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. Empress Lü ruled China for sixteen years. 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, 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.

**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 and formulate their own arguments rooted in a coherent interpretation of the data.
2. Evaluate similarities and differences in the way women were able to achieve power within a given social system and be able to explain how that system either inhibited or allowed certain women into specific positions of power.
3. Identify a research topic, create a coherent research question, and evaluate relevant primary and secondary sources in order to formulate a coherent argument to answer research question.
4. Critically evaluate their own writing, as well as that of others, and identify tangible ways to strengthen the presentation of an argument during the revision process.
5. Produce a revised piece of writing that combines primary and secondary sources to support a coherent argument supported by a mix of primary and secondary sources.

**Required Books**

- 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.

**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. In addition to the lecture videos and assigned readings, 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 every week for direction on how to approach the readings and weekly lecture videos, to access a weekly discussion question, and to watch their TA’s weekly instructional video on the writing process (note: these are required). There is one major writing assignment for the course: a 10 to 12-page revised research paper or podcast (see details below). 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 by Friday, 11:59pm the week they are due—no exceptions. In addition to these weekly writing assignments, students will also participate in a small discussion group comprised of 3-4 of their peers. The purpose of these groups is to provide students with a forum to discuss the big ideas presented in lecture and the readings each week, as well as provide a system of feedback and support to aid in their writing process.

As such, participation in the discussion group will also require providing one member from the group with written feedback on their weekly writing assignment. All written feedback to a peer is due by Monday, 9am PST the week after the deadline. This means students will have the weekend to look over another student’s work and provide critical feedback so that they may begin to incorporate feedback
moving forward. At the same time, TAs will grade students’ weekly writing assignment. 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 conversational critiques and are expected to lead the conversation by discussing ways they plan to revise their work (TA will provide students with guidelines on the structure and protocol for these conversations). The objective is to foster a sense of community among peers by structuring feedback to one another, as well as with the TA by requiring weekly, real-time conversations during office hours in order to foster an ongoing dialogue about students’ writing process. See more about the structure of participation and feedback below.

**Participation (30%)**
The Participation grade is 30% of your total grade and is based on viewing of the professor's and TA's videos, responses to the weekly Discussion Forum, two peer-review assignments, and the two mandatory TA meetings throughout the quarter. To access your TA’s website, see the Your TA tab on the main course page and click your TA’s name (bookmark this site as it will be the first place you want to visit each week before watching the video lecture and completing the assigned readings).

**TA Videos**
Each week your TA will post a video breaking down some aspect of the writing process (e.g., how to develop a research question, the role of thesis statements and introduction paragraphs, how to create an outline, etc.). It is required that you watch these videos (in addition to the lecture videos) as they will provide you with guidance on how to complete the weekly writing assignment. These are short, 10 to 15-minute videos that are meant to serve as instructional resources to guide your writing process. If you do not watch these videos, your will receive a 3% deduction in your overall participation grade for every video you have chosen to ignore (note that we can monitor who has watched these videos).

**Discussion Forum**
Your TA will post 1-2 questions to the Discussion Board every Monday by 9am. Students must post their responses by Friday @ 11:59 pm PST of that week. One question might relate to the lectures and readings, the second to developing skills necessary for the final research project. In addition, you must then respond to at least one of a fellow student’s post for each question, similar to how an in-class discussion would work. (For example: if there are two discussion questions for one week, each student should have four separate posts)

This means students have two individual responses to the main questions your TA poses each week (1 for question(s)), as well as at least two responses to your peers (one response minimum per question posed by the TA). Posts of 250 words per prompt are the minimum required for full participation credit, unless otherwise noted by TA.

**Peer Review**
At the beginning of the quarter, each student will be assignment to a Peer-Review partner with whom they will perform peer-reviews in Weeks 3 and 5. (10% of your Participation grade)

**TA Office Hours**
Students should sign-up for a 15-minute time slot to meet with their TAs to discuss their progress in the course. Since there is not Discussion Section, nor in-person meetings this is an integral time to meet with your TA, receive feedback on your assignments, and ask questions on class and project materials. TA's will note who comes to Office Hours and this will contribute towards your participation grade. It is mandatory you meet with your TA at least 2 times during the quarter (during Week 3 and 5) See your TA's
Writing Assignments (70%)
There are six written assignments, all of which contribute to a final research project and are to be submitted via Turnitin.com on the course website on CCLE under “Assignments.”

Assignment #1: MANN SUMMARY–10% (Due by Friday at 11:59pm, Week 1)

Read Michael Mann’s The Sources of Social Power. What is Mann’s main argument? Write a brief 2-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 TOPICS AND POTENTIAL QUESTIONS– 5% (Due by Friday at 11:59pm, Week 2)

Watch your TA’s weekly video on the research process and how to develop a research question. This week, you will research a minimum of two possible topics. For each topic, you will need to create a working research question and identify one primary source and one secondary source. Submit these via Turnitin.com by the deadline stated above. Note that it is required you meet with your TA during Week 3 for a conversation about your research topic.

Assignment #3: REVISED RESEARCH QUESTION, ANNOTATED BIBLIOGRAPHY, OUTLINE (5-6 pages)–10% (Due by Friday at 11:59pm, Week 3)

For this assignment, you will need to revise one of your exploratory research questions from last week into a strong and clearly articulated research question to focus your investigation. You will also complete the minimum research for your question by creating an annotated bibliography and an outline. The annotated bibliography must include at least 4 primary and 4 secondary sources. The purpose of this assignment is for you to evaluate each of these 8 sources, which should make up the bulk of the research necessary to complete your paper or compose your podcast. In addition, it is important to cite these correctly as bibliographic entries. Use the “Annotation Worksheet” provided by your TA for further guidance.

