



**FACULTY OF ARTS  
DEPARTMENT OF CLASSICS AND RELIGION  
COURSE OUTLINE**

**COURSE NUMBER:** GRST 315

**COURSE NAME:** Women and the Family in Ancient Greece and Rome

**CLASS DAYS & TIMES:** MWF 1-1.50 pm

*Monday and Wednesday classes will be face-to-face in the classroom; Friday classes will be online as a combination of synchronous Zoom classes and asynchronous D2L activities. A course schedule will be provided on D2L by the first week of classes.*

**INSTRUCTOR NAME AND EMAIL:** Dr. Amber J. Porter ([ajporter@ucalgary.ca](mailto:ajporter@ucalgary.ca))

**OFFICE HOUR:** By appointment via Zoom

**COURSE EMAIL & COMMUNICATION POLICY:**

All course communications must occur through your UofC email, and I will do my best to respond to emails within 24 hours (excluding holidays.) Using an external email address may result in your message being diverted as spam.

**COURSE CALENDAR STATEMENT**

A survey of the lives, social roles and representations of women based on documentary evidence, literature and art. Emphases may vary from term-to-term.

**COURSE DESCRIPTION**

How did the people of the ancient Mediterranean experience gender, sexuality, and family? This course will explore ancient descriptions and constructions of gender, sexuality, and family, with particular focus on ancient Greek and Roman women. Using ancient sources ranging from letters to law codes, graffiti to sermons, paintings to statues, and houses to public buildings, we will consider how the ancient Greeks and Romans lived and thought about sex, gender roles, and family life. In doing so we will be able to reflect both on their attitudes towards these topics, and our own.

**COURSE LEARNING OUTCOMES**

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

1. articulate their knowledge of the socio-political role of women, men, and the family in ancient Greek and Roman societies
2. appraise both literary and visual evidence relating to women's lives in ancient Greece and Rome through critical analysis of primary sources
3. identify and use scholarly sources in their work
4. construct a research project on a viable topic and reference its appropriately
5. participate in a community of learning and engage in meaningful discussion with peers

## TEXTBOOKS AND LEARNING RESOURCES

*Women's Life in Greece and Rome: A Source Book in Translation* by Mary R. Lefkowitz and Maureen B. Fant. 4<sup>th</sup> edition. 2016. Published by Bloomsbury Academic. (Students must acquire the 4<sup>th</sup> edition, but there are many used copies available.)

Additional materials (readings, videos, lectures/lessons, etc.) are posted on D2L.

## LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

## COURSE SCHEDULE

A course schedule is provided in a separate document (see D2L) and includes a schedule of topics and readings, assessment due dates, and Zoom class times/dates. It is recommended that you download this document from D2L for use off-line and add any pertinent dates to your calendar.

## EXAMINATIONS

There is no final examination for this course.

## ASSESSMENT COMPONENTS

Due Dates	Assessment	Weight	Required pass/fail
September 10 (introduction) and other activities throughout	Preparation and Participation	5%	No
September 24, October 15, November 5, November 26	Online quizzes (4)	14%	No
September 17, October 1, October 29, December 3	Online discussions (4)	16%	No
October 13, November 15	Primary Source Analyses (2)	30%	No
November 3, December 8	Research Outline and Essay	35%	Yes

*\*all assessments are due by 5 pm (local Calgary time) on their respective due dates.*

## ASSESSMENT DETAILS

### Preparation and Participation

Throughout the semester, you'll need to come prepared to class – both in-person and online. There will be different activities for you to participate in to increase your learning in the course. Your preparedness and participation don't need to be perfect, but you should aim to do the best you can. One of the activities at the beginning of the semester is an online introduction. You'll have an opportunity to get to know your classmates in smaller online groups. This assessment is designed to foster community, connection, and meaningful discussion within the groups (which will remain the same for the entire semester.)

*Aligned course learning outcomes: 1, 2, 3, 5*

### **Online Quizzes**

There will be four online quizzes on D2L throughout the semester. These will test your knowledge and understanding of the previous three weeks' readings. They will be open-book, timed, available for 36 hours, and due to be completed by Fridays at 5:00 pm. More details will be provided on D2L.

