



ANE 15W: Women and Power in the Ancient World

GE, 5 Units, Winter 2024 - Online

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NOTE: Syllabus is subject to change

Course Overview:

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. 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, 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 during 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 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.

Learning Outcomes:

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

1. Synthesize and debate complex ideas and theories presented by various scholars on the origins and perpetuation of gender inequality in different social systems
2. Identify a research topic, create a coherent research question

Required Books:

- Cooney, Kara. 2018. When Women Ruled the World
- Haywood, John. 2005. The Penguin Historical Atlas of Ancient Civilizations (available on Hathi Trust)
- Many other required articles and book sections are available online through the course website

How Class Works:

- Students will watch Professor Cooney's video lectures via their web browser on the CCLE course page. Readings, articles, and video assignments accompany each lecture. Students are assigned to a Teaching Assistant (TA) who will provide weekly guidance on completing all assignments. Students should plan to visit their TA's website at the beginning of each week for directions on how to approach the readings and weekly lecture videos, to access the prompt(s) for the weekly reading journal, and to watch their TA's weekly instructional video on the writing process (note: these are required).
- Each week students will work on an aspect of this project, engaging in the writing process. All writing assignments should be submitted via Turnitin.com on Fridays, 11:59 PM PST the week they are due- no exceptions. Students will submit the weekly "Activity Journal" prompt(s) on Fridays as well. TA's will grade students' assignments. However, it should be noted that we employ a non-traditional feedback model wherein Tas will not give written feedback. Rather, all feedback will be delivered via real-time conversation with the TA during office hours. Students are encouraged to take notes during these conversations.

Grade Breakdown:

Participation	20%
Reading Journal	20%
Assignment #1- Mann Synthesis	10%
Assignment #2- Research Paper	40%
• Part I- Thesis and Ann. Bib	(5%)
• Part II- Rough Draft	(10%)
• Part III- Peer Review	-
• Part IV- Final Draft	(30%)
Assignment #3- Final Presentation/Podcast	5%

Participation (20%)

Participation is 20% of your total grade and is based on viewing the professor's and TA's weekly videos, one mandatory peer-review, and one mandatory TA meeting. To access your TA's website, see the Your TA tab on the main course page and click on your TA's name.

TA Videos (25 points)

Each week your TA will post a video breaking down some aspect of the writing process and address any relevant topics from the professor's videos. It is **required** to watch these videos (in addition to the lecture videos). These are typically around 15-20 minutes long. If you do not watch these videos, you will receive 1% deduction for each missed video.

Peer Review (25 points)

During Week 5, students will perform a peer review with a partner. Peer Review will be conducted via the Workshop feature on CCLE. The peer-review counts as 5% of your total participation grade.

TA Office Hours (Mandatory Meetings- 25 pts per meeting, 50 pts total)

TA's will hold 1 hour of office hours each week. Students are encouraged to sign-up via their TA's CCLE page for a 15-minute time slot to meet and discuss their work with their TA. Since this course is asynchronous, this is an integral time to meet with your TA, receive feedback on your assignments, and ask questions on class and project materials. It is mandatory that you meet with your TA at least **twice** during the quarter as a time of your choosing. Your TA will note when you attend. If you do not attend, 25 points will be deducted from your participation grade for each meeting.

Live Events

Twice throughout the quarter the Professor will hold a live event via Zoom to address any student questions on both course content and assignments. Before each event, Students will have to send in one (1) question to their TA. Those who attend for the entire event will receive 1% extra credit towards their participation grade.

Live Event #1- Week 4, TBA

Live Event #2- Week 9, TBA

Assignments (80%)

ACTIVITY JOURNAL (20%) (due each Friday at 11:59 PM PST)

- Each week students are to submit a single-page double-spaced reflection from the readings and the lectures from that week, answering the prompt given and/or complete the writing related activity for the week. Most weeks will have both a content related question and a writing related activity. For example- if there is a content related question and a writing question, you will submit 1 double-spaced page answer the content prompt, and then also the writing activity.
- Reflections are not to be summaries of the readings or lectures, but a close analysis of an aspect that stood out to you. At **least two questions** from the readings or lectures also should be submitted at the end of your reflection.

