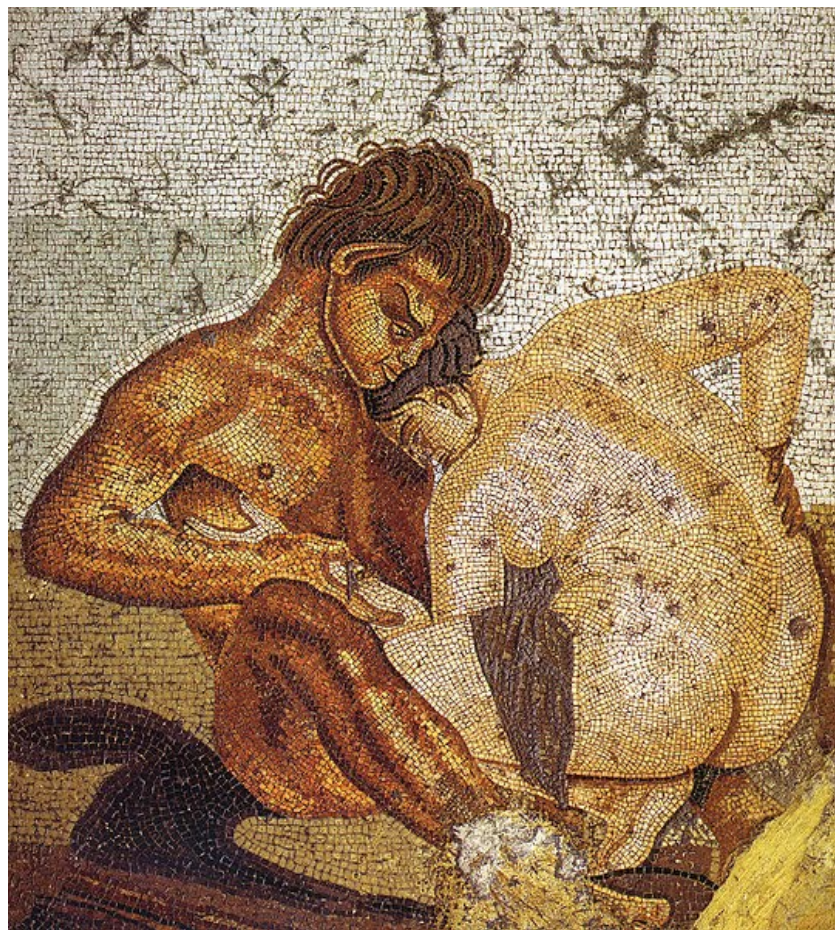


CLAS 140-01/HIST 140-01: The Archaeology of Love, Sex and Gender



Satyr and Nymph, House of the Faun, Pompeii, AD 79.

Introduction:

This course offers an introduction to love, sex and gender, as expressed in the art, artifacts, archaeology and texts of civilizations from across the globe. Its chronological range is from prehistory to the 19th century AD. Class will begin with discussions on how to define archaeology, love, sex and gender. We will then examine examples of individual and collective expressions of these universal aspects of life. Under the rubric of the sex(?) would be the mosaic of a Satyr and a Nymph (above) found in the House of the Faun, in the ancient Roman city of Pompeii. Under love would be the relief sculptures of embracing couples illustrating *Tantra* and the *Kama sutra* on the walls of the temples at Khajuraho, India. Topics covered will include the hypersexual vs. the non-sexual, aberrations, deviations, marriage, the “normal,” eternal love, and

expressions/constructions of gender, all as expressed in material culture. Areas of focus will be Central Asia, Southeast Asia, Central and South America, and the Mediterranean.

Required Work

To have the possibility of a passing grade:

- (1) You must either hand in or submit by email on time a minimum of **THREE** out of the **SEVEN** weekly Reading Responses which **must be at least 300-600 words long (i.e. 1-2 full pages no more, no less)**, double-spaced with 1 inch margins and 12 point Times New Roman font. A Response that does not meet these standards will not be accepted, and, therefore, you will not receive any credit for it. (more info on p. 5).
- (2) You must **TAKE BOTH** exams and **PASS** at least the 2nd exam (more info on p. 5-6).

If you do not complete any part of the above Required Work, you will **NOT** pass this class.

Course Grading at-a-Glance

Attendance, Participation, and Weekly Reading Responses: **50%** (more info on p. 5)
Two Exams: **50%** (more info on p. 5-6)

Course Goals

1. To explore concepts of love, sex, and gender as well as sexuality uncovered by archaeology and illuminated by textual sources.
2. To gain a greater understanding of how cultures from around the world expressed their sometimes radically different and sometimes very similar notions of love, sex, etc.
3. To gain the ability to speak knowledgeably about the topics, artifacts, and cultures covered in this course.

Website:

For ALL assignments, course rules, due dates, etc., **READ THIS SYLLABUS** and go to: <http://nauarchos.emmaf.org> and follow the appropriate link(s). Please check this site regularly.

