

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number ANNEA 15W  
 Course Title Women and Power in the Ancient World  
 Indicate if Seminar and/or Writing II course Applied for WII Requirement

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

### Foundations of the Arts and Humanities

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

### Foundations of Society and Culture

- Historical Analysis X \_\_\_\_\_
- Social Analysis \_\_\_\_\_

### 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 focuses on the historical issue of gendered power inequality in the ancient world, and seeks to help students analyze ancient data to understand the social systems (political, economic, ideological, etc) that promoted, perpetuated, or prevented female power in various ancient cultures.

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

Kara Cooney, Associate Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No \_\_\_\_\_

If yes, please indicate the number of TAs 8

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

2017-18	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2018-19	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>160</u>	Enrollment	_____
2019-20	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>160</u>	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes X No \_\_\_\_\_

If yes, provide a brief explanation of what has changed. This course was already approved for

the GE requirements in Foundations of Society and Culture: Historical Analysis. It has been

edited solely in terms of assignments/exams in order to meet the Writing II requirement as well.

Present Number of Units: 5 Proposed Number of Units: 5

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

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|---|---|
| <p>❑ General Knowledge</p>                  | <p>This class helps students to develop a broad knowledge of much of the ancient “old world,” as well as the specific cultural traditions and impacts of cross-cultural interactions. Larger questions are also investigated such as the origins of gender inequality, biological determinism, the influence of ideology, and how separate elements of society are often intertwined (like politics, the economy, and religion).</p>  |
| <p>❑ Integrative Learning</p>               | <p>This course integrates lectures, discussion in both section and lecture, assigned readings, and writing assignments to achieve the broader learning outcomes. Students must also synthesize ancient evidence spanning translated texts, artifacts, and art, with secondary scholarship in their own work.</p>  |
| <p>❑ Ethical Implications</p>               | <p>The course is built around an investigation of gender inequality in the ancient world, and the social systems which perpetuated or enforced this inequality. Students are often encouraged to discuss the continuation of this same issue in the modern world, and current events, such as the 2016 presidential election and the Me Too movement are considered in lecture in the same terms which students apply to the ancient data, further elucidating the relevancy of ancient history to their own lives.</p>   |
| <p>❑ Cultural Diversity</p>                 | <p>More than eight separate cultures of the ancient world are examined over the course of the quarter, and lecture and readings combine to give the students an overview of the social systems in each culture, including religion, legal codes, and aspects of daily life. Thus students are exposed to numerous different cultural perspectives and traditions, and are often asked to compare and analyze their data cross-culturally.</p>   |
| <p>❑ Critical Thinking</p>                  | <p>Critical thinking is one of the major learning outcomes of the course. In discussions in lecture and section, students are encouraged to and instructed on how to “crack” the ancient social systems that influenced female power by analyzing ancient sources (texts, artifacts, and art), as well as breaking down the strategies by which individual women managed to gain power. Furthermore, students will compare and contrast how these systems or strategies change as a result of different cultural traditions, and will have to do all of these sorts of critical thinking themselves in their writing assignments.</p> |
| <p>❑ Rhetorical Effectiveness</p>           | <p>The writing assignments, especially the second and third papers, require the students to generate an argumentative thesis and support that thesis throughout the paper on the basis of ancient primary evidence and secondary scholarship. Students will work closely with their TA’s, and will receive special writing instruction in sections, in order to develop these rhetorical skills and employ them effectively in their papers.</p>  |
| <p>❑ Problem-solving</p>                    | <p>Students’ problem-solving skills will developed throughout the course alongside critical analysis of the primary material. They will be asked in discussions and the writing assignments to present unique arguments proving their solutions to complex social questions surrounding the origins or perpetuation of female power.</p>  |
| <p>❑ Library &amp; Information Literacy</p> | <p>The final assignment in this course is a paper that requires at least eight outside sources that the students need to find via their own research. Therefore, several discussion sections are devoted to research methods and resources, like the UCLA libraries, online article databases, etc., as well as citation methods and standards.</p>   |