- The purpose of this is to be writing continuously throughout the quarter and engaging directly with the course content
- See “Activity Journal” document on CCLE; each activity journal worth 10 pts of total 100 pts)

ASSIGNMENT #1: Synthesis of Mann’s Sources of Social Power (15%) (Due Friday, Week 3 by 11:59 PM PST)

- Read Michael Mann’s The Sources of Social Power. What is Mann’s main argument? Write a brief **3-4 page** synthesis (double-spaced) 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 by employing **your own examples**. The purpose of this assignment is to practice synthesizing complex arguments and theory and applying it to a context in which you are familiar. This will form the first step of your research project by providing you an opportunity to synthesize complex ideas and apply them to new contexts.

ASSIGNMENT #2: Research Project (10-12 pages) (40%)

- The goal of the final research project is to apply Michael Mann’s theory of social power to understanding female power in the ancient world – this means you can focus in on a culture/woman of special interest to you!
- Your project will rely on primary ancient source material – in the form of ancient texts, ancient art, and/or archaeological evidence like artifacts or even human remains – to understand a problem about feminine power (or the lack thereof) from one or more points in time in the ancient world.
- If you are seeking to answer questions like WHY? or HOW? in your paper, then you are on the right track. If you are generating a podcast, note that you will want to frame your issue around its relevance for modern society.
- See Final Project Prompts in the Written Assignments tab on the course website for further instructions for each option.

Part I: Thesis and Annotated Bibliography (5%)	(Due Week 6)
Part II: Rough Draft (10%)	(Due Week 8)
Part III: Peer Review (part of participation)	(Due Week 9)
Part IV: Final Draft (25%)	(Due Week 10)

ASSIGNMENT #3: Final Presentations or Podcast MP4 file (5%): Due Finals Week

- If you chose to write a traditional paper, you will submit a recording (around 5-7 minutes) presenting your research project. You should cover your overarching argument, data incorporated, and main take-aways. Think of this as a verbal article abstract. This is a recording of you discussing your work (mp4 file), not a video or PowerPoint presentation.

- If you chose to write a podcast script, you will submit the recording of your podcast including any music and “advertisements” created for your project.

Important Dates

Assignment 1- Mann Synthesis	Friday, Week 3
Live Event #1	Week 4
Assignment 2.1- Thesis and Annotated Bibliography	Friday, Week 6
Assignment 2.2- Rough Draft	Friday Week 8
Assignment 2.3- Peer Review	Friday, Week 9
Live Event #2	Week 9
Assignment 2.4- Final Draft	Friday, Week 10
Assignment 3- Final presentation or Podcast file	Friday, Week 10

Course Policies

Classroom Conduct and Course Content

Bruins conduct themselves with integrity and understand that the quality of their educational experience is predicated on the quality of their academic work and service to the community. Bruins hold themselves accountable to the commitments they make and for their conduct. When faced with adversity, Bruins engage in thoughtful reflection and exhibit superior ethical decision-making skills. They respect the rights and dignity of all members of our community by listening attentively, communicating clearly, and remaining open to understanding others and their diverse points of view. Bruins embrace these values, for these are the values of a TRUE BRUIN.

This course covers serious topics that may be difficult to some to listen to or discuss, including violence, sexual assault, and the intersectionality of gender, sexuality, race, and ethnicity. When discussing womens’ experience in the ancient world topics such as these sometimes must be discussed. Students should be respectful of their colleagues and discrimination of any type **will not** be tolerated. Additionally, if at any time you are uncomfortable or upset by course content, please feel free to reach out to your TA, TA coordinator, and/or the professor to discuss the situation.