Time, Place and Absences:

MWF, 10:00-10:50 am in Wallace Hall 114

You have **TWO** free absences. Every unexcused absence thereafter will drop your **Attendance, Participation, and Weekly Reading Responses** grade by a full letter (e.g. 3 absences = B; 4 = C, etc.).

Please do not arrive late or leave early, as this is disruptive and discourteous to your

classmates.

No electronic devices are to be used during class: no laptops, phones or other devices may be used. Every device must be turned OFF and put away out of sight before each class begins and remain off until class has ended.

Instructor:

Dr. Kristian L. Lorenzo, Department of Classics, kllorenzo@monmouthcollege.edu
Office Hours: Monday and Thursday, 4-6 pm and by appointment, Hewes Library, Room 11A

Required Text:

There is no required text. For all required readings and viewings please consult the schedule below. All PDFs, unless otherwise noted, can be found under the Reading Assignments tab on, <http://nauarchos.emmaf.org>

Schedule

The course schedule below is malleable. Please consult it regularly; assignments may be altered not only in response to time constraints, but also to your interest in particular topics. All alterations will be communicated to you via verbal or written notice in class.

Note 1: Weekly Reading Responses are due at or before 10 am on the Monday of the week that they are assigned, unless noted otherwise. In the case of the first week at or before 10 am on Friday January 17th.

Note 2: To download the image presentation for a particular day or class look under the Lectures tab on the website.

Note 3: All images on the slides are for educational purposes only, and are not to be used without the written consent of the copyright holder.

Week 1: Please read the PDFs *Introduction-Joyce* and *Ch-1-Ways of Knowing the Past-Joyce*. The first Weekly Reading Response is due at or before 10am on Friday January 17th.

Jan. 13: Course Introduction

Jan. 15: Definitions and Theories of Archaeology, Love, Sex and Gender

Jan. 17: Paleolithic and Neolithic Eras (i.e. prehistory)

Week 2: Please read the PDFs, *Intro-Sexual Life in Ancient Egypt-Manniche*, *Same-sex desire, conjugal constructs, and the tomb of Niankhkhnum and Khnumhotep-Reeder*, visit

http://www.egyptology.com/niankhkhnum_khnumhotep/index.html be sure to follow all the links and take a tour of the tomb via the “icon of the manicurists,” near the bottom of the page.

As a counterpoint to *Same-sex desire...-Reeder* visit and read

http://www.nytimes.com/2005/12/20/science/20egypt.html?emc=eta1&_r=0. Please read the

PDF, *Sexual Life in Pharaonic Egypt-ShokeirHussein* and visit:
<http://www.reshafim.org.il/ad/egypt/partytime/turin1.htm>.

Jan. 20: Egypt I
 Jan. 22: Egypt II
 Jan. 24: Intro to Greece and Rome

Week 3: Read the PDF, *Greek primary sources*. Great website for primary sources about Greek and Roman women: <http://www.stoa.org/diotima/anthology/wlgr/>.

Jan. 27: Greece I
 Jan. 29: Greece II
 Jan. 31: Rome I

Week 4: Read the PDF, *Roman primary sources*.

Feb. 3: Rome II
 Feb. 5: Review
 Feb. 7: Midterm

Week 5: Visit and explore, <http://whc.unesco.org/en/list/240/> and read the PDF, *Bowker-Tantra-2012* (for Khajuraho).

Feb. 10: India I
 Feb. 12: India II
 Feb. 14: Valentine's Day: Fact, Fiction, or just plain Fantasy

Week 6: Readings for Central and South America = TBA. Visit and read, <http://www.matrifocus.com/BEL09/key.htm>. Read *Shunga-Introduction and Origins-Fagioli*. Visit and read, http://www.britishmuseum.org/whats_on/exhibitions/shunga.aspx, watch the 1 minute video, and then scroll down and under the **About** section watch the Curator's Introduction a 10 minute video. Also read that whole page including **Opening event Joan Bakewell on her changing reactions to Shunga**.

Feb. 17: Central America: the Aztecs: Tlazolteotl
 Feb. 19: South America
 Feb. 21: Japan: Shunga

Week 7: Readings for Victorian England = TBA.

Feb. 24: Japan: Shunga
 Feb. 26: Victorian England I
 Feb. 28: Victorian England II

Week 8: Study, Study, Study...

March 3: Review

March 5: Final Exam

March 7: No Class = Have a Great Spring break!!

Attendance, Participation, and Weekly Reading Responses: 50%

Both attending class and completing the assignments is HIGHLY recommended for the following reasons. First, they make up 50% of your overall grade, some of the material on the exams will be covered only during class. Second, attending class and completing the assignments will allow you not only to pass this course, but also get you a better grade, while making this class much more enjoyable. Third, the class is partly designed to be responsive (where and when possible) to your interests. If you are not there, your interests will not count, and your voice, opinions, and questions will not be heard. If you are having trouble or have any questions or concerns at anytime during the semester please contact me (kllorenzo@monmouthcollege.edu), so we can talk about your situation.

