Sex, Drugs, and Rock n’ Roll in the Ancient World

Spring 2019
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Honors 193-15
M/W 2-3:15, Academic Village 111
Office hours: By Appointment

Course description:
This class aims to familiarize the student with the broad trends of the Ancient Mediterranean World (Ancient Egypt, Mesopotamia, Greece, Rome) as well as the basic sets of evidence to any Classically-oriented scholar (archaeology, epigraphy, texts, etc.) through the themes of sex, drugs, and rock ‘n roll. We will examine both our own preconceptions about sex, drugs, and rock ‘n roll and how they could bias the modern scholar, as well as consider how the ancients experienced and thought about these topics, in what contexts (domestic, funerary military, diplomatic, etc.) they appeared, and how each category of evidence should be handled by the modern scholar.

Course Learning Objectives:
After completing this course, a successful student will be able to:
• Develop the critical thinking skills for (1) reading, analyzing, and interpreting readings and (2) articulating and defending one’s positions in writing, in-class discussions, and oral presentations.
• Participate in class discussions while respecting the views of others.
• Understand how to structure an academic research paper, effectively engage with the evidence, and use it to argue for an overarching thesis.
• Relate the seminar topic to the AUCC categories in Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Global & Cultural Awareness.
• Have a greater appreciation of diversity, inclusion, and cultural awareness in the seminar topic.

**Required Texts:**

The Canvas course website contains all of the relevant documents or links to articles/book chapters on Sex, Drugs, and Rock n’ Roll.

**Canvas Platform:**
Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located on Canvas. You can access the Canvas site for this course by logging in at [http://info.canvas.colostate.edu/login.aspx](http://info.canvas.colostate.edu/login.aspx).

**Schedule:**

**Week 1:** *Introduction*
Jan 23: Introduction

**Week 2:** *Background, Approaches to the Ancient World, Drugs in Our Times*

Jan. 28: Approaches to the Ancient World: Evidence, Methodologies, and Interpretations
“Chapter 2 – Sources, Evidence, Dates” J. Hall – *A History of the Archaic Greek World*

Jan 30: *Sex, Drugs and Rock n’ Roll – what do we mean by this?*
Listen to Ian Dury’s “Sex and Drugs and Rock n’ Roll” ([https://www.youtube.com/watch?v=sfp8xrNAS6l](https://www.youtube.com/watch?v=sfp8xrNAS6l))
Listen to Cake’s “Rock and Roll Lifestyle” ([https://www.youtube.com/watch?v=xUYh9z2efHY](https://www.youtube.com/watch?v=xUYh9z2efHY))

**Week 3:** *Drugs in our times and in Egypt, Mesopotamia, and the Levant*
February 4: *Drugs in our lives*
*Consuming Habits: Drugs in History and Anthropology*, Introduction
“A Brief History of the War on Drugs” *TIME Magazine*
[http://content.time.com/time/world/article/0,8599,1887488,00.html](http://content.time.com/time/world/article/0,8599,1887488,00.html)

Feb 6: *Drugs in Egypt*
“Beer and its Drinkers” in *NEA*
“Wine for Eternity” in Archaeology Magazine

READING QUIZ

Week 4: Drugs (Wine) in Mesopotamia and Greece

Feb 11: Beer & Wine in Mesopotamia and the Levant
   “The Ancient Near East” in A History of Beer and Brewing
   “A Beverage for King Midas and at the Limits of the Civilized World” in Ancient Wine
   Genesis 19:30-36, Psalm 104

Feb 13: Wine, Habrosune, and the Elite
   Archaic Poets, Selections

READING QUIZ

Week 5: Drugs in Rome and Late Antiquity

Feb 18: Wine and Dionysus and Beasts
   Euripides, Bacchae
   Look at images on Greek cups and sympotic equipment
   Complete PICC Feedback Form

Feb 20: Rome and Wine & Drugs
   “The opium poppy in Hellenistic and Roman Medicine”, in Pharmacy and Drug Lore in Antiquity
   “Women and Wine in Ancient Rome” in Gender, Drink and Drugs

READING QUIZ

Week 6: Early Christianity and Drugs, Paper Prep Meetings

Feb 25: Early Christianity and Drugs
   “The Interpretation of Scripture: Water and Wine” in The Lord’s Table: The Meaning of Food in Early Judaism and Christianity

Feb 27: NO CLASS. During our regularly scheduled class meeting, each student will sign up for a 10-minute meeting with the teacher to discuss research paper

Week 7: Sexuality in Egypt, Mesopotamia and the Levant

March 4: Sexuality in our society
   “Passion vs. puritanism as America is gripped by a war over sexuality” The Guardian
   http://www.theguardian.com/world/2012/mar/10/america-war-on-sex-hots-up

March 6: Sex in Egypt, Mesopotamia and the Levant
   “Sexuality, Art and Religion” in Dancing for Hathor: Women in Ancient Egypt
   “The Bible and the Joy of Sex: Desire In and Out of Control” in Unprotected
**Reading Quiz**

**Week 8: Sexuality in Greece**  
March 11: Sex and Gender  
*Lysistrata*, Aristophanes  
**Reading Quiz**

March 13: *Lysistrata*, cont’d  
**Initial Bibliography Due Friday, March 15**

**Week 9: No Class – Spring Break**

**Week 10: Sexuality in Rome**  
March 25: *Sexuality in Rome & Discussion of Thesis Statements*  
“Rome and Roman Sex”, in *Controlling Desires*  
**Reading Quiz**

March 27: *Prostitution in Rome and Sexuality in Early Christianity*  
“The Display of Erotica and the Erotics of Display in Public Buildings” in *Looking at Lovemaking*  
**Thesis Statement Due**

**Week 11: Music and Dance in Our Times, Egypt, and Mesopotamia**  
April 1: *Sexuality in Early Christianity, In-Class Workshop of Thesis Statements*  
“Physiology of Ascetic Fasting” in *The Burden of the Flesh: Fasting and Sexuality in Early Christianity*  
**Workshopped Thesis Statement Due**

April 3: *Music in Our Times & in Egypt/Levant*  
Watch the posted youtube videos of current pop songs and articles on music stars.  
“We Dance in Ancient Egypt” in *NEA* 66:3  
*Exodus 15 & Psalm 8*

**Week 12: Music and Dance in Greece**  
April 8: *Music in the Greek Symposium*  
“Mousike: The Art of the Muses” in *Music and Image in Classical Athens*  
Look through the posted images of Greek Vases depicting the symposium – what are the instruments being played? Who are the musicians?

April 10: *Music and the Theater*  
Euripides’ *Ion*  
**Introductory Paragraphs Due**

**Week 13: Music and Dance in Greece & Rome**  
April 15: In-Class Workshop of Introductory Paragraphs; Discussion of Paper Claims
WORKSHOPPED INTRODUCTORY PARAGRAPHS DUE

April 17: *Music in Rome and Early Christianity*
“The Roman Musical Experience” in *Music in Ancient Greece and Rome*
“Music in Early Christianity: The First to the Third Centuries” in *Music in Ancient Judaism and Early Christianity*

**Week 14: Wrap-Up**
April 22: *Wrap-Up: Was there a rock n’ roll lifestyle? Were there rock stars? Did hendytatris exist in in the ancient world?*  
CLAIM DUE

April 24: *In-Class Workshop of Claim Paragraph*
WORKSHOPPED CLAIM DUE

**Week 15: Student Presentations**
April 29: Student Presentations

May 1: Student Presentations

**Week 16: Student Presentations**
May 6: Student Presentations

May 8: Student Presentations

**FINAL PAPER DUE AT NOON ON WEDNESDAY MAY 15 TO WILSONES@COLOSTATE.EDU**

**Grading**
17.5 % Attendance & Participation
20 % Weekly Reading Quizzes
25 % Final Paper (10 pages)
7.5% Bibliography
2.5% Thesis
5% Introductory Paragraph
5% Claim
15% Oral Presentation + Documents
2.5% PICC Feedback Form

**Course Requirements:**
- Attendance & Participation (17.5%)
Every student is allotted two unexcused absences free of penalty. Students who accumulate
more than two unexcused absences will receive zero points for the entirety of this portion of their grade. Students may request an excused absence, but approval is entirely at the instructor’s discretion. For absences due to travel, you must seek approval prior to your departure. Illness will not be considered grounds for an excused absence without a doctor's note or similar documentation. Daily participation is required for this class and simply sitting in class without contributing will result in earning 50% of the grade for the day.

- Weekly Reading Quizzes (20%)
There will be a quiz covering assigned readings most weeks (excluding Week 1 & 9). They are meant to test your knowledge of the assigned readings (ie. did you do the reading?) as well as ask you to evaluate the articles, which includes an evaluation of the evidence presented, the arguments, how effective the article was, etc. These will be short (no more than 10 minutes) and graded on a simple scale of High Pass, Pass, Low Pass, and Fail. (For the purpose of calculating your grade: HP = 6 points; P = 5 points; LP = 3 points.)

- Final Paper (25%)
Students will write a 10-page paper (double-spaced in 12-pt Times New Roman font with 1” margins; page count excludes bibliography). This paper will be due on May 15 AT NOON TO WILSONES@COLOSTATE.EDU. Students will work with the instructor to choose an appropriate research topic, formulate a research question, and draw upon ideas and themes from lecture, discussion, and other readings for the course, as well as conduct further research in order to address it. Ergo, students will be expected to engage in additional research for the final paper.

- Bibliography (7.5%)
Students will be expected to turn in an initial bibliography of 4 pages that will consist of annotations and notes that demonstrate independent research into the topic of their choice (as discussed with the instructor). This bibliography is intended to get you moving on your research for your paper.

- Thesis Statement (2.5%)
Students will be expected to turn in an initial thesis statement after having processed and read on their chosen topic. This is intended to give me an idea of your thoughts and what you are considering arguing. In addition to their own thesis statement, students will also be asked to workshop a classmate’s thesis statement (this will be assigned) and bring it to class for in-class group workshopping.

- Introductory Paragraph (7.5%)
Students will be expected to turn in an introductory paragraph for their research paper of approximately 1 page. This is intended to give me an idea of your thoughts and what you are considering arguing as well as provide another check on your thesis statement. In addition to their own introductory paragraph, students will also be asked to workshop a classmate’s introductory paragraph (this will be assigned) and bring it to class for in-class group workshopping.

- Claim (7.5%)
Students will be expected to turn in a claim of about 3 pages that will consist of one piece of their research paper and is a full-fledged, polished written piece that uses evidence to argue their thesis, is documented appropriately (ie. footnoted/endnoted/etc.), and clearly shows the author’s voice and reasoning. In addition to their own claim, students will also be asked to workshop a classmate’s claim (this will be assigned) and bring it to class for in-class group workshopping.
• PICC Feedback Form (2.5%)
Honors competencies self-assessment. Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. This is an online feedback form (I will email you the link later) to fill out and is due at the end of Week 4. Students must include comments for all four categories for full credit.

• Oral Presentation + Documents (15%)
Students will give an oral presentation in the last two weeks of class that is polished and professional. This presentation will present the salient features, arguments, and evidence of their final papers and be a persuasive and argumentative paper. A full-sentence outline of the presentation and bibliography will be due on the day the student presents. Another component of the Oral Presentation is the Peer Evaluation. Each student is evaluated by two other students. Canvas will randomly assign students to evaluate. You are to complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade.

Incomplete
The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Late Assignments Policy
All assignments are due in class on the date due. Late assignments are not accepted unless there are genuine extenuating circumstances or other situations where arrangements have been made in advance.

Resources
The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: http://writing.colostate.edu/.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

Absence Policy
If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below.

**Accommodations for disabilities**
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

**Academic and Professional Honesty Policy**
This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

**Reporting student disclosures of interpersonal violence**
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.
• Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  o Emergency Response 911
  o Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  o Colorado State University Police Department (non-emergency) (970) 491-6425

**Competencies for Honors Students Exercise (“PICC” feedback)**
The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include (1) **Professionalism**, interpersonal skills, and emotional intelligence; (2) **Interdisciplinary learning** integrated with global and/or cultural viewpoints; (3) **Critical thinking**; and (4) **Creativity and problem solving**. This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.

Updated Jan. 14