

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number NELC, Ancient Near East 15
 Course Title Women and Power in the Ancient World
 Indicate if Seminar and/or Writing II course Writing II

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis X
- Visual and Performance Arts Analysis and Practice X

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
 With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
 With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course examines how feminine power confronts masculine dominance within complex social systems in the ancient world. To gain political power in the ancient world, some female rulers used their sexuality to gain access to important men. Others women gained their position as the regent and helper of a masculine king who was too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be a man so that their femininity would not be an obstacle to political rule. Many women only gained the throne at the end of a dynasty, after the male line had run out entirely, or in the midst of civil war, when patrilineal successions were in disarray. A woman was sometimes the only effective leader left in drawn-out battles against imperial aggression. No woman was able to gain the reigns of power through her bloodline alone. In the ancient world, a woman's power was compromised from the outset, and this course will address the root causes and results of this political inequality.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Prof. Kathlyn (Kara) Cooney

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____
 If yes, please indicate the number of TAs _____ 1-3

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	<u> X </u>	Winter	_____	Spring	_____
	Enrollment	<u> 50 </u>	Enrollment	_____	Enrollment	_____
2013-2014	Fall	<u> X </u>	Winter	_____	Spring	_____

	Enrollment	<u>120</u>	Enrollment	<u> </u>	Enrollment	<u> </u>
2014-2015	Fall	<u>X</u>	Winter	<u> </u>	Spring	<u> </u>
	Enrollment	<u>120</u>	Enrollment	<u> </u>	Enrollment	<u> </u>

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes No X
 If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

The course will expose students to theories of social power and human complexity (Michael Mann; Jared Diamond). It considers the careers of specific female rulers from the ancient world (Hatshepsut, Cleopatra, Boudicca, etc.), but within the context of a variety of social systems – from the village, city-state, the regional state, to empire. It also focuses on social inequality, including its roots, its maintenance, and methods by which this disparity was transcended in ancient times.

- Integrative Learning

This is not meant to be a class about modern politics, but current social issues associated with female power (or the lack thereof) will haunt the discourse. Students will be encouraged to look at social inequality within their own systems of modern human complexity, but through the lens of female power in the ancient world.

- Ethical Implications

Increasing social inequity is a major talking point today, and this class provides a historical context from the perspective of gender.

- Cultural Diversity

This class compares incredibly diverse cultural systems in Europe, Africa, Northwest Asia, East Asia, North America and South America, all of which share the exclusion of women from political power. Cultural diversity is an integral part of the course.

- Critical Thinking

The objective of the class is to encourage students to look at status quo social situations with critical eyes, constantly asking why it might be that way. We will question the reasons for male dominated ancient history. It is assumed, if not formally expressed in the coursework, that finding the roots of this political inequality might help us to transcend it in the modern world.

- Rhetorical Effectiveness

The research paper will be an exercise in rhetorical argument and critical thinking using original ancient sources – textual, visual, or archaeological. The entire course leads the student through the research paper process, training them to ask a research question, build a dataset of evidence, read a text with agenda and audience in mind.

- Problem-solving

N/A

- Library & Information Literacy

The research paper will be an introduction to library research for many of

these students – from using library reserves, to learning how to find digital resources and search engines, to building a bibliography for the research paper. The most important element of library research, however, will be learning how to construct a dataset of original texts/images/archaeological evidence and learning how to find that those pieces of evidence in the published resources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|------------|---------|
| 1. Lecture: | <u>4</u> | (hours) |
| 2. Discussion Section: | <u>1</u> | (hours) |
| 3. Labs: | <u>N/A</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>N/A</u> | (hours) |
| 5. Field Trips: | <u>N/A</u> | (hours) |

(A) TOTAL Student Contact Per Week **5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>3</u> | (hours) |
| 3. Group Projects: | <u>N/A</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week **10** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

ANE & HIST 15 Women and Power in the Ancient World
Fall 2011

Almost no evidence of successful, long-term female leaders exists from the ancient world – in the Mediterranean, Near East, Africa, Central Asia, East Asia, or the New World. Only the female king of Egypt, Hatshepsut, was able to take the throne for any considerable length of time, and she shared power with a male ruler. Not until the development of the modern nation-state were women like Elizabeth I or Catherine the Great allowed to rule without intervention from husbands or fathers or other male relatives. Female rulers from the ancient world used a variety of methods to gain power: Cleopatra attempted to use her sexuality and money to keep the Roman empire at bay; Boudicca, a noble elite led her people against Roman legions; Wu Zeitan began as regent for her young son, but ruthlessly expelled both her sons from power before they came of age.

