>Ion</i>
2. Epic of Gilgamesh, Tablet 6, <i>Sin's Prophecy</i>	17. Liu, <i>"The Culture of the Sabine Women"</i>
3. Herodotus, <i>Theropis</i>	18. Liu, <i>"The Rape of Lucrece"</i>
4. Herodotus, <i>Agamemnon's Madness</i> (Short Book)	19. Ovid, <i>Selections from Metamorphoses</i>
5. Herodotus, <i>Medeus and the 300 Angers</i> (Short Overview)	20. "The Twelve Tablets" fragments
6. Herodotus, <i>"The Affairs of Hippias"</i> (Short Overview)	21. Calli on the Oedipus Law
7. The Book of Esther	22. <i>Play the Younger, selected letters</i>
8. The Book of Ruth	

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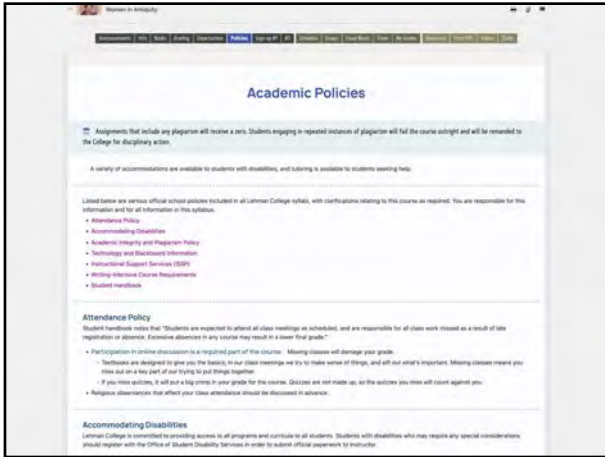
Secondary Source Sign-up

Everyone must sign up for one presentation on a primary source and one presentation on a secondary source.

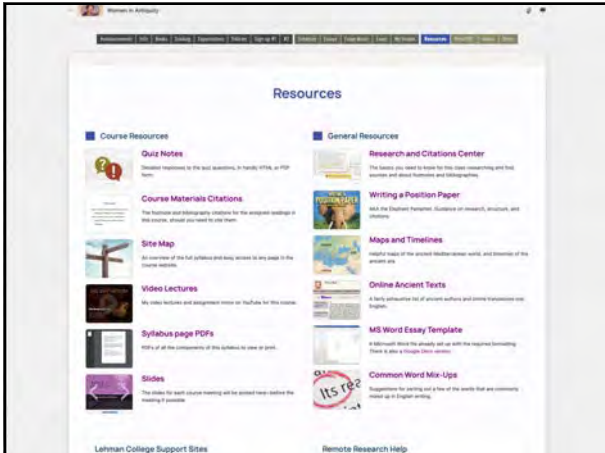
- All sources I'm granting to those who sign up for the entire week.
- Presentations will be given in the class meetings that we discuss that reading.
- You also need to submit a Word or PDF version as an essay assignment on Blackboard.
- Your written presentation must meet the write-up requirements in the syllabus in terms of length (the length of a 2-3 page essay ~ 600-700 words) and required content (synthesis and analysis).
- Pick one reading, then click the button to claim it. If there's a name in bold in front of the reading name, that one's already been claimed by another student.
- If you want to change the presentation you've chosen to a different one, please email me.

1. Albius, <i>"Solin's Proposal and Gilgamesh's Refusal"</i>	26. King, <i>"The Conception of Women in Athenian Drama"</i>
2. Baskin, <i>"Rhetoric and the Female Stranger in Gilgamesh and Sumer's 'J'?"</i>	27. Luraghi, <i>"Some Pythagorean Female Virtues"</i>
3. Baskin, <i>"Name Order as Gender and a Coherence of Gilgamesh"</i>	28. Zetzel, <i>"The Dynamics of Misogyny: Myth and Mythmaking in the Oedipus"</i>
4. Dancy, <i>"Women in Ancient Egyptian Written Literature"</i>	29. Bakewell, <i>"Women and Gender in the Fescen Romanus"</i>
5. Luraghi, <i>"Women's Monumental Mark in Ancient Egypt"</i>	30. King, <i>"The Matrons of the Late Republic"</i>
6. Napp, <i>"The Gender Work of Annet in the 18th Century in Egypt"</i>	31. Carter, <i>"Thick Power ... Through Women Under the Julian-Claudian"</i>
7. Miller, <i>"The Cult of Demeter and Kore"</i>	32. Emlen, <i>"Sparta's Puberty Or the Wealthy Woman's Choice"</i>
8. Slater, <i>"The Greek Family in History and Myth"</i>	33. Fowler, <i>"Social Stereotypes and Historical Analysis ... Hippias' Gender as Model"</i>

