



## KIIS Winter Italy 2019-2020

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### GWS 470 Sexuality and Society in Ancient Italy

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*Syllabus subject to change*

#### **Course Description:**

How did ancient Italians represent women and men? And, what and how did they think about sexuality? In this course, we examine ancient Italian views about gender and sexuality as portrayed in their literature, but also in artifacts of ancient culture encountered in the program (for example, in sculpture, painting, architecture, and inscription). These will help us reconstruct some ideals of behavior for men and women in ancient society, what constituted deviation from these ideals, and how Romans may have experienced these social structures.

#### **Course Objectives and Learning Outcomes:**

Students are expected to read widely in ancient texts and modern interpretations of those texts; to participate actively in analysis and discussion of ancient cultural experiences, institutions, and values; to experience Italian culture in art and architecture in museums and at various sites in Italy; to synthesize the information they've gained in class and on their own and to apply it to a problem or topic of their own choosing in a final paper and project.

The KIIS Italy Winter program has developed the following student learning outcomes for all courses in the program:

After having completed the KIIS Italy Winter program, students will have

- honed their knowledge of Italy and Italy society, from antiquity to the 21st century;
- synthesized academic concepts with real world experiences;
- observed Mediterranean life in rural settings, in middle-sized towns, and in the cities of Florence and Athens;
- interacted with ordinary Italians on a regular basis;
- exhibited confidence in their abilities to function competently in another culture;
- articulated an understanding of what it means to be the stranger in another land;
- articulated the relationship between ideas and place (i.e., geography, landscape, buildings, monuments) as that relationship reflects the past, the present, and the recreation of the past in the present;
- clarified their personal values, both as U. S. citizens and as individuals;
- deepened their appreciation for the values of others;
- improved their oral and written communication skills in English.

In addition, this course has the following specific student learning outcomes:

By the end of the course, students will be able to:

- communicate and explain important ancient Italian ideas of gender and sexuality in myths, literature and in examples of ancient Italian material culture;
- analyze critically the artistic, social and other origins and influences of the Ancient Greek and Roman ideas of gender and sexuality;
- synthesize how myths (and beliefs connected to them) were expressed through material culture in the ancient Italian past.
- identify and recognize key terms, trends, perspectives, and theories in the study of ancient myth.
- critique trends, perspectives, and theories in the study of ancient myth.
- demonstrate, in speech and writing, a comprehension of ancient texts, artistic works, and archaeological sites connected with ancient myth.
- identify and evaluate various ways that ancient Italian ideas of gender and sexuality can be compared with other features of social status (f.e., free and slave status; different ethnicities) and with modern categories and practices.
- identify and evaluate the issues in ancient gender and sexuality that reveal cultural differences in the ancient world and compare these with similar issues in modern cultures.
- recognize from their study of ancient texts and ancient material culture how gender and sexuality constituted a central structural dynamic in ancient culture.
- identify and evaluate the various ways gender and sexuality in ancient societies represent cultural diversity, comparing these with our own.
- Articulate and defend their own opinions about gender and sexuality (particularly in ancient Italian societies) and their relationships to cultural traditions.

#### **Course Outline:**

What is Gender and Sexuality? Construction vs Essence  
 Cultural Contexts: Greek, Etruscan, and Roman  
 Myth, Literature, and Cultural Imagination of Sexuality and Gender  
 Religion and Sex-Gender  
 Slavery and Sexuality  
 Deportment: Machismo and the Feminine

#### **Instructional Activities / Field Experiences:**

Of the 37.5 hours of instruction this course provides, approximately 23 will be spent in the kinds of activities an on-campus class provides: review of materials, lectures, discussions, guest lectures, etc.; approximately 14 hours will be spent in introductions/orientations to the various locales, cities, archaeological sites, museums and cultural institutions we visit.

In some basic way, of course, the land of Italy is our textbook. Students will be encouraged to employ "place as text" principles in their explorations of ancient Italian life.

#### **Course Requirements / Grading:**

Scale:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 E (F)

Students will write short response papers (descriptions and analyses of places and art-objects pertaining to myth). These short compositions will contribute 40% of the course grade. Short quizzes will contribute 30%. Students will write an essay, selected in consultation with the instructor and contributing 30% of the grade.

This course grade will not include plus or -minus, a system which may apply at your college or university, but not on KIIS programs. Sample grading rubrics are attached to this syllabus.

**Attendance Policy:**

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

**Disability Accommodation**

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You are welcome to contact KIIS Assistant Director, Rebekah Golla, [rebekah.golla@wku.edu](mailto:rebekah.golla@wku.edu), to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

**Title IX / Discrimination & Harassment**

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable

educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Rebekah Golla (+1-270-779-8091) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / [andrea.anderson@wku.edu](mailto:andrea.anderson@wku.edu)) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / [michael.crowe@wku.edu](mailto:michael.crowe@wku.edu)) or Joshua Hayes (270-745-5121 / [joshua.hayes@wku.edu](mailto:joshua.hayes@wku.edu)). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

A word of caution about our courses: Please be aware that some of the material in these courses may trigger disturbing thoughts or memories. Many of the works of art are explicit or nudes. Please feel free to step out of class if you feel uncomfortable or threatened.

