

# Neither Venus Nor Virgin:

## Women's Lives Beyond Men's Constructs in Late Antiquity and Byzantium

Instructor: Maureen McGuire

### Course Description

This course will explore the lives of women in Late Antiquity and Byzantium, a period that roughly spans the 2nd century AC until the mid-15th century AC in the Eastern Mediterranean. Since the majority of primary visual and textual sources from that time were produced by men and reflected their expectations and biases regarding women, we will approach them critically in order to ask how women navigated and experienced their male-dominated world and what contributions they made to it. We will examine different social, religious, and political attitudes toward women and gender, and their impact on women's roles in society as family members, care-givers, teachers, religious guides, laborers, and symbols of piety and power.

### Course Learning Outcomes

1. Explore women's history in Late Antiquity and Byzantium.
2. Study the intersection of gender and class with aspects of daily life and religion in Late Antiquity and Byzantium.
3. Develop skills for the critical study and analysis of primary sources, in both written and visual format.
4. Develop research skills and implement them when completing assignments.

### HAVC Program Learning Outcomes

#### PLO 1- Breadth of Cultural Knowledge

Students will be able to demonstrate an appreciation for, and foundation in, visual studies grounded in a range of historical, social, cultural, and ideological perspectives.

#### PLO 2- Critical Thinking

Students will be able to apply critical thinking skills that will enable them to analyze and solve problems through observation, experience, reflection, interpretation, analysis, evaluation, and/or explanation of visual, material, and historical-cultural forms and values. Students will demonstrate critical thinking skills through oral and/or written communication.

### PLO 3- Research Proficiency

Students will be able to formulate research questions that expand their knowledge of art and visual culture. Students will be able to apply research methods to answer these questions by consulting the current literature and developing independent results through archival, library, or field research.

### PLO 4- Written Communication

Students will be able to present clear visual and historical analysis and interpretation in writing. Students will be able to demonstrate standard writing conventions in visual studies appropriate to purpose and context.

## Assignments

- Reading quizzes (two per week): To encourage a consistent and constructive study of assigned material, students will complete brief, open-book, open-note quizzes based on that reading material. The quizzes will focus on the material most relevant to the course.
- Primary source analysis: Students will read a primary source related to women and gender in Late Antiquity and Byzantium. After reading the primary source, they will compose a 500- to 550-word analysis of the document. Students will be provided with various questions or prompts to help guide their analysis.
- Object Interpretation Paper: Students will view an object not previously shown in class or reading material but which closely resembles material already studied. Students will draw conclusions about the object given the information learned in the lecture and assigned reading material. The interpretation should include at least 350 words and no more than 400 words. All sources should be cited appropriately.
- Weekly, asynchronous discussions: In at least two posts, a primary post, and a follow-up post to a classmate, students will discuss at least one of the weekly reading assignments in small groups using Canvas discussion boards. The contributions should remain focused on directly responding to the discussion prompt critically. Students will analyze the reading material in

each post. Each primary post should include at least 150 words. Each follow-up post should include at least 75 words. The discussion contributions should thoughtfully address anything the student found puzzling or particularly interesting/challenging in the assigned reading material.

- Class Agreement: Students earn five percentage points by signing a course agreement within the first week of the term.

## Grade Breakdown

Assignment Title	Grade Weight
Reading Quizzes (10 total)	15%
Primary Source Analysis (1 total)	15%
Object Interpretation Paper (1 total)	15%
Asynchronous Discussions (5 total)	20%
“Blog” Project (3 parts)	30%
Course Agreement	5%

## Final Project

For this three-part research project, students will select an image or object directly related to the course topic, research it further, and write an 800-word “blog” post describing the image or object and the ways it evokes ideas of gender in Late Antiquity and Byzantium, addressing their analysis to a hypothetical audience of museum visitors. The project requires students to develop and then demonstrate their library research skills and abilities. The project also requires students to develop and then demonstrate clear visual and historical analysis and interpretation skills in writing.

## Part I

In preparation for composing the “blog” post, students will submit an annotated bibliography with at least three scholarly and preferably peer-reviewed sources they will use to compose the “blog” entry, and optional references to other sources they will not use. Each annotation for every source listed should be at least 100 words in length and, in addition to summarizing the content of the source, it should include a reflection about why/how the source will be used in the blog or why it will not be used.

## Part II

After completing the annotated bibliography, students will submit a draft of the “blog” post including at least 600 words and no more than 650 words. The draft should provide a clear idea of the “blog” post’s progress and reflect substantial research. It must include a clear and concise thesis statement.

## Part III

Students will use Google Sites to create the final “blog” entry. The final submission should demonstrate improvement upon the previous draft where necessary. It should include at least 800 words and no more than 900 words.

## Grading Scale

Letter Grade	Value Range
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Grades for written work will be awarded according to the following criteria:

#### Passing grades

C-range: presentation of a substantial amount of correct information, relevant to the topic. Exposition needs to be improved in terms of clarity and cohesion. Reference to specific sources and more systematic textual or visual analysis are needed to adequately support important statements. The work shows promise and offers many opportunities for growth and improvement in future assignments.