**(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>4</u>	(hours)
3. Group Projects:	<u>n/a</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>n/a</u>	(hours)
5. Information Literacy Exercises:	<u>n/a</u>	(hours)
6. Written Assignments:	<u>3</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)**

## ANCIENT NEAR EAST 15

### Women and Power in the Ancient World

Almost no evidence of successful, long-term female leaders exists from the ancient world – in the Mediterranean, Near East, Africa, Central Asia, or East Asia. Strangely, more women were able to rule as leader of state in ancient Egypt than in any other place on the planet. The female king of Egypt, Hatshepsut, was able to take the throne for a considerable length of time, but she could only do so by sharing power with a male ruler. China was the only other place to allow women great positions of power on a semi-consistent basis, but it still did not approach Egypt. In other parts of the ancient world, women usually served behind the throne. Not until the development of the modern nation-state were European women like Elizabeth I or Catherine the Great allowed to rule as legitimate and supreme office holders, and even they suffered intervention from husbands, fathers, lovers or other male supporters.

But some ancient women still gained the throne, using a variety of methods to gain power: Cleopatra attempted to use her sexuality and money to build alliances with warlords of the Roman empire and keep its imperial exploitation at bay; Boudicca, a noble elite of Britain led her people against Roman legions; Like Hatshepsut of Egypt, Empress Lü ruled for sixteen years on behalf of her son and grandsons, Wu Zetian of China began as regent for her young son, but she went further than the Egyptian monarch and ruthlessly expelled both her sons from power before they came of age, ruling alone. These women were exceptions, and, for the most part, served as mere placeholders for their male relatives. Complex societies are inherently bound to masculine dominance, forcing female rulers to resort to familiar methods to gain power. It was a rare occurrence, but some women did gain political power in the ancient world. How? Some female rulers used their sexuality to gain access to important men. Other 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 when able bodied males were busy fighting complicated and drawn-out military contests. Sometimes, a woman was chosen to lead because she was the only educated and elite member of her society left standing, after all of the male leaders had been dispatched in drawn-out battles against imperial or civil aggression. A woman's power in the ancient world (and perhaps even today) was compromised from the outset, and this class will address the root causes of this social inequality.

Given this social reality in the ancient world, how then 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 was so habitually cloaked by a man's dominance? This class will address those questions and ask how much of this ancient reality still touches us today. Course requirements will focus on the development of advanced writing skills and critical thinking.

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Instructor: Kathlyn (Kara) Cooney, Associate Professor of Egyptology  
 Office: 392 Humanities Building  
 Email: [cooney@ucla.edu](mailto:cooney@ucla.edu)  
 Office hours: Mondays and Wednesdays 1:30 pm – 2:30 pm  
 Mailbox: 378 Humanities Building  
 Phone: 310 825 4165 (NELC office; I don't have an office phone!)

**Lecture:** Mondays and Wednesdays 11:00am-12:15pm, classroom TBA

**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, as well as preparation for the various writing assignments. Your TAs will help you with your collection of primary and secondary sources, the development of your analysis, and the crafting of your argument, as well as numerous other writing skills and editing techniques. You will also spend time critiquing each other's arguments in class. Your TAs will be responsible for all grading, including your participation and writing assignments. I will only intervene in the case of a dispute, and in that case, please be prepared for your grade to go down, rather than up. Either is possible.

### Teaching Assistants (TAs)

Nadia Ben-Marzouk – n.benmarzouk@ucla.edu – Ancient Near East

Danielle Candelora – dcandelora@ucla.edu - Ancient Egypt

Rachelle Moy – rachelmmoy@gmail.com – Ancient Egypt

Tao Shi– stoneshitaotao@ucla.edu – Ancient China

Renata Strauder – restauder@ucla.edu – Iranian Studies

### Required texts:

- Haywood, John, *The Penguin Historical Atlas of Ancient Civilizations* (London 2005)
- Cooney, Kara, *The Woman Who Would Be King: Hatshepsut's Rise to Power in Ancient Egypt* (New York 2014)
- Diamond, Jared, *The World Until Yesterday* (Penguin Books 2013)
- Roller, Duane, *Cleopatra: A Biography* (Oxford 2011)
- Many other required articles and book sections are available online through the course website, with login. Some are required; some are just pertinent and interesting. I will add as the course continues.

