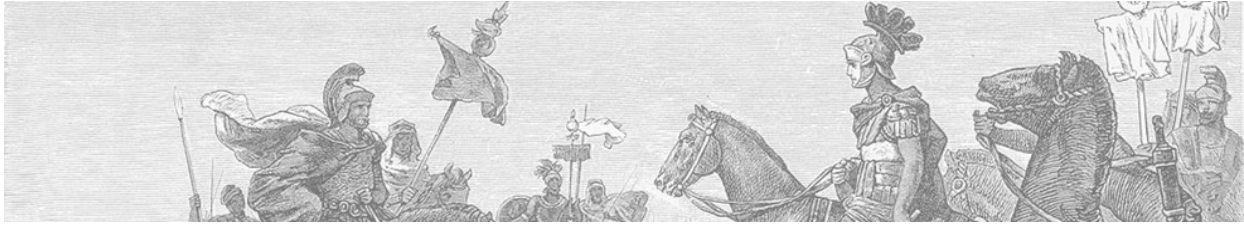


**CC 348 / AHC 325 - Learning from the Adversary:  
The Great Enemy Figures of Greece & Rome  
Unique # 32214 / 32039  
Fall 2015**



Instructor: Charles W. Oughton

Time: T/Th 11:00am-12:30pm

Place: MEZ 2.102

Office Hours: T 10-11, Th 12:30-1:30, or by appointment

Office: WAG 207

Email: c.w.oughton@utexas.edu

Course Website: available on Canvas and [www.cwoughton.weebly.com](http://www.cwoughton.weebly.com)

**Course Prerequisite:** None

**Required Course Materials:**

- Homer and Rieu (trans.), *Iliad* (Penguin 2003). ISBN 0140447946
- Herodotus and Strassler (ed.), *The Landmark Herodotus* (Anchor, 2009). ISBN 1400031141
- Livy and Yardley (trans.), *Hannibal's War--Books 21-30* (Oxford 2009). ISBN 0199555974
- Sallust and Batstone (trans.), *Catiline's Conspiracy, The Jugurthine War, Histories* (Oxford 2010). ISBN 0192823450
- Tacitus and Birley (trans.), *Agricola and Germany* (Oxford 2009). ISBN 019953926X
- Other readings (including translations of primary texts and secondary scholarship) will be posted and available on the course website.

**NOTE:** I have chosen these translations for a number of reasons. I strongly advise you to use these exact editions, especially since these will be the texts from which I will draw quotations for the quizzes and exams.

**Optional:**

- Plautus and Richlin (trans.), *Rome and the Mysterious Orient: Three Plays by Plautus* (UC Press 2005). ISBN 0520242750

**Course Description and Goals:** This course examines the **treatment, characterization, and reception of enemies in Ancient Greece and Rome**. We will read various **primary texts**—ranging from epic and historiography to drama and oratory—to explore how these ancient authors perceived of their foes. While the focus of the class will be on military adversaries—both foreign and domestic—we will also consider enemies in the broadest sense, including cultural, personal, and intellectual opponents. We will encounter and analyze the various means of portraying one's enemies that become evident in these texts. We will see, among others, the valorous adversary in Homer's Hector, the formidable opponent in Livy's Hannibal, the degenerate morals of Sallust's Catiline, and the indiscriminate and discriminatory "othering" of entire cultures in ancient ethnographies. Above all else, we will try to **gain an understanding of the range of options available to ancient authors** to characterize and target their enemies. As we do so, we will also

gain insight into the **discursive traditions still used to portray enemies—military, political, and personal—today**. To succeed in this class, you will need to complete the daily reading assignments diligently and participate enthusiastically in classroom discussion. The reward, however, will be well worth the effort, as students who apply themselves to the course with dynamism will both find new ways of examining these ancient texts and have a better understanding of the depiction of enemies that they encounter on a regular basis in the modern world.

**Note on course content:** Given the topics that we are pursuing in this class, we will be reading about and discussing a range of **sensitive topics and potentially upsetting historical events**. In the classroom exchange that follows, **you *must* treat your fellow students with respect and civility**.

**Daily Assignments:** The bulk of the homework for this course will consist of reading primary texts in translation that discuss the enemies of the Greeks and Romans. While the attached schedule provides a basic layout of our reading plans, the exact assignments will be given at the end of class each day, so be sure to take note of the assigned passages! ***The completion of the reading assignment each day will be crucial to your success in this class.*** I expect every student to have expended every possible effort to be prepared for class every day.