B-range: extensive knowledge of the material, presented in a coherent and organized manner that could be further improved in terms of clarity and cohesion. Existing reference to sources and critical analysis of the material can be further developed to better support important statements. Original input is very promising and shows a good understanding of course material that can be taken one step further with closer attention to details and more systematic analysis of the sources.

A-range: comprehensive knowledge of the material, well-presented in clear and cohesive prose and analyzed in a systematic and detailed manner that demonstrates developed independent, critical, and original thinking. Extensive use of sources and attentive and incisive visual and textual analysis demonstrate a deep understanding of course material.

Remember that written work might correspond with different letter-grades in its various parts. The overall grade for each assignment takes this range into consideration and

provides an average. Feedback on written work is meant to help students improve so it focuses on aspects of the assignment that can be further developed.

Non-passing grades

D-range: the submission does not show adequate engagement with course material in terms of content, exposition, and analysis.

E: the assignment is not submitted or it demonstrates very limited effort to engage with the material and respond to the assignment prompt.

PLEASE NOTE: any assignment, even a well-written one, will also earn an F if it demonstrates signs of plagiarism.

## Course Schedule

### Week 1 (21 to 27 June 2021) - Gender Constructs

**Assignments**: Complete reading quizzes and the weekly discussion. Submit course agreement.

#### Part I

Genesis, Chapters 1-3

1st Corinthians, Chapter 7

1st Timothy, Chapter 5

Clark, Elizabeth A. "Ideology, History and the Construction of 'Woman' in Late Ancient Christianity." *Journal of Early Christian Studies* 2, no. 2 (Summer 1994): 166-184.

Herrin, Judith. "In Search of Byzantine Women: Three Avenues of Approach." In *Unrivalled Influence: Women and Empire in Byzantium*, by Judith Herrin, 12-37. Princeton, NJ: Princeton University Press, 2013.

#### Part II

Excerpts from the Greek Life of Adam and Eve

Excerpts from the Protoevangelion of James

Kalavrezou, Ioli. "Representations of Women in Late Antiquity and Early Byzantium." In *A Companion to Women in the Ancient World*, 1st Edition, edited

by Sharon L. James and Sheila Dillon, 513-523. Chichester: Wiley Blackwell, 2012.

Neville, Leonora. "Gender and Virtue." In *Byzantine Gender*, by Leonora Neville, 33-58. Croydon: Arc Humanities Press, 2019.

Optional: Ringrose, Kathryn M. "The Language of Gender." In *The Perfect Servant: Eunuchs and the Social Construction of Gender in Byzantium*. Chicago: The University of Chicago Press, 2003.

## Week 2 (29 June to 3 July 2021) - Marriage and the Family

**Assignments:** Complete reading quizzes and the weekly discussion. Complete and submit annotated bibliography for the "blog" entry.

### Part I

Tertullian, *On the Apparel of Women*

Elsner, Jaś. "Visualising Women in Late Antique Rome: The Projecta Casket." In *Through a Glass Brightly: Studies in Byzantine Art and Archaeology Presented to David Buckton*, edited by Chris Entwistle, 22–36. Oxford: David Brown Book Company, 2003.

Kazhdan, Alexander P. "Women at Home." *Dumbarton Oaks Papers* 52 (1998): 1-17.

### Part II

Gregory of Nyssa, *On Virginity*

Cutler, Anthony. "The Cult of the Galaktotrophousa in Byzantium and Italy." *Jahrbuch der österreichischen Byzantinistik* 37 (1987): 335-350.

Vikan, Gary. "Art and Marriage in Early Byzantium." *Dumbarton Oaks Papers* (1990): 145-163.

## Week 3 (6 to 11 July 2021) - Women's Work

**Assignments:** Complete reading quizzes and the weekly discussion. Complete and submit primary source analysis.

### Part I

Becker, Hilary. "Roman Women in the Urban Economy: Occupations, Social Connections, and Gendered Exclusions." In *Women in Antiquity: Real Women*

*Across the Ancient World*, edited by Stephanie Lynn Budin and Jean MacIntosh Turfa, 915-931. New York: Routledge, 2016.

Herrin, Judith. "Mothers and Daughters in the Medieval Greek World." In *Unrivalled Influence: Women and Empire in Byzantium*, by Judith Herrin, 80-114. Princeton, NJ: Princeton University Press, 2013.

## Part II

Matthew 14: 1-12

John Chrysostom, Homily 48 on Matthew, Part 8

Fulghum Heintz, Molly. "The Art and Craft of Earning a Living." In *Byzantine Women and Their World*, edited by Ioli Kalavrezou, 139-143. New Haven, CT: Yale University Press, 2003.

Webb, Ruth. "Salome's Sisters: the Rhetoric and Realities of Dance in Late Antiquity and Byzantium." In *Women, Men, and Eunuchs: Gender in Byzantium*, edited by Liz James, 119-148. New York: Routledge, 1997.

## Week 4 (12 to 18 July 2021) - Women in/and the (Early) Church

**Assignments:** Complete reading quizzes and the weekly discussion. Complete and submit the "blog" entry draft.

### Part I

Council of Trullo, Canon 70

Gregory of Nyssa, Life of St. Macrina

Karras, Valerie A. "Female Deacons in the Byzantine Church." *Church History* 73, No. 2 (Jun., 2004): 272-316. JSTOR.

### Part II

Taft, Robert F. "Women at Church in Byzantium: Where, When And Why?" *Dumbarton Oaks Papers* 52 (1998): pp. 27-87. JSTOR.

Talbot, Alice-Mary. "Women's Space in Byzantine Monasteries." *Dumbarton Oaks Papers* 52 (1998): 113-127.

## Week 5 (19 to 25 July 2021) - Imperial Women/Symbolic Women

**Assignments:** Complete reading quizzes and the weekly discussion. Complete and submit object interpretation paper.

## Part I

Prokopios, selections from *The Secret History*

Angelova, Diliانا. "The Ivories of Ariadne and Ideas about Female Imperial Authority in Rome and Early Byzantium." *Gesta* 43, no. 1 (2004): 1-15.

James, Liz. "Goddess, Whore, Wife or Slave: Will the Real Byzantine Empress Please Stand Up?" In *Queens and Queenship in Medieval Europe: Proceedings of a Conference held at King's College London, April 1995*, edited by Anne Duggan, 123-139. Woodbridge, Sussex: The Boydell Press, 1997.

James, Liz. "Who's that girl?" In *Through a Glass Brightly*, edited by Chris Entwistle, 51-56. Oxford: Oxbow Books, 2003.

## Part II

Akathistos hymn

Gittings, Elizabeth A. "Women as Embodiments of Civic Life." In *Byzantine Women and Their World*, edited by Ioli Kalavrezou, 35-42. New Haven, CT: Yale University Press, 2003.

Peltomaa, Leena Mari. "The Role of the Virgin Mary at the Siege of Constantinople in 626." *Scrinium* 5, no. 1 (Mar. 2009): 284-299.

## Exam Week

**Assignments:** Complete and submit the final "blog" entry.

## Time Commitments

UC Senate Regulation 760 specifies that 1 academic credit corresponds to 3 hours of work per week. For a 5-credit course, students are expected to do thirty hours of work per week during a 5-week term. For this course, about seven hours per week are spent reviewing asynchronous lectures or related videos. Students are expected to devote twenty-three hours per week outside of class doing the required readings, reviewing notes and course materials, conducting research, and completing assignments.

## Special Policies and Course Expectations

Academic Honesty

This course adheres to a zero-tolerance policy for academic dishonesty. Students are informed that every discovered instance of cheating or plagiarism can result in disciplinary action as well as the failure of the course. If you are unclear about what constitutes plagiarism please consult the instructor.

- Passing off someone else's ideas or writing as your own (plagiarizing), even unintentionally, violates UCSC's Code of Academic Conduct. Any incidents of cheating, plagiarism, or fabrication will be dealt with in accordance with the university's policies and can result in failing the course and academic sanctions. These policies can be found in UCSC's Code of Student Conduct Handbook (<https://deanofstudents.ucsc.edu/student-conduct/student-handbook/>).
- When necessary and appropriate, students are expected to use Chicago Style citations on all assignments. Refer to the Chicago Style Quick Guide for reference.
- No late work is accepted. No extensions are permitted.
- Unauthorized copying of class material is prohibited.
- The sale or online posting of class notes, course materials, or audio-recordings is strictly prohibited.

## Communication

Provided it is related to class or coursework, I am happy to correspond with students via email or Canvas message.

- When writing via email, please write to my UCSC email address, printed above, and from your UCSC email account.
- Please allow twenty-four hours for a response Mondays-Fridays, and at least twenty-four hours on Saturdays and Sundays. Keep in mind that we will not respond immediately to messages sent between 9:00 pm PT and 9:00 am PT.
- I request the use of proper email etiquette; no 'txt spk.' Please include an appropriate greeting and sign-off, including your name.

## Submission of Assignments

- When necessary and appropriate, students are expected to use Chicago Style citations on all assignments. Refer to the Chicago Style Quick Guide for reference.
- No late work is accepted. No extensions are permitted.

## Library Research

Students will develop research skills throughout the course. The UCSC library should be the first place students turn to conduct research.

- Ask a librarian for research help with finding and using resources in this class. Learn how to develop research questions, use effective search strategies, and evaluate resources. Connect with a librarian via phone, email, 24/7 chat, or a one-on-one research consultation (pandemic permitting). For more information, visit the library's website [library.ucsc.edu](http://library.ucsc.edu)
- Use library resources and services to support your academic success. Access thousands of online articles and books for your assignments through the library's catalog and online databases. Tip: If off-campus, login to your library account first to access all the library's online resources. Contact a librarian for research help as you develop research questions, search for sources, and evaluate information. For more information, visit the library's website [library.ucsc.edu](http://library.ucsc.edu).

## Student Support Resources

### CARE

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's Title IX Office, by calling (831) 459-2462 or by using their online reporting tool.
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

### DRC

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your

Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my consultation hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

## Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.