Class participation (i.e. active involvement and engagement in the classroom during each class meeting) will also be pivotal to your enjoyment of and success in this class. If you actively participate in class, the time spent in class will go quicker, and it will facilitate not only your grasp of the material but that of others as well. As a prompt for class participation you will either submit by email or bring to class every Monday, unless otherwise noted, a 300-600 word (i.e. **1-2 full pages no more, no less**) double-spaced reading response done with 1-inch margins and 12 point Times New Roman font.

Your reading response must either (A) discuss:

1. One or two topics/themes/aspects that caught your interest in the week's readings
2. Why or what specifically caught your attention about the topics.

Or (B) address the following:

1. What aspect(s) of this week's readings most intrigued or fascinated you?
2. What aspect(s), despite brief attempts at resolving the question or issue through the internet or library research, most confused or perplexed you?
3. When possible compare, contrast and/or comment on broader themes contained within the readings.

Only **THREE** of the Reading Responses must be completed to pass this course with only **FIVE** actually being due. Grading for the Reading Response part (i.e. 16.66%) will be based on three factors (1) that you addressed the requirements above, (2) your responses follow the correct format as stated above, (3) the number of reading responses completed. The possible grades are as follows:

A = 4-5

B = 3

F = less than 3

Two Exams: 50%

Students will take two exams. The first exam will cover all material presented in class from Jan. 13 until Feb. 5. The second exam will cover from Feb. 10 until March 3. Each exam has three sections, which are discussed below, however

Important points:

1. All images from in-class presentations can be downloaded via the **Lectures** tab on the class website.
1. Make-up exams will not be given, without *documented* evidence of illness, alien abduction, interdimensional gallivanting, time travel, zombification, dismemberment or death.
3. In providing dates, precision COUNTS. Dates can be given in the following ways:
 1. Excellent: absolute dates (e.g. 2 BC; AD 138)
 2. Good: centuries (e.g. 1st c. BC; late 4th c. AD)
 3. Mediocre: periods (e.g. Early Imperial Period; Late Severan Period)
1. In writing image identifications and short answers please use full sentences and good grammar, syntax and punctuation. Legible handwriting is also requested and will be greatly appreciated. If I am unable to read your answer, I will not be able to evaluate its merits and award all the points deserved.

Format:

Part I: Image Identifications/Descriptions (IDs) (35%)

FIVE images will be shown for 2 minutes each and then again for 30 seconds. Excellent image identifications consist of a 3-4 sentences providing for our understanding of either pre-Roman Italy, Etruscan culture or the physical development of Republican Rome.

Part II: Multiple Choice (30%)

Answer 15 multiple-choice questions drawn from topics presented in class and in the readings.

Part III: Short Answer (35%)

Choose and answer TWO out of three short, thematic questions. Successful answers show a thorough command of the material, and incorporate information from both the lectures and readings.

Final Grades:

I will use the 4.0 scale to calculate the average of your Attendance/Participation/Reading

Response and Exam grades.

Academic Honesty

Working together on homework assignments can be very beneficial, and is, in fact, encouraged. Graded class activities, except for those specifically designated as group activities, are designed to develop your thinking abilities, to increase your learning, to enhance your understanding of professional standards, and/or to measure your ability to apply course material to particular situations. The maximum penalty for academic dishonesty will be a grade of F for the course and the incident will be reported to the appropriate administrative office, which may result in your suspension or expulsion from the college. Monmouth College's policy is included in the Scot's guide and is available at: <http://www.monmouthcollege.edu/life/residence-life/scots-guide/academic.aspx>

The policy contains the following examples of violations of the policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students,
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that this list is not intended to be exhaustive.

Writing Center:

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Contact bdraxler@monmouthcollege.edu or visit the website <http://writingatmc.wordpress.com/writing-center/> for more information.

Teaching and Learning Center (TLC):

The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Our services are not just for struggling students, but designed to assist all students to get better grades, learn stronger study skills, and be able to academically manage your time here. Visit them at the 2nd floor of Poling Hall from 8am-4:30 pm or on line at <http://www.monmouthcollege.edu/academics/support/tlc>. They can also be reached at: tlc@monmouthcollege.edu or 309-457-2257. Remember—it's COOL to get the help early!

Disability Support Services:

Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>.

Course Engagement Expectations (CLAS 240/HIST 270)

This course meets 3 times a week for 50 minutes for half a semester. You should expect to spend on course reading, homework and assignments approximately three hours outside of class for every hour in class. I fully realize that each student may take more or less time to finish; however, as the course is designed the weekly average for all students enrolled should be 10 hours. Further estimates:

In class activities	2.5 hours
Regular Reading	4.0 hours
Writing assignments	1.5 hours
Review of Class Materials and Class Prep	2.0 hours
Average per week	10.0 hours