Over the course of the semester, we will be reading selections from epics, tragedies, comedies, oratory, and—above all—histories. Throughout these readings, we will strive to gain an appreciation for some of the literary qualities of these texts and a better awareness of the historical events that lie behind them. There will occasionally be short secondary reading assignments as well; these will be posted on Canvas/Weebly for your convenience.

Failure to show up for class or failure to prepare and participate adequately on a consistent basis will be detrimental to your grade. ***You cannot expect to gain a better understanding of these texts by skipping class or ignoring your readings.*** “I could not figure out the assignment” or “I didn’t have time” or “I didn’t know about it” or “A rampaging Achilles in the midst of his *aristeia* demolished my homework” are **NOT** legitimate excuses. Make a thorough attempt at every assignment.

**Quizzes:** There will be short quizzes given throughout the semester. Quizzes will generally be short and review materials from that day’s or week’s reading assignment. Many of them will be “3-Minute Papers”—a brief written response to a question, usually based upon a passage drawn from a text or an image related to our discussion topics. ***Quizzes will always be held at the beginning of the class period.*** Do not be late to class as you may miss a quiz! Whether you miss a quiz because you were late or absent, be aware that make-up quizzes **will NOT be offered**; instead, I will drop the lowest THREE quiz scores from the calculation of your final grade.

**Written Assignments:** There are two types of written assignments in this course: short (1-2 page) response papers and a longer (8-12 page) term paper on a topic of your choice. The short response papers, offered nearly bi-weekly, are **due at the beginning of class on the THURSDAY** of the weeks that they are assigned and will ask you to respond to specific questions covering the assigned readings. You are welcome to complete all the response papers, but only your best FIVE responses will count toward your grade. The longer “final term paper” allows you to explore a topic of interest to you in greater depth. **ALL written materials must be typed, double spaced, and in 12 pt. Times or Times New Roman font, with one inch margins on all sides.**

## Course Policies

**Grading and Exams:** Grades will be calculated as follows:

- In-class Participation and Attendance: **5%**
- Quizzes and “3-Minute Papers”:  
- Short Response Papers **Best 5 papers = 15%**
- Final term paper on a topic of your choice **20%**
- Midterm Exam: Tues, Oct 20<sup>th</sup> **20%**
- Cumulative Final Exam: Wed, Dec 9<sup>th</sup> **30%**.

The TWO exams will primarily assess your ability 1) to identify, provide the context of, and discuss the significance of passages from our reading texts, and 2) to synthesize a coherent argument in response to essay questions based on passages and topics discussed in class.

**Late work of any kind is subject to a 25% penalty per day that it is late. Extra credit will not be offered.**

**Grading Scale:**\* **A:** 100-93; **A-:** 92.9-90; **B+:** 89.9-87; **B:** 86.9-83; **B-:** 82.9-80; **C+:** 79.9-77; **C:** 76.9-73; **C-:** 72.9-70; **D+:** 69.9-67; **D:** 66.9-63; **F:** below 63

\*You receive the grade that you earn, i.e., grades will not be curved and final grades will not be rounded to the nearest percent.

**Pass/Fail or Credit/No Credit Option:** A student may choose to take the course as Pass/Fail or Credit/No Credit. To receive a pass, the student must achieve a final grade of no less than 63%. To receive credit for the course, a final grade of no less than 73% is required. Be sure to check with your program advisor before choosing to pursue one of these options.

**Make-up Tests and Quizzes:** Make-up quizzes **will not be offered**; instead, I will drop the lowest THREE quiz scores from the calculation of your final grade. Students will only be allowed to make up exams in the case of a demonstrated medical reason (physician's statement required) or other unavoidable emergency (as certified by the Dean of Students in the student's college) and with notice given to the instructor in advance. Additionally, the make-up exam will be different from and more difficult than the original exam. Examples of unacceptable excuses: family trips, oversleeping, laziness, tardiness, joining the circus, hangovers, being held for ransom by Cilician pirates, etc. **The final exam must be taken at the appointed time:** no make-ups or early takers will be allowed.

**Attendance and Preparation:** Attendance and preparation of the assigned readings is crucial to your success in this class, i.e., ***if you want to pass, do not miss class!*** Attendance will be taken at the beginning of each class. The record of your attendance will form a portion of your participation grade (5% of your total grade). However, due to the fact that certain unavoidable circumstances can arise, you will be allowed three unexcused absences, following which your overall final grade will drop one percentage point per unexcused absence. Absences will be excused only for religious holidays (see below), medical reasons (with a letter from Student Health Services or a private physician), or for family emergencies (only when certified by your Dean of Students). If students wish to have an absence excused, they must provide documentation to the instructor within a week of their return to class.

Failure to complete the daily reading assignments will severely inhibit your ability to interact with the course material and will prevent you from an appropriate level of participation in class discussions. As such, days on which you do not prepare your homework in advance of class—

particularly when this becomes a chronic problem—are tantamount to absences and **I will dock your attendance and participation grade when you have failed to prepare for class.**

**Tardiness:** We will start class promptly at **11:00 am** every day. It is highly important that you arrive on time each day to avoid disrupting class and to ensure that we all get as much as possible from each session. (*Not to mention that you might miss a quiz!*) Every two “tardies” that you receive will count as one unexcused absence. Leaving class early without prior notification will also result in a “tardy” on your attendance record. If you foresee the need to arrive late or leave early on any given day, please notify the instructor in advance. If some unavoidable circumstance (e.g., car trouble, bus running late, avoiding the proscriptions in the Forum, etc.) necessitates that you arrive late, please enter the classroom and find a seat as quietly as possible and speak to me after class.

**Participation:** To receive credit for participation on a given day of class, I expect the following:

- You have thoughtfully prepared the assigned readings for the day before coming to class.
- You are present, have all required course materials with you, and use these materials.
- You eagerly respond to questions posed by the instructor and contribute in more than a minor fashion to the general class discussion.
- **You respect your classmates’ opinions and allow them opportunities to contribute to the class (see “Academic Respect,” below).**
- You do not cause disruptions to the class environment, including those created by electronic devices (see below) or by a monopolization of class discussion.

The following behaviors are a few examples of inappropriate classroom conduct and will result in deduction of participation and attendance points: a lack of preparation for class, failure to participate in the class discussion, failure to respond to questions, treating other students with disrespect, monopolizing classroom discussion, using electronic devices for activities inappropriate to the classroom, leaving class early, failure to contribute to a respectful and productive class environment, using your lectors to intimidate a peer from participating in an important Senate meeting, or creating any other disruption in the classroom, such as those noted in the sections below.

**Academic Respect:** I promise to respect your rights and needs as students and all of you, by entering the classroom each day, promise to respect each other and the instructor. To show this respect, you will each be expected to minimize classroom disruptions as much as possible. This includes being on time, coming to class prepared, paying attention while in class, participating eagerly when called upon or voluntarily, keeping your **cell phones silenced and in your bag** during class time, using other electronic devices only for class-appropriate activities, **allowing your fellow students the opportunity to ask questions and to express their opinions**, responding respectfully to other students’ comments, and staying through the end of the class session. I reserve the right to dismiss overly disruptive students from the classroom and to deduct points from your participation grade for excessive classroom disruptions. Given the topic of this course, **we will often be discussing a range of sensitive topics and reading texts that describe some horrific events from the past.** In the discussions that follow these readings, **the opinions, interpretations, comments and thoughts of all students are to be treated with respect.** You may not agree with what your peers say, but **you must discuss and debate these points in a calm, civil, and respectful manner.**

**Electronic Device Policy:** When you come to my class, I expect you to be present in both body and mind. Part of demonstrating the proper respect to each other, as noted above, includes minimizing classroom distractions for ourselves and others. **Cell phones need to be silenced and remain idle and in your bag during class.** While laptops and tablets are very valuable tools for your education, can often impede more than they assist. I was an undergrad not too long ago and I know how most students use their computers during class. Masked behind the guise of “note-taking,” there lies an entire world of distractions that will only inhibit your learning ability. You will not succeed in this class if you apply such a small percentage of your attention span to the class activities. Therefore, **other electronic devices need to be used only for class appropriate activities—which, in my opinion, are limited to consulting PDFs of *assigned* readings and taking notes.** To me, texting, tweeting, browsing, fb'ing, posting, chatting, pinning, swiping left or right, and performing any other kind of electronic communication in class are as rude as loudly taking a phone call in your seat. I will ask you to put your phone, computer, or tablet away the first time; the second time, I will ask you to leave class.