### Important Dates:

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\*\*All assignments are due by the start of the Wednesday lecture of the week listed.  
(Specific dates TBA depending on the quarter offered)

Week 2	Mann Summary draft
Week 3	Mann Summary final revised version
Week 5	Paper 1 Draft
Week 7	Paper 1 Revised Final Draft
Week 8	Annotated Bibliography for Paper 2
Week 9	Paper 2 Draft
Week 10	Peer review of Paper 2 draft (in section)
Week 11 (finals week)	Paper 2 Revised Final Draft

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## Grading:

\*Please note that students must maintain a “C” in order to fulfill the Writing II requirement.

<i>% of grade</i>	<i>Type of work</i>
10%	Discussion section participation
10%	Mann Summary (2 Pages) <ul style="list-style-type: none"> <li>- Draft: 5%</li> <li>- Final: 5%</li> </ul>
30%	Paper 1 (5-6 Pages) <ul style="list-style-type: none"> <li>- Draft: 10%</li> <li>- Final: 20%</li> </ul>
50%	Paper 2 (8-10 Pages) <ul style="list-style-type: none"> <li>- Annotated Bibliography: 5%</li> <li>- Draft: 10%</li> <li>- Peer Review: 5%</li> <li>- Final: 30%</li> </ul>

## Course Policies:

### Section Attendance and Participation

Students are expected to attend and participate in lectures and discussion sections. Because much of your writing instruction and editing help will occur in section, attendance is crucial, and excessive unexcused absences will detrimentally affect your grade. Note that TAs will take attendance for each discussion section, and each unexcused absence will result in a 5% reduction in the final course grade. Two unexcused absences from section will result in a FAILING GRADE for the course, while students requiring two or more excused absences from section will be encouraged to withdraw. Students will also be dropped from their sections if they miss the first two meetings of the course. Documentation, such as a signed doctor’s note, must be provided in order to have an absence excused.

### Individual Appointments with TAs

While your individual TA will have their own policies, it is highly encouraged/suggested that students seek to meet with their TA individually at least once during the quarter to discuss their writing, the paper revision process, etc. TAs are a wonderful resource for you, so go see them!

### Assignments and Revisions

- Late Policy – assignments submitted at any time after the beginning of lecture are considered late. Late papers will be marked down 5% per 24 hours that they are submitted late (with the clock starting at the beginning of lecture). Any paper more than 7 days late will not be accepted, and will receive a zero.
- Length Policy – the minimum page requirements are for complete pages of text, not including bibliography, images, or headers. A 4 to 5 page paper, for example, will cover at least four complete pages with text, followed by bibliography. A 10% deduction will be issued for each page less than the minimum on both the draft and revised version.
- Revision Requirements – Minimum revisions MUST include at least the TA suggested revisions as well as your own, further, revisions. Submitting revised versions that incorporate only the TA suggestions will detrimentally affect your grade.

- \*TIP: Swap and review papers with another student after TA revisions are incorporated, then edit based on those revisions as well.
- All assignments will be submitted to Turnitin.com, through a link on the course CCLE page under the week in which the assignment is due.

### Plagiarism

UCLA Student Conduct Code section 102.01c: “Plagiarism includes, but is not limited to, the use of another’s words or ideas as if they were one’s own; including, but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student’s original work; or, representing the identifiable but altered ideas, data or writing of another person as if those ideas, data or writing were the student’s original work.”