### **Academic Honesty Policy:**

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

### **Texts and References:**

Required Materials:

*Change Me: Stories of Sexual Transformation from Ovid*. Tr. Jane Alison. (New York and Oxford: Oxford University Press, 2014). Paper \$24.95

Digital materials that the instructor provides via email, shared cloud files, or flash drive.

Recommended:

Larson, Jennifer. Ed. *Greek and Roman Sexualities: A Sourcebook* (London/New York: Bloomsbury, 2012). Google e-book \$17.04. Amazon Kindle: \$23.99; paper: \$39.76.

The two headings below indicate the kinds of things that instructors often seek out in essays and projects.

## Writing Rubric

### Argument and Judgment

A passing essay

1. addresses the prompt
2. communicates a focused purpose to an academic audience.
3. constructs a well-developed and coherent argument.
4. provides appropriate support for judgments.
5. gives appropriate consideration to alternative perspectives or evidence.
6. successfully interprets purpose(s) and focus of the prompt.
7. engages challenging ideas.
8. demonstrates how knowledge gained from class research supports judgments.
9. does not dismiss evidence provided in the textbook without adequate justification.

### Writing Skills

A passing essay

10. appropriately introduces the reader to the main idea.
11. includes final paragraph(s) that provide(s) closure consistent with the main idea.

Its paragraphs

12. use content which consistently supports the thesis or main idea.
13. signal new ideas, sub-ideas, or emphases.
14. consistently maintain relationships or connections between to the ideas they develop.
15. are developed enough to consistently keep readers focused on the thesis or main idea.

Its sentences

16. within each paragraph connect clearly and consistently to the main emphasis of the paragraph.
17. develop relevant ideas by building on content from preceding sentences.
18. within each paragraph connect clearly to the meaning of sentences that come before and after.
19. use relevant diction and stylistic conventions appropriate for university writers.
20. are free of spelling errors which consistently distract the reader.
21. are free of grammatical errors which consistently distract the reader.

## Final Project Rubric

Final Project and Reflection Rubrics (developed by a teaching group at Carnegie-Mellon):

### Final Presentation Rubric

Rating Content and Creativity (40%)

Sophisticated

The presentation contained an abundance of material which clearly related to the main

arguments. External research was used to justify arguments or solutions. The presentation of the material was original and presented in a creative way that held audience attention.

#### Competent

The presentation contained material to support the main arguments, but: 1) not all material clearly related to the main arguments; 2) limited external research was used to justify arguments or solutions; and/or 3) the presentation of the material was appropriate, but only somewhat held audience attention.

#### Not Yet Complete

The audience had to make considerable effort to understand the underlying logical and flow of ideas. Major aspects of the analysis or recommendations were absent. No external research was used to justify arguments or solutions. The presentation lacked creativity and did not hold audience attention.

#### Rating Coherence and Organization (30%)

##### Sophisticated

The thesis, argument and solution were clearly stated and examples were appropriate. The transitions and flow were easy to follow. Slides were error-free and logically presented.

#### Competent

The thesis, argument and solution were clearly stated, but: 1) not all examples were supportive illustrations; 2) the transitions and /or flow were somewhat difficult to follow; and/or 3) slides were error-free and logically presented.

#### Not Yet Complete

The thesis, argument, solution and examples were not clearly stated. The conclusion was unclear. The transitions and flow were not logical. Slides contained errors and a lack of logical progression.

#### Rating Speaking Skills and Participation (30%)

##### Sophisticated

Team members were poised and had clear articulation. Every team member spoke and participated at a very high and balanced level. Speakers demonstrated good volume, and eye contact. Enthusiasm and confidence was exuded. The presentation fit into the time allotment of 10-20 minutes.

#### Competent

Team members were mostly audible and/or fluent on the topic, but: 1) not all team members spoke and/or participated in a high and balanced level; 2) speakers demonstrated fair volume and/or eye contact was broken with audience; 3) light discomfort with public speaking was exuded; and/or 4) the presentation slightly went over the 10-20 minute allotment.

#### Not Yet Complete

Team members were often inaudible and/or hesitant and relied heavily on notes. Speakers made distracting gestures with little or no audience eye contact. A high level of discomfort

with public speaking was exuded. The presentation went over the 10-20 minute allotment (without justification or permission).

### **Individual Reflection Paper Rubric**

#### **Sophisticated**

The individual contributed in a valuable way to the project. The individual is also able to articulate the key performance criteria of successful teams and evaluate the group performance accordingly.

#### **Competent**

The individual did not contribute as heavily as others but did meet all responsibilities. The individual is also able to identify some key performance criteria of successful teams and/or draw related connections the group performance.

#### **Not Yet Complete**

The individual did not contribute to the project and failed to meet responsibilities. The individual does not identify key performance criteria of successful teams or draw inference to own experience.