**Email Policy:** If we cannot speak about a problem or concern that you have in person, or if any other questions arise, please email me. Communication is vital for each of us to understand what the other expects. When you send me an email, I will do my best to respond as promptly as I can, but please understand that there are times when it is difficult for me to do so. Please allow up to 24 hours for me to respond to an email. But know that I have a similar expectation of you! If I email the class or you personally with a question or concern that requires (or demands) a response, I ask that you answer that email within a reasonable length of time. To make this easier on all of us, please make sure to set your university email to an address that you check regularly. Please **DO NOT send me mail through CANVAS, I will not be able to respond to it promptly.** Please send me emails at: [c.w.oughton@utexas.edu](mailto:c.w.oughton@utexas.edu)

**The University Writing Center:** I strongly encourage you to use the University Writing Center (FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Any student enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. The UWC also maintains an extensive library of handouts on various writing-related issues here: <http://www.uwc.utexas.edu/handouts>

## University Policies

**The instructor abides by all policies described in the university's General Information Bulletin, including, but not limited to those listed below.** To examine the University's General Information Bulletin, go to: <http://catalog.utexas.edu/general-information/>

**University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Academic Dishonesty:** Collaboration during tests, use of written notes during tests, or submission of work that is not entirely a student's own (whether copied from another student or the internet) will not be tolerated. Any student found guilty of cheating or facilitating cheating in any way will receive no credit on the assignment, quiz, or test and will be subject to the University procedures under Appendix C, Section 11 of the General Information bulletin. I will refer all cases of suspected cheating to Student Judicial Services. I reserve the right to **reexamine** any student whom I strongly suspect of cheating or facilitating cheating at any time. It is your responsibility to be familiar with the university's definition of cheating and to avoid any behavior that might be interpreted as academic dishonesty.

**Students with Disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To receive your accommodations for this course, please submit to the instructor a letter from the SSD office stating your needs by the second week of classes. Note that only the SSD office can determine the accommodations that can be provided; these are not allowed to be determined by the instructor. If you feel that you will qualify for such accommodations or, for more information, contact the SSD Office at 471-6259 (voice) or 232-2937 (video phone) or online: <http://www.utexas.edu/diversity/ddce/ssd>.

**Religious Holidays:** Please inform me at least 14 days in advance if you observe any religious holiday during the semester that will require your absence from class. Your needs will be accommodated.

**Add/Drop Policy:** Please familiarize yourself with the university's official drop/add policy. Any requests to Q-drop this course after the 12<sup>th</sup> class day will be handled according to these rules. Be forewarned: while you may use a "one time exception" to late-drop the course, the exception is to the deadline, not to the requirement that you must be earning less than a 70% in order to receive the OTE Q-drop.

**Behavior Concerns Advice Line (BCAL):** If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

**Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an emergency announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the instructor in writing during the first week of classes. In the event of an evacuation, follow the directions of class instructors. Do not re-enter a building unless you are given instructions by Emergency Service Personnel to do so. Please visit the following website to review the university's emergency guidelines: <http://www.utexas.edu/safety/preparedness/>

### Final Notes:

- 1) To "survive" this class, come prepared and ready to learn and to have fun each day. ***I strongly recommend that you participate actively in classroom discussions and activities.*** As we discuss these texts and the sometimes horrific historical events that they describe, *you must treat your peers with civility and respect.*
- 2) Review texts that we read earlier in the semester periodically and especially as various parallel passages or comparable ideas come to mind. Doing so will best enable you to see the larger picture and gain a better understanding of the questions we are pursuing in this class.

**\*\*Specifics noted in this syllabus are subject to change with verbal or written notification provided to the class\*\***

## Course Schedule: CC 348 – Great Enemy Figures

**Important Note:** This schedule is very tentative and *will likely change* as we go along. This is meant to give you an idea of the types of topics and readings we will be covering in the class. You should rely on the assignment sheets and the information given in class to determine the specifics of an assignment on a given day.

### Week 1: Course Intro

- **Thursday:** Course Intro and Syllabus; Homer and Homeric World Intro
- **Due by midnight 8/30/15: Syllabus QUIZ (Canvas)**

### Week 2: The Original Enemies – Greeks and Trojans I

- **Tuesday:** Greeks and Trojans I: Homer, *Iliad* 1; Herodotus (1.1-5 = pp. 3-5);
- **Thursday:** Fighting the Enemy: *Aristeia*: Homer, *Iliad* 5 (Diomedes, sel.) and 21 (Achilles, sel.); **RESPONSE PAPER 1 DUE**

### Week 3: The Original Enemies – Greeks and Trojans II

- **Tuesday:** Trojan Institutions: Homer, *Iliad* 6 (at Troy), 7 and 18 (ll. 280-365)
- **Thursday:** Treating with the Enemy I: Homer, *Iliad* 22 (final duel), and 24 (Achilles and Priam); **RESPONSE PAPER 2 DUE**

### Week 4: The “Others” – Persians I

- **Tuesday:** Intro to Herodotus; Greek History Intro; Persian Leaders: Cyrus the Great and Xerxes the Hubristic: Herodotus (sel.)
- **Thursday:** Persian Decision Making: Herodotus (sel.)