For further information on UCLA’s policies on Equity, Diversity and Inclusions see [LINK](#).
Mental health Support: <https://counseling.ucla.edu/>

COVID-19 Instructions (some aspects not applicable for online course)

This is an online asynchronous course so many of these protocols do not apply to us. However, it is still important to know and follow UCLA's protocols to keep you and your fellow Bruins safe.

Ensuring a safer campus depends on each of us following the latest UCLA health and safety guidelines. While campus policies must be modified to address changing local, state, and national orders and guidance, the most current information is available at covid-19.ucla.edu.

At present, each of us:

- Is responsible, regardless of vaccination status, for wearing an [approved mask](#) that fully covers our nose and mouth for the duration of class, office hours, or other course-related activity.
 - Disposable masks are available at the Wooden Center for anyone unable to obtain a mask or who has forgotten to bring one to campus.
 - Appropriate masks include two-ply woven fabric masks, surgical masks, non-woven KN95 masks, and N95 respirators.
 - Please note that scarves, balaclavas/ski masks, single-layer fabric masks and neck gaiters, bandanas, and turtleneck collars are **not** compliant.
 - For those that have a disability-related reason not to wear a mask, you can contact the [Center for Accessible Education](#) (CAE) to obtain an approved accommodation and any appropriate alternative mitigation measures to be sent to instructors.
- Must be fully vaccinated or have submitted an exception request. Per the COVID-19 Response and Recovery Task Force, unvaccinated students with pending or approved exceptions must comply with [twice-weekly testing](#).
- Is required to complete [daily symptom checks prior to coming to campus](#), regardless of vaccination status, and must stay home if you are not cleared by the symptom survey and/or are advised by the Exposure Management Team to quarantine or isolate.

I will do my best to support students who are complying with the requirement to remain away from campus. Contact me if you need to stay home, and we will make alternative arrangements for you to attend class virtually or access class recordings/notes.

Be advised that refusal to comply with current campus directives related to COVID-19 mitigation may result in dismissal from the classroom and referral to the Office of Student Conduct. If you have any questions or concerns about UCLA's COVID-19 protocol, go to <https://covid-19.ucla.edu/information-for-students/>; if you have any questions specific to this course, I am happy to talk further. Thank you for protecting your fellow Bruins!

Student Conduct Code:

Plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student's own previous work as if it were the student's original or new work.

This class uses Turnitin. Submissions are screened for improper citations and potential plagiarism. You are expected to turn in original work for this course. Quotes or ideas paraphrased from other work(s) must be properly cited. Taking credit for another's idea or writing is plagiarism and is a violation of the University's Code of Academic Integrity. If you are unsure of how to credit your sources, please ask for clarification. Remember that it is also possible to plagiarize yourself. You may not use material you have used in papers for other

classes. This should be your own original work. Any cases of suspected plagiarism will be forwarded to UCLA's Dean of Students office for their review.

UCLA's policies on academic integrity and student conduct may be found here:
<http://www.deanofstudents.ucla.edu/Student-Conduct-Code>

Center for Accessible Education:

The CAE facilitates academic accommodations in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), and the ADA Amendments Act of 2008 (ADAAA). The ADA stipulates those postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability. The CAE is tasked with determining the necessary accommodations to facilitate a student's access to instruction and participation in the college academic experience. Faculty members and Tas are important disabilities office partners, as they can help ensure that students have access to the accommodations for which they are approved.

SCHEDULE

WEEK 1: Introduction: Women and Power in the Ancient World

Lecture Videos:

- Female Inequality Today, Parts I and II – 24 minutes
- Zeitgeist and Sexual Power, Parts I and II – 53 minutes
- What is Feminine Power: Case Studies – 31 minutes
- Analysis of Nature vs. Nurture" readings – 29 minutes

Readings:

- Mann, Michael 1986. The Sources of Social Power, 1-33.
- Jackson, Robert Max. (unpublished). Chapter 2, Down SO Long
- Eliot, Lise 2019. Bad Science and the Unisex Brain. *Nature* 566, 453-454.
- Fuentes, Agustín 2012. Myths about Sex. in *Race, Monogamy and Other Lies They Told You*, 156- 206.

