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SYLLABUS – ANCIENT MEDITERRANEAN MASCULINITIES
(CC 348 - #33351 / WGS 340 - #47637)

How did ancient men define themselves as men? What were the realms of activity and modes of self-presentation that marked one as masculine rather than feminine? What were the areas of greatest anxiety in the performance of masculine gender? Can all ancient cultures be reduced to a common stereotype, or was each culture distinctive in its articulation of sexual difference and gender roles? What, if anything, is special about the ancient Greeks? In this course, we will attempt to ponder the many paradoxes of masculinity by comparing with each other literary productions of several ancient civilizations, including especially Mesopotamia, Egypt, Palestine, Greece, and Rome. In so doing, we may also hope to inspire critical reflection upon our present culture's construction of what it is to be male and masculine.

<u>Dates</u>	<u>Topic and Readings</u>
Jan. 18 & 20	What Is Masculinity? Reading: Harry Brod, "The Case for Men's Studies"
Jan. 25 & 27	An Essentialist Perspective on Male and Female Reading: Camille Paglia, <i>Sexual Personae</i> (Chapters 1-2)
Feb. 1 & 3	Mesopotamia (1) Reading: <i>Gilgamesh</i> (Dalley, pp. 50-120)
Feb. 8	PAPER #1 DUE
Feb. 8 & 10	Mesopotamia (2) Reading: <i>Atrahasis</i> (Dalley, pp. 9-35) oral reports
Feb. 15 & 17	Egypt (1) Reading: <i>Tale of Sinuhe</i> (Parkinson, pp. 27-43)
Feb. 22 & 24	Egypt (2) Reading: Herodotus, Book 2 oral reports
March 1 & 3	Palestine (1) Reading: <i>Book of Job</i>
March 8 & 10	Palestine (2) Reading: various Old Testament stories oral reports
SPRING BREAK	
March 22	PAPER #2 DUE
March 22 & 24	Greece (1) Reading: Homer, <i>Iliad</i> , Books 1-8
March 29 & 31	Greece (2) Reading: Homer, <i>Iliad</i> , Books 9-16
April 5 & 7	Greece (3)

	Reading: Homer, <i>Iliad</i> , Books 17-24
April 12 & 14	Greece (4) Reading: Sophocles, <i>Philoctetes</i>
April 19	PAPER #3 DUE
April 19 & 21	Other Ancient Cultures (Persia, India, Ethiopia, Libya, Scythia, Thrace) Reading: Herodotus 1.131-40, 3.20-24, 3.98-117, 4.59-82, 4.168-99, 5.3-8
April 26 & 28	Rome (1) Reading: Suetonius, <i>Life of Julius</i> Group Reports on other lives
May 3 & 5	Rome (2) Reading: Seneca, <i>Thyestes</i>
May 10 (Tuesday)	PAPER #4 DUE

The course grade will be determined on the basis of four 4-5 page papers (20% each) and class discussion (20%), including two oral reports. Each student will be asked to give a ten-minute report during the first half of the course on a Mesopotamian, Egyptian, or Old Testament narrative that the class as a whole has not read. During the last two weeks of the course, students will split into groups of 3-4 to prepare a team report on one of the lives of Suetonius.

Scholastic dishonesty in any form, which includes handing in work that is not exclusively one's own, will be punished by failure of the course. Any students who request special accommodation due to a disability (see <http://www.utexas.edu/diversity/ddce/ssd/>) or observance of a religious holiday (see http://www.utexas.edu/provost/policies/religious_holidays/) are asked to identify themselves to the instructor during the first two weeks of class; every reasonable effort will be made to help.

Required Texts:

S. Dalley, *Myths from Mesopotamia* (Oxford).

R. B. Parkinson, *The Tale of Sinuhe and Other Ancient Egyptian Poems 1940-1640 BC* (Oxford).

Herodotus, *The Histories*, translated by A. de Selincourt (Penguin).

Homer, *The Iliad*, translated by R. Lattimore (Chicago).

Sophocles, *Philoctetes*, translated by C. Phillips (Oxford).

Suetonius, *Lives of the Caesars*, translated by C. Edwards (Oxford).

Seneca, *Four Tragedies and Octavia*, translated by E. F. Watling (Penguin).