*Aligned course learning outcomes: 1*

### **Online Discussions**

Four online discussions throughout the semester will develop your skills of analysis, communication, research skills, source use, and citation. It will also foster meaningful discussion within the groups. You will be asked to participate in discussions on specific topics within your group where a post and replies are required (replies are due two days after the post deadline.) Expectations and requirements, along with a grading rubric, will be provided on D2L.

*Aligned course learning outcomes: 1, 2, 3, 5*

### **Primary Sources Analyses**

Two primary source analyses are due during the semester. You'll use the skills you're developing in the class and online discussions to complete a critical analysis of a primary source. Further details will be provided on D2L.

*Aligned course learning outcomes: 2*

### **Research Essay**

The research essay will be comprised of two parts: an outline (10%) and the paper itself (25%). Students will choose their research topic from a list or submit their own topic for approval. The paper should be approximately 2,000 words in length (not include citations and quotations) and contain appropriate sources and citations. This assessment will develop your skills in academic research, writing, time-management, and citation. More details will be provided on D2L.

*Aligned course learning outcomes: 1, 2, 3, 4*

### **MISSED OR LATE ASSESSMENTS**

A 6-day 'late bank' will be provided to all learners and can be for discussion posts, replies, source analyses, and the research outline and paper. Use these days at your own discretion and without explanation during the course. This is designed to provide you with some flexibility regarding personal situations, workload management, or other concerns that may arise. You are responsible for keeping track of how many days you have used from your late bank.

You do not need to let me know ahead of time that you are using days in your late bank. As you submit your work, simply keep note of how many late days you're using. Once your late bank days are used up, late assignments will be deducted 5% per day.

If more serious circumstances arise (e.g., major illness, death in the family, etc.) which you believe will require more than six days extension, please email me ASAP. These requests will be assessed on a case-by-case basis. Accommodations for foreseeable events (e.g., varsity events, religious holidays, etc.) should be requested well in advance (not after the fact) or may not be able to be accommodated.

***Please note: no bonus, extra-credit, or make-up assignments are available.***

## GRADING

A numerical mark will be given for each course requirement. A letter grade will be assigned as a final grade on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

A+	100 – 96%	A	95 – 90%	A-	89 – 85%
B+	84 – 80%	B	79 – 75%	B-	74 – 70%
C+	69 – 65%	C	64 – 60%	C-	59 – 55%
D+	54 – 53%	D	52 – 50%	F	Under 50%

Your final grade for the course is the sum of the separate assessments.

## EXPECTATIONS FOR WRITING

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be scholarly and properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons or contact your instructor or TA.

## ATTENDANCE AND PARTICIPATION EXPECTATIONS

You are encouraged to attend the schedule Zoom classes and to be fully present and engaged in class activities and discussions. If you cannot attend, it is expected that you will watch the recorded class as soon as possible afterwards and email me with any follow-up questions. Please do not wait until the end of the semester to try to catch up on missed classes; you'll likely be overwhelmed and I'm unlikely to have the time to address your questions at that point.

## CONDUCT

Everyone is entitled to a positive, comfortable, and productive learning environment and both you, the students, and I, the instructor, have a responsibility to create it. Therefore, we are all expected to:

- be courteous and respectful towards all members of the class in all interactions (in class, discussion boards, email, Zoom, and any other forms of communication)
- reply to emails promptly (especially when the subject matter is time sensitive) and keep virtual appointments
- respect the Academic Integrity policy of the University of Calgary
- notify the appropriate individuals as soon as possible if things need alteration – that is, I will email you ASAP if anything with the course changes and you will email me ASAP if you can't meet a deadline and need an extension (outside of the Late Bank days)

## GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a synchronous or “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the

course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Instructors/moderators may remove those whose names are not associated with the class. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., Student Non-Academic Misconduct Policy).

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

I will record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

#### **COURSE EVALUATIONS AND STUDENT FEEDBACK**

Your feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. You are welcome to discuss the process and content of the course at any time with me.

#### **ACADEMIC INTEGRITY**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence.

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Academic misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. Any suspected occurrences of academic misconduct will result in a report filed with the Associated Dean of Arts.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

### **ACADEMIC ACCOMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/)

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain

circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk