GOALS OF THIS COURSE

In this class, we will be studying the ways that the Ancient Greeks and Romans created, understood, and used the heroes of their literature. We will do this by working concurrently along two lines. On Mondays and Wednesdays, we will read texts that showcase the heroes of antiquity, including the *Iliad*, *Ajax*, and *Aeneid*. On Fridays, we will use Primary and Scholarly sources to examine the place of the hero in ancient society. Our materials will include, but not be limited to, examples from rhetoric, philosophy, history, politics, and archaeology.

FORMAT

Class will be based primarily on discussion in class. Students will be expected to come to class having read all required materials, and to be prepared to express their opinions on these materials. Student opinions and observations will be given the same weight as those of the instructor.

ASSESSMENT

Students will be graded along the following lines

Essays: 30%

Students will write three five page papers over the course of the semester. Each of them will be on a topic of their choice, based on the materials read in class. One must focus on an issue of the primary texts read in class on Mondays and Wednesdays, and another on the supplemental material studied on Fridays. The nature of the 3rd paper and the order in which these papers are written are up to the student.

Class presentation: 10%
Students will lead discussions of Ancient Heroes, texts, or events in class. Students will be graded on how accurate, prepared, and engaging they are. See the guide at the bottom of the syllabus.

Class Participation: 10%

Students’ comments in class, and ability to show up to class, will be counted towards their grade. All unexcused absences after the first will result in a deduction of three grade points.

20% Midterm Students will write an in class midterm which will highlight their ability to respond to questions about the source material and the issues discussed in class ex tempore

30% Final or 10 page paper

Students will have the choice of writing a 10 page research paper or taking a final during finals week

Required Texts

Recommended versions are in the UTSA Bookstore, but you can use others if you have it.

*Iliad*, Homer

*Aeneid*, Virgil

*Ajax*, Sophocles

In addition to these, we will use selections from other sources available online. These include Herodotus’ *History*, Plato’s *Republic*, Gorgias’ *Encomium of Helen*, Euripides’ *Iphigenaia at Aulis*, Suetonius’ lives of Julius Caesar and Augustus Caesar, Pausanias’ *Periebasis*, and several others

ESSAY GRADING RUBRIC

In order to make the way your essays will be judge somewhat more clear, I am providing you with the rubric I will be using to judge all of your essays this semester. Below are the percentages, with the questions I will be asking myself when looking at points for each section?

**Argument: 25%**

Does the essay begin with a clear, concise statement about what the essay is going to claim and how it is going to prove its claims?

Does the body of the essay actually attempt to make the argument promised in the introduction?

Is the argument made in the essay a true argument, are only a collection of facts and observations?

**Command of material: 20%**

Does the essay contain compelling pieces of evidence drawn from primary and/or secondary sources that back up its main argument?

Does the essay address information from the materials assigned in class that might point against its thesis? How does it explain this away?
Interpretation of material: 30%
   Does the essay create connections between specific passages and larger themes and patterns, both in the text discussed and in the greater literary tradition?
   Does the essay provide strong arguments for why characters, events, passages, and the like should be viewed the way that the essay indicates?
   Are potential contrary views successfully countered?
   Does essay show author’s command of source materials, both in terms of accuracy and ability to find deeper meaning?

Construction of Essay 15%
Does Essay have a clearly defined introduction, body, and conclusion?
Is essay consistent and coherent throughout, or is it a serious of disjointed or self-contradictory paragraphs?
Does essay have paragraphs, and does each paragraph provide a complete picture of 1-2 thoughts, but no more?

Grammar: 10%
Does essay use proper idiomatic English?
Is essay written in a way that makes its argument easy to follow?
Is essay written at a level appropriate for the class level?

PRESENTATION GUIDELINES
Some potential answers about your presentation this semester

When should I give my presentation?
You can give your talk at any time, but it is suggested to avoid the last day of any text, or the day after the midterm or before spring break.

What kinds of topics can I discuss in my presentation?
I am currently imagining presentations breaking along three main lines, although I will certainly consider others

    Analyses of specific heroes: This should be limited to characters who do not receive extensive analyses elsewhere, such as Achilles, Aineas, and Ajax. Analyses should also, if possible, work across textual lines, and not be limited to their appearance in just one story.

    Analyses of a specific text’s approach to Heroism: Again, this should be a text not discussed in class, but that has an interesting and/or important slant on the topic. Examples include, but are not limited to, Aristophanes’ Lysistrata and Valerius Flaccus’ Argonautica.

    Analyses of an aspect of heroism: In class, we will touch on several thematic issues dealing with heroes, such as morality, ancestry, and the use of signature weapons. These can be subject to further analyses.
How will my talk be graded?

Student presentations will be graded along the following lines:

- Do presentation materials (i.e. slides/handouts) provide the class with the relevant information they need to understand the presentation?
- Does the presentation provide the class with new information about the hero in antiquity?
- Is this information provided in a clear, accessible manner?
- Do students supplement the data with clear, well explained interpretation?
- Do students make good faith attempts to deal with reasonable questions from class?

HERO IN THE ANCIENT WORLD CLASS SCHEDULE

1/17: Introduction, Diagnostic

1/19: The Heracles myth: Apollodorus’ Library 2.4.8-2.4.12

1/23: Heracles 2: Lib. 2.5.1-12

1/25: Heracles 3: Lib. 2.6.1-2.7.7

1/27: The Hero as Model: Read Ring, Abram “Heraclean Historians.” Syllecta Classica, Volume 21 (2010), pp. 35-64, access via Project Muse through the UTSA library website.

1/30: Iliad 1-2

2/1: Iliad 3-4


2/6: Iliad 5-6

2/8: Iliad 7-8

2/10: No Class (Teacher is at a conference)

2/13: Iliad 9-10,

2/15: Iliad 11-12


2/20: Iliad 13-14
2/22 Iliad 15-16

2/24 Heroes and Greek Philosophy: Selection from Plato’s Republic Book 3, Gorgias’ *Encomium of Helen*, and Xenophon’s *Memorabilia* 58-60

2/27 Iliad 17-18

2/29 Iliad 19-20

3/2 The Hero in history: read Plutarch’s *Life of Theseus*, available at theoi.com

3/5 Iliad 21-22

3/7: Iliad 23-24

3/9 The Hero in art: Slides from class will be sent afterwards

3/10-3/18 SPRING BREAK

3/19: Midterm

3/21: Sophocles’ *Ajax* 1-525 (end of Tecmessa’s speech exhorting Ajax to change his mind about committing suicide)


3/26: Sophocles *Ajax* 526-990 (up until the start of Teucer’s large speech after Climactic moment)

3/28: Sophocles *Ajax* 991-end

3/30: No Class or SUB (Professor at conference)

4/2 Aeneid Book 1, half of 2, *Five Page Paper #2 due*

4/4 Aeneid Books 2 (remaining)-3


4/9 Aeneid Book 4

4/11 Aeneid Book 5-6

4/13 The Hero in comedy: Selections from Juvenal, Horace, and Petronius

4/16 Aeneid Book 7, half of 8

4/18 Aeneid Book 8 (remaining)-9
4/20 The emperor as Hero: Lecture, slides will be provided

4/23 Aeneid 10-11

4/25 Aeneid 12

4/27 The questioning of the heroic ideal: Selections from Lucan, Ovid, and the Odyssey FIVE PAGE PAPER #3 due

4/30: The Ancient hero and the modern world; Wrath of the Titans, other examples.

5/2 Discussion, review

Honor Code

The University of Texas at San Antonio Academic Honor Code

A. Preamble
The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. Honor Pledge
In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”

C. Shared responsibility
The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.