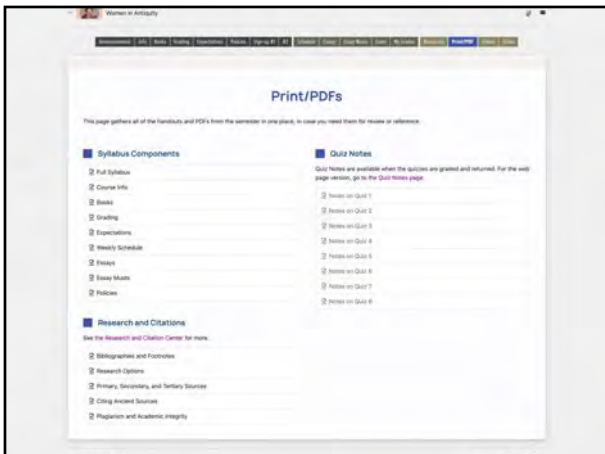
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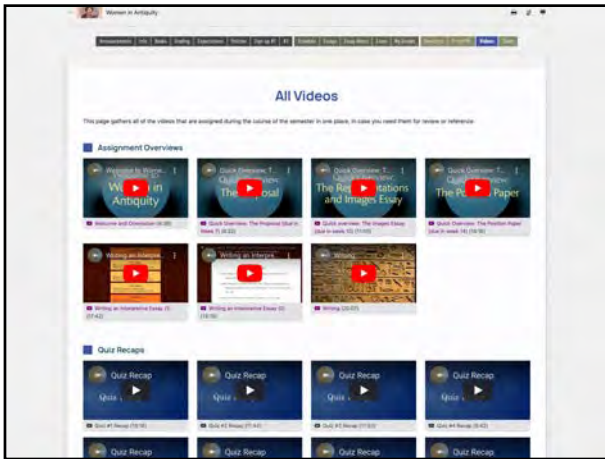
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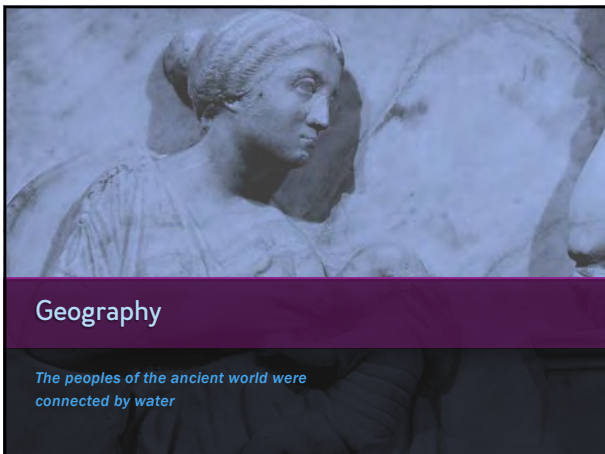
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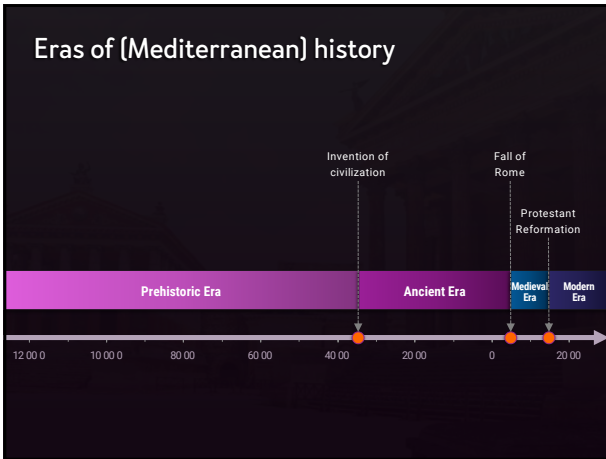