### Resources

- Meet with your TA!
- “Bruin Success with Less Stress” <http://www.library.ucla.edu/bruinsuccess> - a student-centered, interactive, online tutorial designed to guide you through information literacy topics including intellectual property, file sharing, citing and documenting sources, project management, and academic dishonesty.
- Writing Program resources: <http://www.humnet.ucla.edu/humnet/wp/resources/index.html>
- UCLA Undergraduate Writing Center (see below)

### The Undergraduate Writing Center

A61 Humanities & Social Science Satellite (Powell 238): Mon thru Thurs, 10am-6pm; Fri, 10am-3pm  
 Rieber 115: Sun-Thurs, 7-9PM & Powell 238: Sun-Thurs, 6-9PM  
 Phone: 310-206-1320; e-mail: [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu)  
 Book an Appointment: [www.wp.ucla.edu/uwc](http://www.wp.ucla.edu/uwc)

Scheduled appointments: Work in person with a Peer Learning Facilitator (PLF)

- 50-minute appointments in A61 Humanities & Powell 238 Evening/Weekend Location
- 50- and 25-minute appointments in Social Science Satellite & Rieber 115

Walk-in appointments: Walk in to discuss a small issue or an entire paper

- 30-minute appointments available at all locations
- first-come, first-served

Online Writing Center: Talk via Google Hangouts with a Peer Learning Facilitator (PLF)

- 50-minute appointments (during A61 Humanities location hours), using Google Hangouts
- submit your paper online, using Google Docs

What you should bring to the Writing Center:

- A draft if you have one
- Preliminary notes or writing if you don’t have a draft
- A copy of the assignment
- Instructor or peer comments on your paper
- Copies of readings or research related to the assignment.



## Assignments:

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All assignments are to be submitted to Turnitin.com (via the course CCLE page), and formatted as double spaced, 1 inch margins, and in size 12 Times New Roman font.

### **Mann Summary: Synthetic Writing (2 pages)**

Read Michael Mann's *The Sources of Social Power*. What is Mann's main argument? Write a brief 2-page synthesis that summarizes his definition of power and his four sources of social power (what are they?). Conclude by considering how these four types of power manifest in our society today.

\*Note that you should be able to discuss the nuances of each of his categories of power (e.g., *transcendent* vs. *morale* ideological power)

### **Paper 1: Analytical Writing (5-6 pages)**

Using the information presented in course lectures and assigned readings, apply Michael Mann's framework of social power to the case of the female king of Egypt, Hatshepsut. *No outside/additional research is required for this paper*, instead the goal is to analyze the strategies which Hatshepsut used in her ascent to the throne and the maintenance of her power for over two decades. You should identify examples of Hatshepsut's use of ideological, economic, military, political, and sexual power. Present and support an argument in which you demonstrate that this female king strategically employed these types of power in different contexts or at different times in her rule, or owed her reign to one or two of these powers over the others. For example, consider defending the idea that the legitimacy of her rule is based most heavily on ideological power, or that her most effective strategy in maintaining her kingship was to relinquish her sexual power.

### **Paper 2: Research Writing (10-12 pages)**

Your paper will rely on primary ancient 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. Or you could examine feminine power using Michael Mann's rubric of power being either ideological, economic, political, or military in basis. You could 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, or the reasons for her exclusion from 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 visual or archaeological data. I am 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, then you are on the right track. If you are just asking WHAT happened?, then you will produce a descriptive paper with no real analysis.



### Possible Prompts

Feel free to pursue any of the following prompts for your research paper or come up with your own topic and have it approved by your TA **by the end of Week 7**.

1. Compare and contrast Hatshepsut's power methodology with Cleopatra's. Include discussion of ideological, economic, political, military and sexual power.
2. Compare and contrast female power in Greece and Persia. Use IEMP(S) as a guide for your answer.
3. Ancient Rome and China were part of two imperial systems that included women in their power structures. How did women exercise power in each system? How are these systems different from one another?
4. How might an Egyptian female gain royal power in the context of dynastic succession?
5. How did particular religious systems reflect the social structure of a given culture, and how did that accommodate or hinder women's access to power?
6. Why do law codes, religious morals, and social practices often place severe constraints on female sexuality?
7. How might the advent of monotheism have restricted female power, especially religious power?
8. Compare and contrast women's access to power in two ancient cultures, analyzing the similarity/difference through an examination of political structure, law codes, religious systems, etc.
9. Compare and contrast two powerful women from the ancient world, analyzing their power strategies and the social systems in which they gained that power.

### Learning Outcomes

Writing a research paper is more than just sitting down and typing out 12-pages worth of text; it is a *process*. Students will engage in this process by:

1. Identifying a *specific* research question to answer on a topic related to women and power in the ancient world.
2. Searching, identifying and collecting both primary and scholarly sources on their topic (What has been said about this topic before? What does the data look like to explore this topic? Is it sufficient?)
3. Creating an annotated bibliography to reflect engagement with and evaluation of your 8 sources.
4. Submitting a draft of your paper to one of your peers for feedback and providing feedback on another student's draft.
5. Submitting a revised 10-12-page research paper.

### Research Resources

**Please use at least 4 primary sources and at least 4 secondary sources for your paper.**

Secondary readings assigned for the course can be cited in your paper, but will not count toward the 4 required secondary sources. However, primary sources read or discussed in class may be used. We also 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*
- Any article found on [www.jstor.org](http://www.jstor.org)

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

### Grading Scale:

<i>letter grade</i>	<i>points</i>	<i>achievement level</i>
A+	97-100	
A	94-96	Student has excellent knowledge of course concepts and the relevant source materials; has the skills to develop and sustain a scholarly argument on these topics in writing by carefully and meaningfully combining primary and reliable secondary sources.
A-	90-93	
B+	87-89	
B	84-86	Student has good knowledge of course concepts and the relevant source materials; can develop and sustain a scholarly argument on these topics in writing, but requires more training in carefully and meaningfully combining primary and secondary sources.
B-	80-83	
C+	77-79	
C	74-76	Student has rudimentary knowledge of course concepts and the relevant source materials; writing is driven by argumentation but lacks precision and clear organization. <i>*Please note that according to Registrar Policy, a student must earn a 74 or higher as their final grade to receive the Writing II requirement credit.</i>
C-	70-73	
D+	67-69	
D	64-66	Student has limited knowledge of course concepts and the relevant source materials; writing is hardly driven by clear argumentation and tends to be disorganized.
D-	60-63	
F	0-59	Student has not acquired any knowledge of course concepts; has demonstrated unacceptable writing skills.