Complex societies are inherently based on masculine dominance, forcing female rulers to resort to familiar methodologies to gain power. Some female rulers used their sexuality to gain access to important men. Some women gained their position as the regent and helper of a masculine king who was too young to rule. And many of these women only ruled at the end of a dynasty, after the male line had run out, or in the midst of civil war. Or, a woman was sometimes the only effective leader left in drawn-out battles against imperial aggression. A woman's power in the ancient world was always compromised from the outset, and this class will address the root causes of this social inequality.

Given this social reality, how did women negotiate their limited leadership roles? Were they able to rule “behind the throne” so to speak? How are we to find a woman's power when it is cloaked by a man's dominance?

Instructor: Kathlyn (Kara) Cooney, Assistant Professor of Egyptian Art and Architecture
Office: 393 Humanities Building
Email: cooney@ucla.edu
Office hours:
Mailbox: 378 Humanities Building
Phone: 310 206 9222
TAs: Meryl King; merylking@gmail.com

Sections:

In addition to lecture, each of you will also be in a section class. Sections will be a place for you to go over questions you may have from lecture or your reading, in preparation for the midterm and final exam. Most of your work in section will involve your preparation for the paper. Your TAs will help you with your collection of primary and secondary sources, the development of your analysis, and the crafting of your argument. You will also spend time critiquing each other's arguments in class. I will look over your papers, but your TAs will be responsible for all grading, including your participation, midterm, final, and the paper.

Time and Place:

<i>Activity</i>	<i>Time</i>	<i>Room</i>	<i>Instructor/TA</i>
Lecture			Cooney

Weekly Schedule:

Week 1	Introduction: Women and Power in the Ancient World Read: <ul style="list-style-type: none">• Michael Mann, <i>The Sources of Social Power</i>, 1-33• Jared Diamond, <i>Guns, Germs and Steel: The Fates of Human Societies</i>, (1999) (pp.98-113, 157-175, 215-38).• Green and Troup, “Gender and History” from <i>The Houses of History</i> (1999), pp. 253-276
Week 2	Women in pre-complex societies Read selections of: <ul style="list-style-type: none">• Robert Max Jackson, <i>Down So Long</i> (unpublished) – chapter 2 (http://www.nyu.edu/classes/jackson/future.of.gender/Readings/DownSoLong--Persistence&Origins.pdf)• Margaret Ehrenberg, <i>Women in Prehistory</i> (1989)• Karen Olsen Bruhns and Karen E. Stothert, <i>Women in Ancient America</i> (1999).
Week 3	Female Rule in the Americas Part 1 Read selections of: <ul style="list-style-type: none">• Karen Olsen Bruhns and Karen E. Stothert, <i>Women in Ancient America</i>. University of Oklahoma Press, Norman, 1999 (chapter 8)
Week 4	Female Rule in the Americas Part 2 Read selections of: <ul style="list-style-type: none">• Traci Ardren, ed., <i>Ancient Maya Women</i>. Altamira, 2002 (chapters by Ardren, Bell, and Falcon, Krochok)
Week 5	Female Rule in the context of a Regional State: Egypt Read selections of: <ul style="list-style-type: none">• Read Gay Robins, <i>Women in Ancient Egypt</i>• Capel and Markoe, eds., <i>Mistress of the House; Mistress of Heaven</i> (1996)
Week 6	Female Rule in Egypt: Hatshepsut vs. Cleopatra Read selections from: <ul style="list-style-type: none">• Kara Cooney, <i>Hatshepsut: The Woman who became king</i> (unpublished)• Stacy Schiff, <i>Cleopatra: A Life</i> (2011) MIDTERM
Week 7	Female Rule in a City-State: Mesopotamia and Greece Read selections from:

		<ul style="list-style-type: none"> • Zainab Bahrani, <i>Women of Babylon: Gender and Representation in Mesopotamia</i>. London (2001) • Sue Blundell, <i>Women in Ancient Greece</i> (1999)
Week 8		Female Rule in the context of Empire: Persia and Rome Read selections from: <ul style="list-style-type: none"> • Maria Brosius, <i>Women in Ancient Persia, 559-331 BC</i> (1998) • Diana E.E. Kleiner and Susan B. Matheson, eds., <i>I, Claudia: Women in Ancient Rome</i>. Yale University Art Gallery, New Haven (1996)
Week 9		Female Rule in the context of Empire: China Read Selections from: <ul style="list-style-type: none"> • Yuan Yang, <i>Tales From Ancient China's Imperial Harem</i> (1998) • Bret Hinsch, <i>Women in Early Imperial China</i> (2010)
Week 10		Female Rule in Opposition to Empire Read selections from: <ul style="list-style-type: none"> • R. Hingley and C. Unwin, <i>Boudica: Iron Age</i>. London (2005). • Stacy Schiff, <i>Cleopatra: A Life</i> (2011) • Diana E.E. Kleiner and Susan B. Matheson, eds., <i>I, Claudia: Women in Ancient Rome</i>. Yale University Art Gallery, New Haven (1996)(chapter on Cleopatra)
Finals Week	Wed, Dec 7	Paper due!!

Grading:

<i>% of grade</i>	<i>Type of work</i>
10%	Discussion sessions attendance and participation
25%	Midterm XX in class
35%	Paper due date XXX! Use Turnitin and leave paper copy in mailbox of your TA in 378 Humanities Building
30%	Final Exam XX, on last day of class

Required reading:

- The Sourcebook with most of the reading selections for the class is available through the UCLA bookstore

Exams:

You will have two exams in this class – a midterm and a final. Both will be short answer and essay format. There will be no multiple choice. They are not cumulative, per se, but a holistic knowledge will be necessary for the final exam. I will give you a study guide before each exam, and you will know what you need to prepare in advance. Please bring blue books to class on exam days.

Paper:

The culmination of the course is a paper of at least 15 pages that relies on primary ancient Egyptian source material – in the form of ancient texts, ancient art, and/or archaeological evidence like artifacts and features from an ancient site – to understand a problem about feminine power (or the lack thereof) from one or more points in time in the ancient world. You can work with your TA to develop an appropriate dataset to answer your research questions. Your paper might focus on aspects of interest to this class, including the reasons for gender inequality, biological determinism, cultural creation of gendered roles, ways around gendered roles, feminine power in the home, feminine power amongst elites, feminine power at court, or feminine power on the throne. You can also include discussions of bureaucracy, systems of labor, systems of elite incentives, conspicuous consumption, the ideological underpinnings of power, state collapse, reaction to empire, or economic systems – all in relation to female influence.

The main point of this paper is to allow you to do analysis with primary sources, including ancient texts in translation, artifacts, buildings, and other archaeological data. We are interested in argument, not description. This is not meant to be a book report, but an examination of primary data to understand how a particular system may have touched, influence, or worked upon women. That system might be ideological, political, social, economic, and/or militarily oriented (as in Michael Mann's *The Sources of Social Power*).

If you are asking WHY? or HOW? in your paper, you are on the right track. If you are just asking WHAT happened?, then you will produce a descriptive paper with no real analysis.

Please use at least 4 primary sources and at least 4 secondary sources for your paper. We have a number of sourcebooks on reserve at the library, and these will be of great use to you:

- Bonnie MacLachlan, *Women in Ancient Greece: A Sourcebook*. Continuum Sources in Ancient History (2012)
- Mark Chavalas, *Women in the Ancient Near East: A Sourcebook*. Routledge (2012).
- Judith Evans Grubbs, *Women and the Law in the Roman Empire: A Sourcebook on Marriage, Divorce and Widowhood*. Routledge (2002).
- Ross Shepard Kraemer, *Women's Religions in the Greco-Roman World: A Sourcebook* (2004)
- Mary R. Lefkowitz and Maureen B. Fant, *Women's Life in Greece and Rome: A Sourcebook in Translation* (2005).
- Prudence J. Jones, *Cleopatra: A Sourcebook*. Oklahoma Series in Classical Culture (2006).
- Jane Rowlandson, *Women and Society in Greek and Roman Egypt: A Sourcebook* (1998).
- Stephanie W. Jamison, *Sacrificed Wife / Sacrificer's Wife: Women, Ritual and Hospitality in Ancient India* (1996).
- Barbara Lesko, *Women's Earliest Records from Ancient Egypt and Western Asia*

You may use MLA (parenthetical) or Chicago (footnotes) for you citations. For a quick guide to either system, see <http://www.libraries.iub.edu/index.php?pageId=337>. Please do not use endnotes.

Your TAs will develop their own internal due dates for the paper, including when bibliography and outlines are due. Please look at your section syllabus for those due dates.