Optional:

- Masters and de Waal. 1989. Gender and Political Cognition: Integrating Evolutionary Biology and Political Science. *Politics and Life Science* 8:1, 3-39.
- Ingallhalikar *et al.* 2013. Sex Differences in the structural connectome of the human brain.

Assignments:

- **Activity Journal #1 due Friday, 11:59 pm PST to Turn-it-in link**

WEEK 2: Women and Power: From Hunter Gatherers to Agricultural Societies

- Library Research Session via Zoom, TBA

Lecture Videos:

- Women and Power in Prehistory, Part I – 36 minutes
- Women and Power in Prehistory, Part II – 30 minutes
- Women and Power in Prehistory, Part III – 28 minutes

Readings:

- Kelly, Robert 2013. Men, Women, and Foraging, In *The Lifeways of Hunter-Gatherers: the Foraging Spectrum*.
- Ember, Carol 1983. The Relative Decline in Women's Contribution to Agriculture. *American Anthropologist* 85:2, 285-304.
- Friedl, Ernestine 1978. Society and Sex Roles. *Human Nature Magazine*.

Assignments:

- Activity Journal #2 due Friday, 11:59 pm PST to Turn-it-in link

WEEK 3: Establishing the Patriarchy: Power in the Context of City-States in Mesopotamia and the Levant

Lecture Videos:

- Patriarchy and Private Property – 20 minutes
- Mesopotamia – 30 minutes
- Text Analysis Video: Mesopotamia and Textual Evidence Part I – 25 minutes
- Text Analysis Video: Mesopotamia and Textual Evidence Part II – 26 minutes
- Text Analysis Video: Levant and Textual Evidence – 17 minutes

Readings:

- Gaines, Janet Howe 2013. How Bad was Jezebel. Bible Review.
- Gruber, Mayer DATE. Women in the ancient Levant. In Vivante, ed. *Women's Roles*.
- Nemet-Nejat, Karen DATE. Women in ancient Mesopotamia. In Vivante, ed. *Women's Roles*.
- Haywood, *Historical Atlas*, 18-33; 42-47.

Primary Source Texts:

- Athaliah and Jezebel: 2 Kings 8:16 – 11:16; 2 Chronicles 22:10 – 23:15
- Deborah: Judges 4 and 5

Assignments:

- Activity Journal #3 due Friday, 11:59 pm PST to Turn-it-in link
- Mann Synthesis due Friday by 11:59 pm PST to Turn-it-in link

WEEK 4: Female Rule in the context of a Regional State: Egypt

- Live Event #1

Lecture Videos:

- Ancient Egypt, Part I – 22 minutes

- Ancient Egypt, Part II – 31 minutes
- Royal Women, Part I – 22 minutes
- Royal Women, Part II – 16 minutes
- Royal Women, Part III – 34 minutes
- Hatshepsut, Part I – 29 minutes
- Hatshepsut, Part II – 26 minutes
- Hatshepsut, Part III – 22 minutes

Readings:

- Cooney, Kara 2018, Chapter 3: Hatshepsut, *When Women Ruled the World*.
- Bryan, Betsy 1996. In Women Good and Bad Fortune are on Earth: Status and Role of Women in Egyptian Culture. In Capel and Markoe, eds. *Mistress of the House, Mistress of Heaven*, 25-46.
- Haywood, *Historical Atlas*, 54-65.