### Week 5: The “Others” – Persians II

- **Tuesday:** Defeating the Persians I: Marathon and Thermopylae: Herodotus (sel.)
- **Thursday:** Defeating the Persians II: Salamis and Artemisia: Herodotus (sel.)—focused readings on Artemisia (sel.); **RESPONSE PAPER 3 DUE**

### Week 6: The “Others” – Persians III

- **Tuesday:** Aeschylus Intro; Persians on the Stage: Aeschylus, *Persians*
- **Thursday:** Defeating the Persians III: Plataea and its Aftermath: Herodotus (sel.); **RESPONSE PAPER 4 DUE**

### Week 7: The Barbarians – Ethnographies I

- **Tuesday:** Ethnography intro; Scythians I: *Airs, Waters, Places*
- **Thursday:** Scythians II: Herodotus 4 (sel. xxx); Greek vs. Foreign Ethnographies: Herodotus (sel. xxx)

### Week 8: The Barbarians – Ethnographies II

- **Tuesday:** Roman History Intro; Gauls and More: Caesar on the Gauls: Caesar, *BG* (sel. xxx), Livy, *AUC* 5 (sel.); Crossing the Channel: Caesar, *BG* (sel. xxx); Tacitus, *Agricola* (sel. xxx)

- **Thursday:** Germans Across the Rhine: Caesar, *BG* (sel. xxx); Tacitus, *Germania*;  
**RESPONSE PAPER 5 DUE**

**Week 9: The Formidable Opponent – Hannibal I**

- **Tuesday:** **MIDTERM EXAM (in class)**
- **Thursday:** Hannibal at a Glance: Nepos, *Hannibal*, Character Sketch: Livy *AUC* 21 (sel.); Elephants in Snowshoes?: Livy, *AUC* 21 (sel.)

**Week 10: The Formidable Opponent – Hannibal II**

- **Tuesday:** Hannibal the Legend-Oaths and Omens: Oath: Polybius *Hist.* 3 (sel.), Nepos, *Hannibal* (sel.), Livy, *AUC* 21 (sel.); Omens: Livy, *AUC* (sel.), [fragments on dream]
- **Thursday:** Hannibal *ad Portas!*: Trasimene, Cannae, and their aftermath, Livy 22 and 23 (sel.); **RESPONSE PAPER 6 DUE**

**Week 11: The Formidable Opponent – Hannibal III**

- **Tuesday:** Treating with the Enemy II: Hannibal and Scipio at Zama: Livy *AUC* 30 (sel.)
- **Thursday:** Guest Presentation with Prof. Frances Titchener (Utah State University) – Topic and Readings TBA

**Week 12: The Formidable Opponent Returns – Jugurtha**

- **Tuesday:** Sallust Intro; Jugurtha I: Sallust, *BJ*
- **Thursday:** Jugurtha II: Sallust, *BJ*; **RESPONSE PAPER 7 DUE**

**Week 13: The Domestic Enemy – Catiline**

- **Tuesday:** Catiline I, Sallust *BC* (sel.)
- **Thursday:** Catiline II: Cicero, *Catilinarians* (sel.)

**Week 14: Personal Enemies – Invective**

- **Tuesday:** *Invectivae*: Ps.Sallust, *in Ciceronem*; Ps.Cicero, *in Sallustiam*; Cicero and Antony: Cicero, *Pilippics* 1
- **Thursday:** **No Class (Thanksgiving)**
- **Saturday:** **RESPONSE PAPER 8 DUE (electronically submitted)**

**Week 15: Images and Wrap-Up / Catch UP**

- **Tuesday:** Images of Enemies from the ANE to Rome
- **Thursday:** Wrap-Up: Sacking Rome: Gauls, Livy *AUC* 5 (sel.); Christians, Augustine *de Civ. Dei* (sel.); Crusades: Urban II at Council of Clermont (*Gesta Francorum* and Fulcher de Chartres); Catchup and Wrap-up

**Final Exam and Term Paper Due: Wednesday, December 9<sup>th</sup> 2-5 PM**