

**History and Gender in Ancient Times**

Code: 100369  
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500501 History	OT	4	0
2503702 Ancient Studies	OT	4	0

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Agnès García Ventura

**Prerequisites**

None.

**Objectives and Contextualisation**

The main objective of the course is to place gender at the same level as other variables such as socioeconomic status or ethnicity when explaining the social configuration of the four great civilizations of the ancient world (Mesopotamia, Egypt, Greece and Rome). At the end of the course, the students will be able to explain these civilizations starting from the concept of intersectionality discussed in the sessions.

**Competences**

History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Ancient Studies

- Be able to express oneself orally and in writing in the specific language of history, archaeology and philology, both in one's own languages and a third language.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Assessing and critically solving the characteristic historiographical problems of gender history.
2. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
3. Engaging in debates about historical facts respecting the other participants' opinions.
4. Identifying the context of the historical processes.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Identifying the specific methods of history and their relationship with the analysis of particular facts.
7. Organising and planning the search of historical information.
8. Properly using the specific vocabulary of History.
9. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
10. Solving problems autonomously.
11. Using the characteristic computing resources of the field of History.
12. Using the specific interpretational and technical vocabulary of the discipline.

## Content

The main objective of the course is to place gender at the same level as other variables such as socioeconomic status or ethnicity when explaining the social configuration of the four great civilizations of the ancient world (Mesopotamia, Egypt, Greece and Rome). At the end of the course, the students will be able to explain these civilizations starting from the concept of intersectionality discussed in the sessions.

During the course, six major thematic blocks will be developed:

Topic 1. Historiographic trends in the study of gender in antiquity.

Topic 2. Mesopotamia: sources, legal status, life cycles, the organisation of work, political power, sexuality, art and literature.

Topic 3. Egypt: sources, legal status, life cycles, the organisation of work, political power, sexuality, art and literature.

Topic 4. Greece: Misogyny, legal status, life cycles, the organisation of work, sexuality, art, Sparta, women "barbarians".

Theme 5. Rome: sources, legal status, life cycles, the organisation of work, political power, sexuality, art and literature.

Topic 6. The Judeo-Christian area.

In addition to this chronological and geographic thematic distribution, some topics, such as the concept of work or masculinities, will be dealt with in a transversal way. Needless to say the content of the course will always relay on the gender perspective.

## Methodology

The teaching methodology of the subject incorporates three types of activities:

(1) Theoretical sessions.

(2) Seminars. Throughout the course there will be two seminars where the specific topic of violence against women in Egypt and in the Classical world will be analyzed. The seminars will be led by specialists in the proposed subject.

(3) Classroom Practices: The theoretical sessions will be combined with practical sessions of analysis of primary sources.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activities and exercise corrections	30	1.2	10, 1, 2, 4, 6, 5, 7, 3, 9, 8, 12, 11
On-site sessions	88.5	3.54	10, 1, 2, 4, 6, 5, 7, 3, 9, 8, 12, 11
Type: Supervised			
Seminars	30	1.2	10, 1, 2, 4, 6, 5, 7, 3, 9, 8, 12, 11

## Assessment

The evaluation of the course consists of three activities: two essays based on primary sources and one exam

- First essay (30% of the final grade)
- Second essay (30% of the final grade)
- Exam (40%)

After the publication of the qualifications of each of the three activities, a calendar for the revision of the qualifications of the students will be established.

The only resit activity is the exam.

The students will be tagged as "Not evaluable" and cannot be submitted for resit if the minimum mark of the Continuous Assessment set is 3.5 or less.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	40%	1.5	0.06	10, 2, 4, 6, 7, 8, 12
First essay	30%	0	0	10, 1, 2, 4, 6, 5, 7, 3, 9, 8, 12, 11
Second essay	30%	0	0	10, 1, 2, 4, 6, 5, 7, 3, 9, 8, 12, 11

## Bibliography

Bahrani, Z. 2001: *Women of Babylon*, London.

- Budin, S. L. / Turfa, J. M. (eds.): *Women in Antiquity*, Oxon.
- Cantarella, E. 1991: *La mujer romana*, Santiago de Compostela.
- Graves-Brown, C. 2010: *Dancing for Hathor. Women in Ancient Egypt*, London / New York.
- Iriarte, A. 2002: *De amazonas a ciudadanos. Pretexto ginecocrático y patriarcado en la Grecia antigua*, Madrid.
- James, S. L. / Dillon, S. (ed.) 2012: *A companion to women in the ancient world*, Blackwell.
- Justel, J. J. / Garcia, A. (eds.) 2018: *Las mujeres en el Oriente cuneiforme*, Alcalá de Henares.
- Loroux, N. 2004: *Las experiencias de Tiresias (Lo masculino y lo femenino en el mundo griego)*, Barcelona.
- Molas, D. (ed.), 2002: *Vivir en femenino. Estudio de mujeres en la antigüedad*, Barcelona.
- Molas, D. (ed.), 2007: *Violencia deliberada: las raíces de la violencia patriarcal*, Madrid.
- Mossé, C. 1994: *La mujer en la Grecia clásica*, Madrid.
- Picazo, M. 2008: *Alguien se acordará de nosotras. Mujeres en la ciudad griega antigua*, Barcelona.
- Pomeroy, S. 1987: *Diosas, rameras, esposas y esclavas*, Madrid.
- Robins, G. 1996: *Las mujeres en el antiguo Egipto*, Madrid.
- Stol, M. 2016: *Women in the Ancient Near East*, Berlin.