New Course Proposal

	Ancient Near East 15 Women and Power in the Ancient World
Course Number	Ancient Near East 15
Title	Women and Power in the Ancient World
Short Title	WMN&PWR-ANCNT WORLD
Units	Fixed: 5
Grading Basis	Letter grade or Passed/Not Passed
Instructional Format	Lecture - 4 hours per week Discussion - 1 hours per week
TIE Code	LECS - Lecture (Plus Supplementary Activity) [T]
GE Requirement	Yes
Major or Minor Requirement	No
Requisites	None
Course Description	This course examines how feminine power confronts masculine dominance within complex social systems in the ancient world. To gain political power in the ancient world, some female rulers used their sexuality to gain access to important men. Others women gained their position as the regent and helper of a masculine king who was too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be a man so that their femininity would not be an obstacle to political rule. Many women only gained the throne at the end of a dynasty, after the male line had run out entirely, or in the midst of civil war, when patrilineal successions were in disarray. A woman was sometimes the only effective leader left in drawn-out battles against imperial aggression. No woman was able to gain the reigns of power through her bloodline alone. In the ancient world, a woman's power was compromised from the outset, and this course will address the root causes and results of this political inequality.
Justification	We are creating this course to introduce new topics and general intro courses in our department. Additionally, the course will expose students to theories of social power and human complexity (Michael Mann; Jared Diamond). It considers the careers of specific female rulers from the ancient world (Hatshepsut,

	Cleopatra, Boudicca, etc.), but within the context of a variety of social systems ? from the village, city-state, the regional state, to empire. It also focuses on social inequality, including its roots, its maintenance, and methods by which this disparity was transcended in ancient times.				
Syllabus	File Syllabus - women and power in the ancient world.docx was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information					
Grading Structure	10% Discussion sessions participation 25% Midterm 35% Paper 30% Final Exam				
Effective Date	Fall 2012				
Instructor	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Kara Cooney</td> <td>Associate Professor</td> </tr> </tbody> </table>	Name	Title	Kara Cooney	Associate Professor
Name	Title				
Kara Cooney	Associate Professor				
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				
Department	Near Eastern Languages & Cultures				
Contact	<table border="1"> <thead> <tr> <th>Name</th> <th>E-mail</th> </tr> </thead> <tbody> <tr> <td>ESTHER CHANG</td> <td>estchang@humnet.ucla.edu</td> </tr> </tbody> </table>	Name	E-mail	ESTHER CHANG	estchang@humnet.ucla.edu
Name	E-mail				
ESTHER CHANG	estchang@humnet.ucla.edu				
Routing Help					

ROUTING STATUS

Role:	Registrar's Publications Office
Status:	Pending Action
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 4/23/2012 3:28:08 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Registrar's Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Returned for Additional Info on 4/23/2012 3:27:45 PM
Changes:	Effective Date
Comments:	No Comments

Role: Registrar's Scheduling Office - Thomson, Douglas N
(dthomson@registrar.ucla.edu) - 51441
Status: Added to SRS on 4/23/2012 3:27:17 PM
Changes: Short Title
Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/23/2012 1:35:22 PM
Changes: No Changes Made
Comments: Routing to Doug Thomson in the Registrar's Office

Role: FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) -
52671
Status: Approved on 4/13/2012 9:44:19 AM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 4/12/2012 5:29:18 PM
Changes: No Changes Made
Comments: Routing to Michael Meranze for FEC approval

Role: Dean College/School or Designee - Schaberg, David C
(dschaberg@college.ucla.edu) - 54856, 50259
Status: Approved on 4/11/2012 8:54:10 PM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac
(mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 3/13/2012 11:55:45 AM
Changes: Grading Structure
Comments: Routing to Dean Schaberg for Humanities approval

Role: Department/School Coordinator - Chang, Esther S
(estchang@humnet.ucla.edu) - 54165
Status: Approved on 3/13/2012 11:52:32 AM

Changes:	Grading Structure
Comments:	changes made

Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 3/13/2012 11:48:15 AM
Changes:	Grading Structure
Comments:	Routing back to Esther Chang. "Attendance" cannot be part of what a student is graded on. Please omit from syllabus. Please also include the % breakdown in the "Grading Structure" section of this form.

Role:	Department Chair or Designee - Schniedewind, William M (williams@humnet.ucla.edu) - 54165
Status:	Approved on 3/13/2012 1:52:35 AM
Changes:	No Changes Made
Comments:	No Comments

Role:	Initiator/Submitter - Chang, Esther S (estchang@humnet.ucla.edu) - 54165
Status:	Submitted on 3/6/2012 4:37:23 PM
Comments:	Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045