## Weekly Breakdown

Week 1		<b>Introduction: Women and Power in the Ancient World</b>
M+W Dates TBA	Readings for this week:	<ul style="list-style-type: none"> <li>• Haywood, John, <i>The Penguin Historical Atlas of Ancient Civilizations</i>, 8-17.</li> <li>• Green and Troup, “Gender and History” from <i>The Houses of History</i> (1999), pp. 253-262.</li> <li>• Ingalhalikar, et al, “Sex differences in the structural connectome of the human brain”, <i>Proceedings of the National Academy of Sciences</i> (2013), plus <i>LA Times</i> synopsis.</li> <li>• Robert Max Jackson, <i>Down So Long</i> (unpublished) – chapter 2 (<a href="http://www.nyu.edu/classes/jackson/future.of.gender/Readings/DownSoLong--Persistence&amp;Origins.pdf">http://www.nyu.edu/classes/jackson/future.of.gender/Readings/DownSoLong--Persistence&amp;Origins.pdf</a>)</li> <li>• Masters and de Waal, “Gender and Political Cognition: Integrating Evolutionary Biology and Political Science,” <i>Politics and the Life Sciences</i> 8,1 (1989), 3-39.</li> <li>• Michael Mann, <i>The Sources of Social Power</i>, 1-33</li> </ul>
Week 2		<b>Women and Power in Agricultural Communities</b>
M+W Dates TBA		<ul style="list-style-type: none"> <li>• Diamond, Jared, <i>The World Until Yesterday</i> (2013)</li> <li>• Ehrenberg, Margaret, <i>Women in Prehistory</i> (1989), 41-76.</li> <li>• Ember, Carol R., “The Relative Decline in Women’s Contribution to Agriculture,” <i>American Anthropologist</i> 85,2 (1983), 285-304.</li> <li>• Ernestine Friedl, “Society and Sex Roles,” <i>Human Nature Magazine</i>, April 1978</li> </ul>
Week 3		<b>Female Rule in the context of a Regional State: Egypt</b>
M+W Dates TBA		<ul style="list-style-type: none"> <li>• Haywood, <i>Historical Atlas</i>, 54-65.</li> <li>• Gay Robins, “Women in Ancient Egypt,” in: Vivante, <i>Women’s Roles</i>, 155-188.</li> <li>• Betsy Bryan, “In Women Good and Bad Fortune are on Earth: Status and Roles of Women in Egyptian Culture,” in Capel and Markoe, eds., <i>Mistress of the House; Mistress of Heaven</i> (1996), 25-46.</li> <li>• Start Cooney, <i>The Woman Who Would be King</i> (2014)</li> </ul>
Week 4		<b>Female Rule in Egypt: Hatshepsut</b>
M+W Dates TBA		<ul style="list-style-type: none"> <li>• Brown &amp; Garrett, “The King Herself,” <i>National Geographic</i> 2005.</li> <li>• Finish Cooney, <i>The Woman Who Would be King</i> (2014)</li> </ul>
Week 5		<b>Female Rule in a City-State: Mesopotamia &amp; the Levant</b>
M+W Dates TBA		<ul style="list-style-type: none"> <li>• Haywood, <i>Historical Atlas</i>, Part I: The Ancient Near East, 18-33; 42-47.</li> <li>• Nemet-Nejat, Karen Rhea “Women in Ancient Mesopotamia,” in: B. Vivante, ed., <i>Women’s Roles in Ancient Civilizations</i>, 85-114.</li> <li>• Gruber, Mayer I., “Women in the Ancient Levant,” in: Vivante, <i>Women’s Roles</i>, 115-154.</li> <li>• Janet Howe Gaines, “How Bad was Jezebel,” in <i>Bible Review</i> 2013</li> <li>• Athaliah and Jezebel as represented in the Hebrew Bible: 2 Kings 8:16 – 11:16 and 2 Chronicles 22:10-23:15</li> <li>• Deborah as represented in the Hebrew Bible: Book of Judges chapters 4 &amp; 5.</li> </ul>

