OBJECTIVES

The story of the hero was one of the most recognizable literary patterns in the Greco-Roman world, reflecting and transmitting many of antiquity’s core values and contributing to its cultural identity. This course will analyze the characteristics and functions of heroes and heroines in the ancient Mediterranean world through an examination of its literary tradition (e.g. epic poetry, tragedy, philosophy, and mythology). The stories of these heroic figures will then provide a foundation for assessing the significance of martyrs and saints in Judaism and early Christianity.

REQUIRED TEXTS

OTHER USEFUL SOURCES
Gregory Nagy, The Best of the Acheaeans
(http://www.press.jhu.edu/books/nagy/BofATL/toc.html)
Deborah Lyons, Gender and Immortality: Heroines in Ancient Greek Myth and Cult
(http://pup.princeton.edu/books/lyons/)
http://www.uh.edu/~cldue/3307/herocults.html
http://courses.dce.harvard.edu/~clase116/texts.html

REQUIREMENTS
1. Readings
The reading assignments will be comprised of both primary and secondary source materials. Primary source readings consist of works written during the particular historical period under discussion (e.g. the Iliad, Herakles, 4 Maccabees). Secondary sources consist of articles and book chapters written by contemporary authors that critically evaluate the problems and issues found in the primary sources. It is expected that both sets of readings will be completed before we discuss them in class.

2. Reviews
Each week we will examine primary sources that address issues surrounding the concept of heroes and heroines in the ancient world. Each student will be required to submit a review of these primary texts from six class sessions during the semester. These reviews, which should be approximately three pages in length, should consist of a critical evaluation of the primary sources. The student may select readings from any six class sessions, but three reviews must be submitted during the first half of the semester (weeks 1 through 7) and three during the second half of the semester (weeks 8 through 15). As reviews must be turned in on the day that we discuss those
readings, a review of texts discussed in a previous meeting will not be accepted. Finally, it is not possible to write a review and give a presentation on the same primary sources.

3. Discussion Group Presentation

Each student will be responsible for presenting one set of the primary sources to the class and leading that day’s discussion. The student should prepare for the presentation by critically reviewing the assigned readings, consulting additional secondary sources, and forming a number of questions that will serve as the foundation for class discussion. The presenter should begin with a ten-minute summary of the major themes in the readings. The discussion questions will then serve as a guide for a more thorough analysis of the material. The rest of the class will be required to compose responses to these questions and will be expected to participate fully in the discussion. Discussion questions should be circulated to the group through the listserv at least two days (=48 hours) prior to the scheduled class meeting. Students must consult the instructor for the extra secondary source reading material; failure to do so will result in an incomplete for that portion of the presentation. Students must inform the instructor when they wish to present their work by the third week of class; students who fail to meet this requirement forfeit their opportunity to complete this assignment.

4. Research Paper

Each student will be expected to write a thirteen to fifteen page research paper on some topic related to heroes or heroines in the ancient world. All projects must involve academic research and the student must submit a paper topic and working bibliography for review by week 14. Students who fail to meet this requirement will have their final paper grade reduced by twenty-five percent. With the exception of on-line journal articles, web pages will not be accepted as academic sources. At the end of the semester each student will give a short presentation of her paper and will distribute her bibliography to the rest of the class. Style must conform either to the MLA or Chicago style (i.e. Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations). For guidelines for footnotes and bibliographies, see http://www.bridgew.edu/depts/maxwell/turabian.htm; for general writing manuals and guides, see http://history.hanover.edu/write.html. The paper will be due on May 19. Late papers will be accepted only in extraordinary circumstances.

5. Participation and Attendance

Because this course is heavily structured around lectures and class discussions, participation and attendance are essential. Participation consists of active participation in class discussions and the completion of responses to the discussion group questions. Effort and persistence will be rewarded accordingly.

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COURSE OUTLINE

Part I: Heroes and Heroines in Antiquity

WEEK 1 (2/3)
The Pattern of the Hero and Hero and Heroine Cults

**Part II: Heroes in Epic Poetry**
WEEK 2 (2/10)
Achilles: The Hero as Warrior
Secondary Readings: Nethercut, “The Epic Journey of Achilles”
Primary Readings: Homer, *Iliad* 1; 9; 16-24
(http://courses.dce.harvard.edu/~clase116/texts.html)

WEEK 3 (2/17)
Odysseus: The Endurance of the Hero
Primary Readings: Homer, *Odyssey* 1.1-21; 3.102-135; 5-14; 16; 18; 20.1-53; 22-23; 24.397-486
(http://courses.dce.harvard.edu/~clase116/texts.html)

**Part III: Heroes and Heroines in Tragedy**
WEEK 4 (2/24)
Heracles: The Hero as Sufferer
Video: *Hercules: Power of the Gods*

WEEK 5 (3/2)
Iphigeneia: The Sacrificial Heroine
Secondary Readings: Chant, “Role Inversion and Its Function in the Iphigeneia at Aulis”
Primary Readings: Euripides, *Iphigeneia at Aulis*

WEEK 6 (3/9)
Antigone: The Heroine and the Polis
Primary Readings: Sophocles, *Antigone*

WEEK 7 (3/16)
Polyxena and Hecuba: Heroines, Martyrdom, and Justice
Primary Readings: Euripides, *Hecuba*

WEEK 8 (3/23)
**Spring Break, 3/20-28**

**Part IV: Heroes in Athletics and Philosophy**
WEEK 9 (3/30)
Greek Athletics: The Heroic Agôn
Primary Readings: Miller, Arete: Greek Sports from Ancient Sources, 1-16, 85-113; Pindar, Olympian 10; Pythian 8; Nemean 1; 3; 4; Isthmian 5
Video: Blood and Honor at the First Olympics

WEEK 10 (4/6)
The Philosopher as Hero
Secondary Readings: Croy, Endurance in Suffering, 43-58
Primary Readings: Plato, Apology (http://courses.dce.harvard.edu/~clase116/txt_plato_apology.html); Dio Chrysostom, Discourse 8; Epictetus, Discourses 3.22

Part V: Martyrs and Saints in Judaism and Christianity
WEEK 11 (4/13)
Esther and Judith: Jewish Heroines
Secondary Readings: White, “Esther: A Feminine Model for Jewish Diaspora”; White, “In the Steps of Jael and Deborah: Judith as Heroine”
Primary Readings: Judges 4-5; Esther; Judith

WEEK 12 (4/20)
The Maccabees and Masada: Accounts of Jewish Heroism and Martyrdom
Primary Readings: 2 Maccabees 6-7; 4 Maccabees; Josephus, Jewish War 7.288-412

WEEK 13 (4/27)
Jesus: The Hero as Martyr
Secondary Readings: Riley, One Jesus, Many Christs, 1-14, 61-138
Primary Readings: The Gospel of Mark

WEEK 14 (5/4)
Paul: Christian Martyr and Saint
Secondary Readings: Riley, One Jesus, Many Christs, 139-178
Primary Readings: 1 Corinthians 9; 2 Corinthians 10-13; Philippians 3:1-4:1; Acts 9; 16:1-17:34; 23-24; 27-28; The Acts of Paul

WEEK 15 (5/11)
Martyrs, Saints, and Power
Secondary Readings: Riley, One Jesus, Many Christs, 179-209

Study Period, 5/15-17

WEEK 16 (5/19)
Papers Due, 5/19