



Introduction and Evidence
Women in Antiquity | Meeting #1

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What is this course?

Women in Antiquity
HIA 311, cross-listed with ACU 311, HIA 750,
LEH 354, and WST 311

Tuesdays
6:00 – 8:40 p.m. in Carman 209

markbwilson.com/courses/CC/CC_wia/




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Who am I?

Mark Wilson
Adjunct Assistant Professor,
Dept. of History

- mark.wilson@lehman.cuny.edu
- Carman 292
- Office hours: Tuesdays and Thursdays,
5:00 to 5:45 p.m.



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Five things today

- Gender in the ancient world
- The syllabus
- Themes for the course
- Eras of history
- Evidence

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Gender in the ancient world

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Why is gender in antiquity so difficult to study?

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Problems studying gender in antiquity

- Evidence from the ancient era is fragmented
- ... tends to be written by men
- ... tends to deal with the public space
- ... is written by the upper classes
- Interpretation is shaped by modern ideas
- Gender, equality, and participation in society are different discussions
- Translation

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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.

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EPITAPH TO AMYMONA

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

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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."

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FROM CARCINUS, *SEMELE*

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

It would be enough if you merely said woman."

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Understanding gender is subjective

- 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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Themes of the course

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Public and Private

- Men are responsible for the **public**
- Women are responsible for the **private**
- Both are crucial to the community's survival
- Historical evidence tends to come from the public

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Present and Future

- Men are responsible for the **present**
- Women are responsible for **future**
- Both are crucial to the community's survival
- Women's ability to create life separates them from men

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Rich and Poor

- Gender roles differ according to class and culture
- Historical evidence tends to come from the wealthy
 - Leisure to write and create
 - Motivation to record information about property and power

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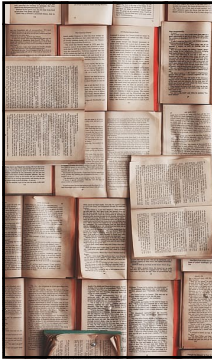
Mortal and Divine

- Ancient cultures are mostly pagan
- Pagans have many gods that represent local natural forces
- Each culture tells different stories about their gods and goddesses
- Behavioral standards for gods are often different from those for goddesses


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The syllabus

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Books



The Textbook
Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity, 2d Edition
by Sarah Pomeroy
Schocken Books, 1995. Paperback: ISBN 9780805210309

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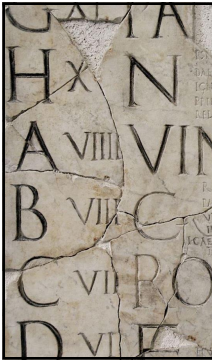


Grading

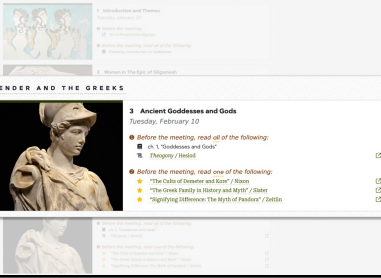
Your grade for the course will be determined from the following:

● Attendance, Responses, and Quizzes	20%
Each week there will be	
– attendance taken at class meetings,	5%
– a required online post in response to a source, and	5%
– a short, 5-minute in-class quiz.	10%
● Presentations	15%
– one on one of the assigned primary sources, and	7½%
– one on one of the assigned secondary sources.	7½%
A written version is due a week after your presentation.	
● Written Assignments	20%
– a 3-to-4 page essay on gender images (due March 9), and	10%
– a 6-to-8 page term paper using evidence to take a position on a research topic of your choice relating to gender in the ancient world (due May 18).	10%
● Final Exam	30%

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Meetings and Reading Assignments



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Approaching the course

- Come to class prepared
- Read critically
- Ask questions
- Take notes
- Discuss with each other
- Manage your time
- Use me as a resource

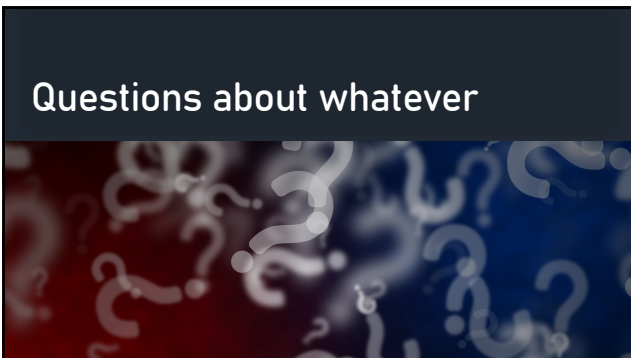
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The course website
markbwilson.com/courses/CC/CC_wia/

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Questions about whatever



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website:
markbwilson.com

email:
mark.wilson@lehman.cuny.edu

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Evidence

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How do past events get to us?

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(1) Stories are passed on

- Written documents

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(1) Stories are passed on

- Written documents
- Oral history

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(2) Things survive

- Archaeology

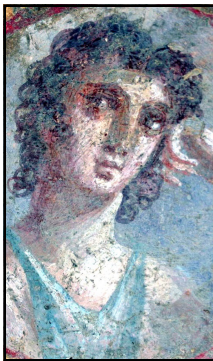
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(2) Things survive

- Archaeology
- Material culture
 - tools, coins, household goods, etc.