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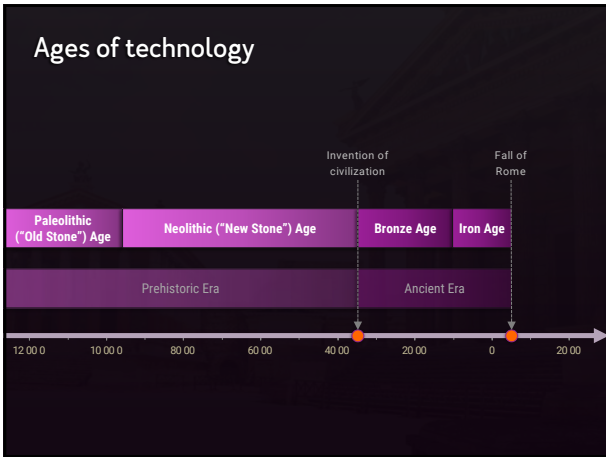
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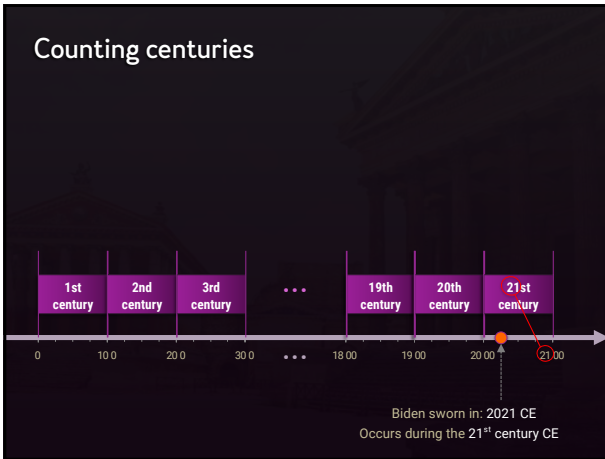
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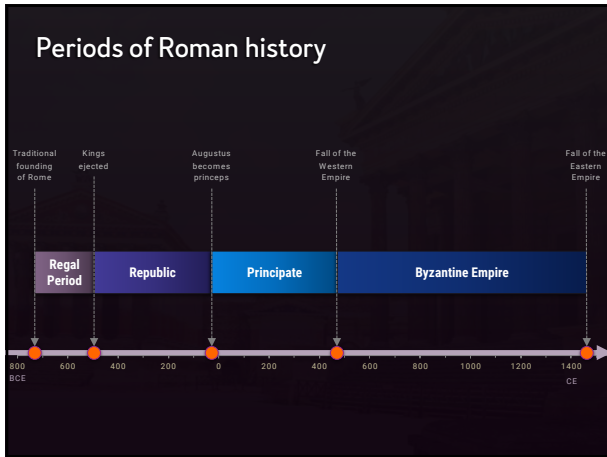
Periodization