Week 6		<b>Female Rule in cities and empires: Greece and Persia</b>
	M+W Dates TBA	<ul style="list-style-type: none"> <li>• Haywood, <i>Historical Atlas</i>, 50-53; 102-105.</li> <li>• Vivante, Bella, “Women in Ancient Greece,” in: Vivante, <i>Women’s Roles</i>, 219-256.</li> </ul> <p>Brosius, Maria, “Royal Women and the Achaemenid Court,” <i>Women in Ancient Persia 559-331 BC</i> (1996), 83-122 (chapter 4).</p>
Week 7		<b>Female Rule in ancient India (and maybe Anatolia if there is time!)</b>
	M+W Dates TBA	<ul style="list-style-type: none"> <li>• Haywood, <i>Historical Atlas</i>, 72-81</li> <li>• Karen Lang, “Women in Ancient India,” in: Vivante, <i>Women’s Roles</i>, 35-61.</li> </ul>
Week 8		<b>Female Rule in the context of Empire: Rome</b>
	M+W Dates TBA	<ul style="list-style-type: none"> <li>• Haywood, <i>Historical Atlas</i>, 108-109.</li> <li>• Hallett, Judith P., “Women in the Ancient Roman World,” in: Vivante, <i>Women’s Roles</i>, 257-291.</li> <li>• Vermeule, Cornelius C. III, “Livia to Helena: Women in Power, Women in the Provinces,” in: Diana E.E. Kleiner and Susan B. Matheson, eds., <i>I, Claudia: Women in Ancient Rome</i> (1996), 17-27.</li> </ul>
Week 9		<b>Female Rule in Hellenized Egypt: Cleopatra</b>
	M+W Dates TBA	<ul style="list-style-type: none"> <li>• Chip Brown, “The Search for Cleopatra,” <i>National Geographic</i> 2011.</li> <li>• Duane Roller, <i>Cleopatra: A Biography</i></li> </ul>
		<b>Female Rule in the context of Empire: China</b>
Week 10	M+W Dates TBA	<ul style="list-style-type: none"> <li>• Haywood, <i>Historical Atlas</i>, 88-89.</li> <li>• Kinney, Anne Behnke, “Women in Ancient China,” in: Vivante, <i>Women’s Roles</i>, 3-34.</li> <li>• Dash, Mike, “Past Imperfect: The Demonization of Empress Wu,” in <i>Smithsonian</i>. <a href="http://blogs.smithsonianmag.com/history/2012/08/the-demonization-of-empress-wu/">http://blogs.smithsonianmag.com/history/2012/08/the-demonization-of-empress-wu/</a></li> <li>• Watson, Burton, <i>The Records of the Grand Historian of China</i> (1961), 321-340; 379-392.</li> <li>• “Empress Lü Zhi: A Power Hungry Empress,” in <i>Cultural China</i>: <a href="http://history.cultural-china.com/en/48History7817.html">http://history.cultural-china.com/en/48History7817.html</a></li> <li>• Bret Hinsch, <i>Women in Early Imperial China</i> (2010), chapter 5, 97-115.</li> </ul>
Finals Week		<b>Final Draft of Paper 2</b>



## Course Revision Proposal

### Ancient Near East 15W Women and Power in Ancient World

**Requested revisions that apply:** Renumbering  Title  Format  Requisites  Units  Grading  DescriptionMultiple Listing:  Add New  Change Number  DeleteConcurrent Listing:  Add New  Change Number  Delete**CURRENT****Course Number** Ancient Near East 15**Title** Women and Power in Ancient World**Short Title** WMN&PWR-ANCNT WORLD**Units** Fixed: 5**Grading Basis** Letter grade or Passed/Not Passed**Instructional Format** Primary Format  
LectureSecondary Format  
Discussion**TIE Code** LECS - Lecture (Plus Supplementary Activity) [T]**GE** No**Requisites** None**Description** Lecture, four hours; discussion, one hour. Examination of how feminine power confronts masculine dominance within complex social systems in ancient world. To gain political power, some female rulers used their sexuality to gain access to important men. Other women gained their position as regents and helpers of masculine kings who were too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be men so that their femininity would not be obstacle to political rule. Many women only gained throne at end of dynasties after male line had run out entirely, or in midst of civil war when patrilineal successions were in disarray. Women were sometimes only effective leaders left in drawn-out battles against imperial aggression. No women were able to gain reigns of power through their bloodlines alone. Women's power was compromised from outset. Examination of root causes and results of this political inequality. P/NP or letter grading.**PROPOSED**

Ancient Near East 15W

Women and Power in  
Ancient WorldWMN&PWR-ANCNT  
WORLD

Fixed: 5

Letter grade or  
Passed/Not PassedPrimary Format  
Lecture - 4 hours per  
weekSecondary Format  
Discussion - 1 hours per  
weekLECS - Lecture (Plus  
Supplementary Activity)  
[T]

Yes

Writing I

**Lecture, four hours; discussion, one hour. Examination of how feminine power confronts masculine dominance within complex social systems in ancient world. To gain political power, some female rulers used their sexuality to gain access to important men. Other women gained their position as regents and helpers of masculine kings who were too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be men so that their femininity would not be obstacle to political rule. Many women only gained throne at end of dynasties after male line had run out entirely, or in midst of civil war when patrilineal successions were in disarray. Women were**