**Note that you must include your research question at the top of your annotated bibliography so that your TA knows whether your sources are appropriate**

Assignment #4: DRAFT OF PAPER–15% Due by Friday at 11:59pm, Week 4

Building form your outline and ongoing research, compose a 8 to 10-page written draft of your paper or podcast script. You are free to revise part of your Mann summary on the sources of power, as well as anything you wrote to your colleagues during peer-review. Your outline from last week will be a good place to start rethinking your organization and presentation of your argument and data. A draft of your paper will be disseminated to your peer-review partner for written feedback.
Assignment #5: PEER REVIEW—Not graded but required (Comments to peer due by Friday at 11:59pm, Week 5)

You will receive a draft of your peer-review partner's work. You are expected to provide critical feedback via Peer Mark. While this assignment is not graded, it is mandatory. Should you fail to participate in Peer Review, your total paper grade will decrease by 10% (one full letter grade). Note that it is required you meet with your TA for a conversation about how you plan to revise your paper or podcast script.

Assignment #6: REVISED, FINAL PAPER OR PODCAST—30% (Due by Friday at 11:59pm, Finals Week)

Incorporate the feedback received from your peer, your TA, as well as your own critique of your draft. The final project should successfully integrate Mann’s framework into your argument.

Research Project Options

Option #1: Research Paper (8-10 pages) or Option #2: Podcast (8-10 pg script) Building on your contributions in your discussion group and your previous weekly writing assignments, 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 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. You can work with your TA to develop an appropriate dataset to answer your research question. Your project 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, female power amongst elites, or female power on the throne.

The main point of this project is to allow you to do analysis with primary sources, including ancient texts in translation, artifacts, buildings, and visual or archaeological data. Your goal is to produce an argument about female power, rather than a report or simple description of a topic. This is meant to be an examination of primary data to understand how a particular system may have touched, influenced, 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 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.

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. You can also build off the ideas in these prompts by changing out specific cultures/women.

1. Compare and contrast Hatshepsut’s power methodology with Cleopatra’s, explaining any similarities/differences. Include discussion of ideological, economic, political, military, and sexual power.

2. Compare and contrast female power in Greece and Persia, explaining any similarities/differences. 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? Why?
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 one of the following: political structure, law codes, religious systems, etc.
9. Compare and contrast two powerful women from the ancient world, analyzing their power strategies, the social systems in which they gained that power, explaining any similarities/differences.

Learning Outcomes:
Completing this research paper will require more than just sitting down and typing out 8 to 10-pages worth of text or recording 8 to 10 minutes of audio; it is a process. You will also engage in the research process by:

1. Identifying a specific research question (HOW or WHY) in order to better understand some aspect of female power in the ancient world.
2. Researching and collecting both primary and secondary sources on your topic (What kind of ancient evidence will allow you to explore this question? What have scholars already said about it?) ** Please note – because we are dealing with ancient data, not all of which has survived or been uncovered by archaeologists, it is possible that there will not be enough data available to answer your specific question. Consider shifting the culture you are investigating or shifting from an economic to a religious focus – and remember, you can always workshop issues with your TA!
3. Creating an annotated bibliography (which you’ve already done!) to help you really engage with and evaluate your 8 sources (How will this evidence/scholarly argument help you make your own points?)
4. Outlining your argument and producing a draft for revision.
5. Submitting a revised, final 8 to 10-page research paper or 8 to 10-page script podcast.

Important Information
1. The paper should be written in Times New Roman size 12 font, double spaced, with 1-inch margins. Ten complete pages of writing must be submitted to meet the page requirement. The podcast should be at least 8 full minutes with a script containing an episode title.
2. Audience – for the paper you can consider your TA as your audience for this paper (so an informed scholar, but not necessarily an expert on your specific topic); for the podcast your audience is the uninformed general public.
3. 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.
4. 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.
6. If you use ancient art or artifacts as primary sources, you must provide a properly cited image of the piece in your paper – your TA will discuss how to do this.

**Grade Breakdown**

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**Course Policies:**

**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.”

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:** Academic Accommodations for Students with Disabilities Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu. Disability accommodations needs should be communicated to the instructor and/or Teaching Assistant before assignments are due unless there are extenuating circumstances. These policies apply to both matriculated UCLA students and visitors enrolled in any online course.
SCHEDULE

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

Lecture Video:
- Female Inequality Today, Part I – 17 minutes
- Female Inequality Today, Part II– 17 minutes
- Zeitgeist and Sexual Power, Part I – 25 minutes
- Zeitgeist and Sexual Power, Part II – 28 minutes
- What is Feminine Power: Case Studies – 31 minutes
- Analysis of "Nature vs Nurture" readings – 29 minutes

Reading:
- Robert Max Jackson, Down So Long (unpublished) – Chapter 2

Optional:

WEEK 2: Women and Power in Agricultural Communities

Lecture Video:
- 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

Reading:
- Jared Diamond, The World Until Yesterday, Chapters 1, 5-6.

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

Lecture Video:
- 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

Reading:
Primary Source Texts:
- Athaliah and Jezebel as represented in the Hebrew Bible: 2 Kings 8:16 – 11:16 and 2 Chronicles 22:10-23:15
- Deborah as represented in the Hebrew Bible: Book of Judges chapters 4 & 5

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

Lecture Video:
- 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

Reading:
- Cooney, When Women Ruled the World (Introduction, Chapters 1, 2, 4, and 5)

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

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:**

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**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:**

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**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)

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

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

**Reading:**
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