- Historians divide history into "eras" based on how we can characterize society
- Archaeologists divide history into "ages" based on changes in prevalent technology
- These periods help organize our studies, but also overgeneralize places and times within each period

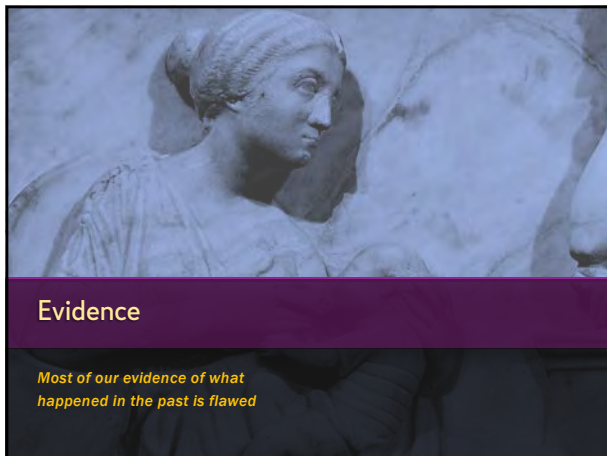
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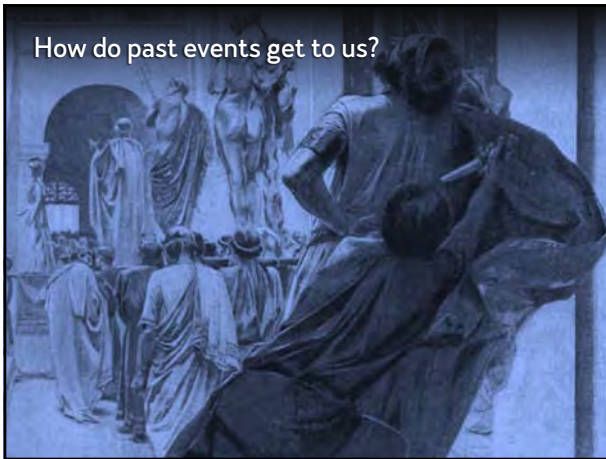
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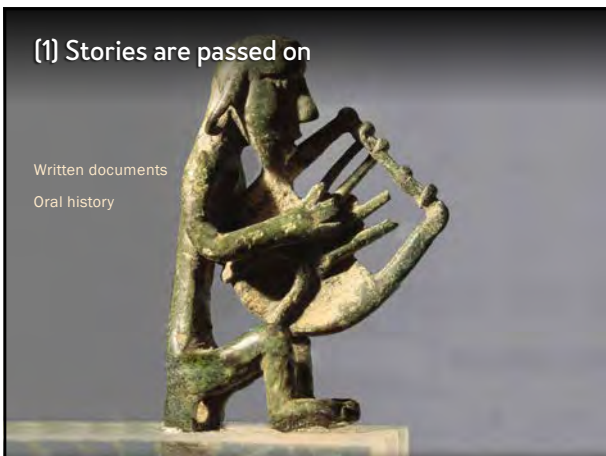
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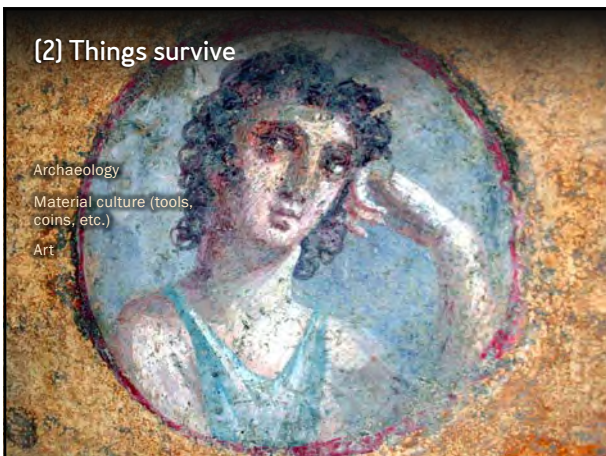
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Example: Epic of Gilgamesh

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Kinds of evidence

- Primary source
 - Eyewitness testimony from the place and time being studied
- Secondary source
 - A scholar collects and interprets primary sources on a subject
- Tertiary source
 - General scholarly consensus on a subject
 - Includes encyclopedias, textbooks, and almost everything on the web
 - NOT ALLOWED as a source for history papers

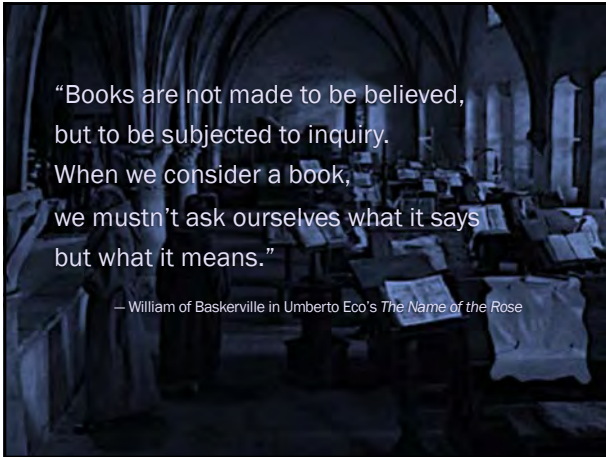
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Problems with primary sources?

- Intentional bias
- Unintentional bias
- Point of view
- Survival
- Translation

CONCLUSION:
There are no facts in history

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