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(2) Things survive

- Archaeology
- Material culture
 - tools, coins, household goods, etc.
- Art

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Example

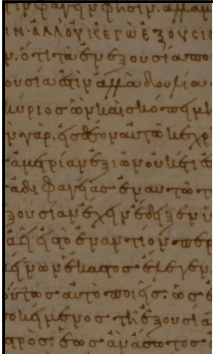
- *The Epic of Gilgamesh*
- Survives as 4000-year-old baked clay tablets
- Both the tablets and the contents are artifacts

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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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"Books are not made to be believed,
but to be subjected to inquiry.

When we consider a book,
we mustn't ask ourselves what it says
but what it means."

— WILLIAM OF BASKERVILLE IN UMBERTO ECO'S *THE NAME OF THE ROSE*

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Example

- Eruption of Mt. Vesuvius, 79 CE
- Account by Pliny the Younger
- Nothing is ever written for no reason

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Land and Sea

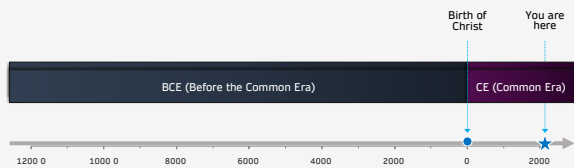
- Ancient identities tend to focus on city centers
- Ancient cultures are connected by water

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Periodization

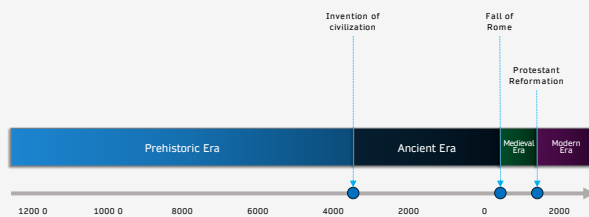
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The "Common Era" calendar



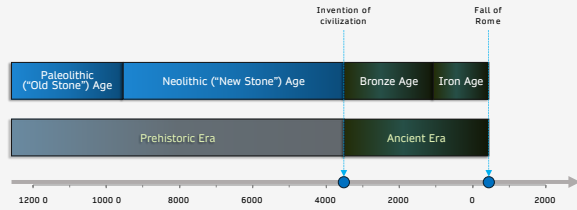
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Eras of (Mediterranean) history



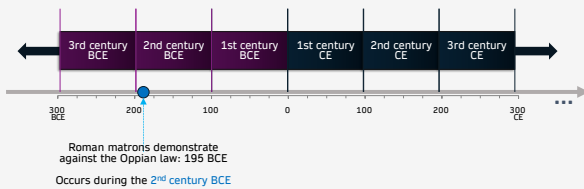
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Ages of technology



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Counting centuries



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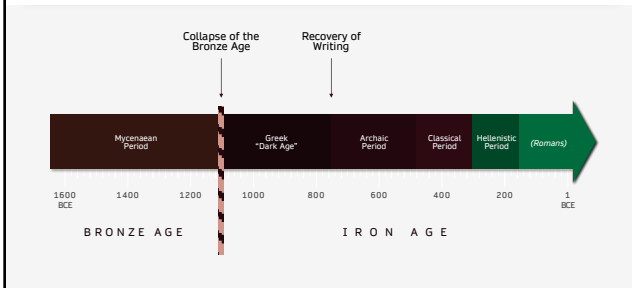
Periodization

- 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



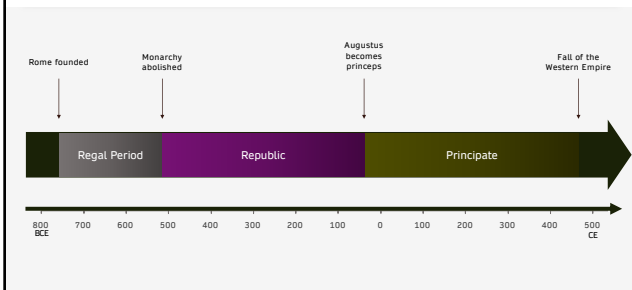
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Periods of Greek History

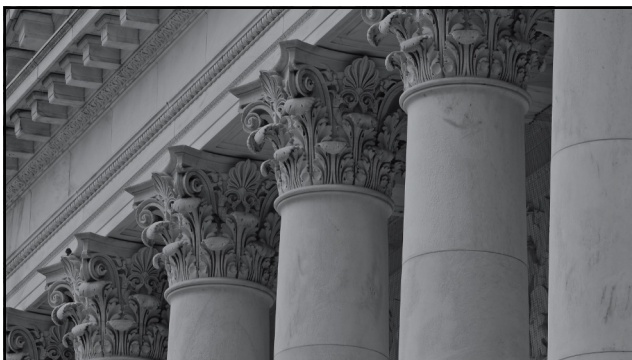


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Periods of Roman History



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