Assignments:

- Activity Journal #4 due Friday, 11:59 pm PST to Turn-it-in link

WEEK 5: Female Rule in the context of Empire: Persia

Lecture Video:

- Women and Power in Ancient Persia–35 minutes

Reading:

- Brosius, Maria, “Royal Women and the Achaemenid Court,” *Women in Ancient Persia 559-331 BC* (1996), 83-122 (Chapter 4).
- Haywood, *Historical Atlas*, 102-105

Assignments:

- Activity Journal #5 due Friday, 11:59 pm PST to Turn-it-in link

WEEK 6: Female Rule in the context of Cities: Greece

Lecture Video:

- Ancient Greece, Part I – 25 minutes
- Ancient Greece, Part II – 27 minutes
- Ancient Greece, Part III – 22 minutes

Reading:

- Haywood, *Historical Atlas*, 50-53; 102-105; 108-109.
- Vivante, Bella, “Women in Ancient Greece,” in: Vivante, *Women’s Roles*, 219-256.

Assignments:

- Activity Journal #6 due Friday, 11:59 pm PST to Turn-it-in link

- **Assignment #2.1- Thesis and Annotated Bibliography due Friday, 11:59 pm PST to Turn-it-in link**

WEEK 7: Female Rule in the context of Empire: Rome

Lecture Video:

- The Roman System, Part I – 23 minutes
- The Roman System, Part II – 25 minutes
- Women Who Acted Against Rome – 16 minutes

Reading:

- Haywood, *Historical Atlas*, 108-109.
- Hallett, Judith P., “Women in the Ancient Roman World,” in: Vivante, *Women’s Roles*, 257-291.
- 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, Claudia: Women in Ancient Rome* (1996), 17-27.

Assignments:

- **Activity Journal #7 due Friday, 11:59 pm PST to Turn-it-in link**

WEEK 8: Comparing Power Strategies in Egypt: Hatshepsut vs. Cleopatra

Lecture Video:

- Hatshepsut, Part I – 29 minutes
- Hatshepsut, Part II – 26 minutes
- Hatshepsut, Part III – 22 minutes
- Cleopatra, Part I – 15 minutes
- Cleopatra, Part II – 23 minutes
- Cleopatra, Part III – 16 minutes
- Cleopatra, Part IV – 24 minutes

Reading:

- Cooney, *When Women Ruled the World* (Chapters 3 and 6)

Assignments:

- No Activity Journal this week
- **Assignment #2.2- Rough Draft due Friday, 11:59 pm PST to Turn-it-in link**

WEEK 9: Female Rule in the Context of Empire: Ancient China

- Live Event #2

Lecture Video:

- Women and Power in Ancient China–18 minutes
- Lady Fu Ho–9 minutes
- Empress Lu–11 minutes

Reading:

- Haywood, *Historical Atlas*, 88-89.
- Kinney, Anne Behnke, “Women in Ancient China,” in: Vivante, *Women’s Roles*, 3-34.
- Dash, Mike, “Past Imperfect: The Demonization of Empress Wu,” in *Smithsonian*.
<http://blogs.smithsonianmag.com/history/2012/08/the-demonization-of-empress-wu/>
- Watson, Burton, *The Records of the Grand Historian of China* (1961), 321-340; 379-392.
- “Empress Lü Zhi: A Power Hungry Empress,” in *Cultural China*: <http://history.cultural-china.com/en/48History7817.html>
- Bret Hinsch, *Women in Early Imperial China* (2010), chapter 5, 97-115.

Assignments:

- Activity Journal #9 due Friday, 11:59 pm PST to Turn-it-in link
- Assignment #2.3- Peer Review

WEEK 10: Female Rule in Ancient India

Lecture Video:

- Women and Power in Ancient India, Part I–25 minutes
- Women and Power in Ancient India, Part II–33 minutes

Reading:

- Haywood, *Historical Atlas*, 72-81
- Karen Lang, “Women in Ancient India,” in: Vivante, *Women’s Roles*, 35-61.

Assignments:

- Activity Journal #10 due Friday, 11:59 pm PST to Turn-it-in link
- Assignment #2.4- Revision due Friday, 11:59 pm PST to Turn-it-in link
- Assignment #3- Podcast or Presentation Recording due Friday, 11:59 pm PST