

Victoria University of Wellington

SACR

Classics, Greek, and Latin

CLAS 213/313

Troy and the Trojan War

3/2009 (16 Nov. 2009 to 21 Feb. 2010)

1. Course outline

Dates

Teaching dates: 23 Nov. to 13 Dec. 2009 and 18 Jan. to 7 Feb. 2010.

Break: 19 Dec. 2009 to 4 Jan. 2010

Examination period: 15 Feb. to 20 Feb. 2010.

You are expected to be able to attend an examination at any time during the examination period.

Names and contact details

Course organiser: Dr Peter Gainsford — OK 525 | tel. 463 6453 | e-mail peter.gainsford@vuw.ac.nz

Office hours: 14.00-15.00 Tue. and Wed. during teaching weeks; otherwise only by prior appointment.

Tutors: Bede Laracy, Jen Oliver, Sheryn Simpson; contact details and office hours on Blackboard

Class times and locations

Lectures: 11.00-12.50 Tue./Wed., MacLaurin 102.

Tutorials: times and venues as per sign-up sheets (Old Kirk level 5 noticeboards).

Course delivery

The course is delivered in lectures and tutorials. In lectures student participation is not required, but is invited, in the form of questions posed to the lecturer. In tutorials student participation is required, in the form of discussion, questions, and providing answers to questions and exercises.

Communication of additional information

Additional information will be made available on Blackboard.

Course content

The course introduces students to the academic study of the history, myth, literature, art, archaeology and reception of the ancient story of the Trojan War; and shows the methods employed in studying an interdisciplinary topic that spreads across millennia of tradition.

Learning objectives

Successful candidates will

- have learnt the fundamental problems that surround the relationship between mythology, archaeology and history of the late Bronze Age and the story of the Trojan War;
- have gained experience in critical analysis and evaluation of different forms of evidence and methodologies relating to the study of subjects surrounding Late Bronze Age Anatolia and Greece;
- have expanded their understanding of the literature and history of the ancient world;
- be able to produce well-argued and thoughtful written assessed work;
- have developed research skills in a variety of media, both material and literary.

Expected workload

Students should be prepared for an average workload of approximately 24 hours per week (CLAS 213) or 27 hours per week (CLAS 313), including class times (5 hours per week). This assumes that work is spread out over nine weeks (six weeks of classes, one week of study in the middle, and two weeks of preparation for the final exam).

Readings

Essential texts:

Homer: The Iliad, transl. R. Lattimore, Chicago (1951).

Course materials, available from Student Notes.

Recommended texts: see section 2 ('Academic'), pp. 4-5.

Assessment requirements

For details of assessed work see part 2 of this booklet ('Academic'), pp. 5-7.

6 × tutorial assignments (3⅓% each, total 20%)

1 × research essay (30%), due 17.00, Fri. 22 Jan. 2010: 2300-2700 words (CLAS 213) or 2700-3300 words (CLAS 313)

1 × three-hour final open-book exam (50%), held during the examination period (see 'Dates' above)

Penalties

Tutorial assignments submitted late will receive no grade.

Essays submitted late will be penalised by one grade per 24 hours (not including weekends).

Any work submitted by improper channels (see section 2 'Academic', pp. 5-7) will receive no grade.

Mandatory course requirements

To be eligible to pass the course, candidates must

- (a) submit at least 5 out of 6 tutorial assignments;
- (b) submit the research essay;
- (b) sit the final exam.

Compensation for candidates who submit fewer than 5 tutorial assignments is not guaranteed.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General university policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at: http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

2. Academic

Teaching staff

Lecturer: Peter Gainsford — OK 525 | ph. 463 6453 | peter.gainsford@vuw.ac.nz

Office hours: 14.00-15.00 Tue. and Wed. during teaching weeks; otherwise only by prior appointment.

Tutors: Bede Laracy, Jen Oliver, Sheryn Simpson (contact details and office hours on Blackboard)

Urgent tasks

(1) Sign up for tutorials

By the end of Tuesday (the first day of classes) you must sign up for a tutorial group. Sign-up sheets are on the noticeboards in Old Kirk level 5. Tutorials — and tutorial assignments — begin *on Wednesday in the first week of classes*, and extensions *will not be granted* for tutorial assignments.

Each tutorial assignment is worth 3⅓% of your overall mark. A missed tutorial will probably take your final grade for the course down by a whole grade boundary.

(2) Read, read, read

This course is a full 12-week course compressed into 6 weeks of classes, and the amount of reading is therefore pretty substantial. It will all be worth it in the end! But you do have a lot to do.

We will be focusing on history and archaeology in the second, third, and fourth weeks of the course; we will be focusing on the first hundred-odd pages of the Course Materials in classes in those weeks. But in addition to that there will be supplementary materials posted on Blackboard, and you should be reading the *Iliad* at the same time (finish by the New Year, at the latest).

If the amount of reading looks overwhelming, bear in mind that you have a great deal of freedom in what areas you choose to focus on in this course.

Set texts

The *Iliad* — Lattimore's translation is far and away the best to use for this course, as it has accurate line numbers in the margins. Using a different translation will not cause you to fail, but it will inconvenience you. (Fitzgerald's, Fagles', and Lombardo's translations do not have accurate line numbers in the margins; Rodney Merrill's does, but it is not widely available.)

Course materials — absolutely essential.

Course materials. Errata

Contents page: in part 1, below the 'Latacz' item, there should be two extra lines as follows:

'Troy's role and status in the near eastern world (Bryce) p. 39 '

'The kingdom of Priam (levels VI to VII) (Bryce) p. 51 '

p. 5: NB: a better, more up-to-date map of the Hittite Empire is shown on p. 61, in one of the Bryce extracts.

p. 11: in part 1, there should be two further sets of bibliographical details as follows:

'Bryce, T. 2005. *The Kingdom of the Hittites*. Oxford.'

'Bryce, T. 2002. *Life and Society in the Hittite World*. Oxford.'

p. 49: the second column (p. 127 of Bryce's book) should not have been included.

p. 50: this page (pp. 56-7 of Bryce's book) should not have been included.

Suggestions for supplementary reading

Ancient:

Homer, *Odyssey* (almost any translation; Lattimore is good, Rodney Merrill is even better).

Pseudo-Apollodoros (a.k.a. Apollodorus), *Bibliothèque* or *Library of Greek Mythology* (any translation; the Oxford World's Classics edition, translated by Robin Hard, is a good one).

West, M.L. (ed.) 2003. *Greek Epic Fragments* (Loeb Classical Library 497). Cambridge, MA.

Modern:

Bryce, Trevor 2006. *The Trojans and Their Neighbours*. London.

Burgess, Jonathan 2001. *The Tradition of the Trojan War in Homer & the Epic Cycle*. Baltimore.

Latacz, Joachim 2004. *Troy and Homer*. Oxford.

(For research materials for assignments, refer to the 'Bibliography' section below.)

Assessment

1. Tutorial assignments (20%; 3⅓% each)

[See below, this page]

2. Research essay (30%) on a historical and/or archaeological topic

[See page 6]

3. Final open-book three-hour exam (50%)

[See page 7]

Assessment in detail:

1. Tutorial assignments (20%; 3⅓% each)

Question sheets for tutorial assignments are available on Blackboard.

Submission:

You must submit the relevant assignment in person, and within the first five minutes of the tutorial.

Submission of at least five of these assignments is a mandatory requirement for the course. If you miss more than one, you must contact your tutor or the course organiser as soon as humanly possible. It will not normally be possible to make up the marks you have lost, but you may be able to compensate for the missed mandatory requirement.

2. Research essay (30%) on a historical and/or archaeological topic

Due date: 17.00, Fri. 22 Jan. 2010

CLAS 213 — essay of 2300-2700 words

CLAS 313 — essay of 2700-3300 words

A range of topics is available on Blackboard.

Research essay — research:

You will be expected to make use of both primary and secondary research materials (primary texts = ancient texts, secondary = modern articles and books), and you will be expected not to neglect key texts (e.g. ones recommended in lectures). A ballpark figure for the quantity of research and evidence expected is:

213 students — 5+ secondary texts used; 4+ references per page of essay

313 students — 7+ secondary texts used; 5+ references per page of essay

Essays that do not meet minimum acceptable standards of research will be penalised. Students seeking to attain a grade in the A range should aim for higher standards.

Essays will be graded for:

- quality of evidence and referencing
- clarity and balance of argument
- basic courtesy to the examiner (including reasonable attention to grammar, punctuation, etc.)

Research essay — plagiarism:

The university's standard statement on plagiarism is reproduced on pp. 2-3 of this document.

Suggestions for essay-writing:

If you are inexperienced in essay-writing, the following structure may give some ideas:

- Introduction — start with a brief statement of your thesis and your methodology, i.e. what you will demonstrate, and how you propose to demonstrate it. Don't try to impress the examiner; aim for clarity. Say what you mean. There is nothing wrong with short sentences.
- Argument/content. Argue the thesis that you have proposed in the introduction, point by point, backing each point up with evidence. Organisation and structure are crucial here. It is always useful to work out a plan before you begin to write. (As a rule of thumb, I suggest using about four discrete points, each of which will support your thesis.) Balance is also important: be aware of counter-arguments, make sure to address them, and weigh up their relative merits.
- Conclusion. Sum up how your careful consideration of the details has demonstrated your original thesis. Highlight any adjustments you have had to make along the way. Stay on topic and do not waffle; again, clarity is better than artistry.

Submission:

You must:

- complete a cover sheet (available on the wall outside OK 508) and attach it to your essay;
- place the essay in the Assignment Box on the wall outside OK 508.

Essays will be rejected with no grade if they are submitted in any other manner, including electronically.

3. Final open-book three-hour exam (50%)

There will be a final three-hour exam, comprising:

- (a) A 'gobbet' section (20%), where you will discuss and/or explain two passages from the set texts for the course, with the proviso that you may NOT choose to do a gobbet on the text on which you are writing the essay, below.
- (b) An essay (30%) on ONE of the *literary* texts given excerpted in the CM (pp. 124-211; NOT the *Iliad*). You will be given a choice of fairly general topics to discuss with respect to your chosen text.

Exam essay — research:

In the essay question you are expected to show a thorough knowledge of a literary text IN FULL — i.e. not just the excerpts shown in the CM. (You may not choose the *Iliad* as your literary text, though of course you are free to refer to other texts, make comparisons, etc.) **If your essay demonstrates a knowledge only of the excerpts given in the CM, you will be EXTREMELY heavily penalised.** This requirement applies primarily to the excerpts from Greek tragedies (Aeschylus, Euripides, Sophocles); but even the Roman-era epics (Vergil, Ovid, Quintus), you should make sure to be aware of the context of the passages printed in the CM, and of the historical context in which they were written.

You are expected to do SECONDARY RESEARCH for your exam essay, as you would for an in-term essay. Extensive reading lists are given below. You are expected to cite your secondary literature, as well as the primary text, albeit not with the same polish that would be expected in an in-term essay.

The exam is open-book. You *may* take any materials you wish into the exam with you, but past experience of open-book exams suggests that you should be carefully think about what exactly you take. You are RECOMMENDED to bring —

- (a) Your PRIMARY TEXT, i.e. a full copy of the literary text you are writing your essay on (any translation, but let the examiner know which translator you are drawing on);
- (b) Your NOTES on the secondary literature that you have studied. It is much, much better to take notes than to take whole books, or full photocopies. Experience shows that students who take full copies into an open-book exam generally end up wasting most of their time looking up passages, instead of writing. If you wish to write an effective essay, train yourself to take effective notes.

Exam essay — citation style:

In an exam situation you do not want to be wasting time with bibliographical details. When using secondary literature from the bibliography (below), do not give full bibliographical details at all; just cite by author-date, e.g.

Blundell 1988: 137

would be an adequate citation of p. 137 in Blundell, M.W. 1988, 'The *phusis* of Neoptolemus in Sophocles' *Philoctetes*', *Greece & Rome* 35.2: 137-48.

If your secondary research includes items from beyond the bibliography, give *slightly* fuller details so that the examiner can track them down, but only give these details *once*; e.g. for the Blundell item above, you might cite it *once* as 'Blundell 1988, '*Phusis* of Neoptolemus', *G&R* 35', and use author-date thereafter.

For primary texts, use abbreviated forms (as you should in an in-term essay, too): e.g. '*Il.* 16.188' = *Iliad* book 16 line 188, '*Ph.* 300' = Sophocles' *Philoctetes* line 300, '*Aen.*' = Vergil's *Aeneid*, etc. Standard abbreviations are those given in the prefatory material to the Liddell & Scott *Greek Lexicon* and the Lewis & Short *Latin Dictionary*.

Generally the requirements for citation and style in an exam essay are not as high as for an in-term essay. All the same there is no reason to aim low; just don't waste time that could be better spent on making a good argument.

Bibliography

Symbols

* recommended as starting point

† primary text available on Perseus <www.perseus.tufts.edu>

Online resources

See Blackboard for recommendations of legitimate online resources and bibliographic search tools. The most important thing to get to grips with is accessing online journals through the Library website, especially via JSTOR.

If you make use of other online resources, you are responsible for the standard of their research and evidence. Under no circumstances should you ever be citing tertiary sources (e.g. encyclopaedias) as evidence to substantiate any claim at all, whether online or in hardcopy.

Archaeology and history

- Allen, S. 1995a. '“Finding the walls of Troy”: Frank Calvert, excavator.' *American Journal of Archaeology* 99.3: 379. CC1 A512
- 1995b. 'Frank Calvert: the unheralded discoverer of Troy.' *Archaeology* 48.3: 50. CC1 A669
- Blegen, C.W. 1950-58. *Troy: Excavations Conducted by the University of Cincinnati, 1932-1938*, 4 vols. Princeton. big books DF221 T8 U58 T
- Bryce, T.R. 1986. 'Maduwatta and Hittite policy in Western Anatolia.' *Historia* 35: 1-12. D51 H678 J
- 2002. *Life and Society in the Hittite World*. Oxford. (Parts printed in CM.) 3-day, DS66 B916 L
- 2005. *The Kingdom of the Hittites*. (Parts printed in CM.) Oxford. cl res DS66 B916 K 2ed
- 2006. *The Trojans and their Neighbours*. London. (Parts printed in CM.) cl res DF221 T8 B916 T
- Chadwick, J. 1976. *The Mycenaean World*. Cambridge. cl res and 3-day, DF220 C432 M
- Cline, E. 1991. 'A possible Hittite embargo against the Myceneans.' *Historia* 40: 1-9. D51 H678 J
- Desborough, V.R. d'A. 1972. *The Greek Dark Ages*. London. DF77 D444 G
- Desborough, V.R. d'A. and N.G.L. Hammond 1962. *The End of Mycenaean Civilization and the Dark Age*. Cambridge. DF221 M9 D444 E
- Fine, J. 1983. 'The early Aegean world' pp. 1-25, and 'The Greek Dark Age' pp. 26-45, in *The Ancient Greeks: A Critical History*, Cambridge, MA. 3-day, DF214 F495 A
- Finley, M.I. 1956. *The World of Odysseus*. London. 3-day, PA4037 F513 W
- Finley, M.I., J.L. Caskey, G.S. Kirk, and D.L. Page 1964. 'The Trojan War.' *Journal of Hellenic Studies* 84: 1-20. PA1 J8 HS
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- Hansen, O. 1997. 'KUB XXIII.13: a possible contemporary Bronze Age source for the sack of Troy/Hisarlik?' *Annual of the British School of Athens* 92: 165-167. DF11 B8 A
- Hawkins, J.D. 2004. 'Was there a Trojan War? Evidence from Hittite records.' *Archaeology* 57.3: 40. (print or online) CC1 A669
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- Korfmann, M. 1998. 'Troia, an ancient Anatolian palatial and trading center: archaeological evidence for the period of Troia VI/VII.' *Classical World* 91: 369-85. PA1 C614
- 2003. 'Troia in light of new research,' transl. by J. Clough and W. Aylward. *Reden an der Universität Trier* 2/2004. (On Blackboard)
- 2004. 'Was there a Trojan War?' *Archaeology* 57.3: 36-38. (print or online) CC1 A669
- Langdon, S. (ed.) 1997. *New Light on a Dark Age: Exploring the Culture of Geometric Greece*. Columbia, MO. DF221.5 N532
- Latacz, J. 2004a. *Troy and Homer: Towards a Solution of an Old Mystery*, transl. by K. Windle and R.

- Ireland. Oxford. (Parts printed in CM.) 3-day, DF221 T8 L351 T E
 – 2004b. ‘Was there a Trojan War? Evidence from Homer.’ *Archaeology* 57.3: 39. (print or online)
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- Meyer, K.E. 1993. ‘The hunt for Priam’s treasure (Schliemann’s gold from Troy).’ *Archaeology* 46.6: 26.
 CC1 A669
- van de Mierop, M. 2005. *A History of the Ancient Near East, ca. 3000-323 BC*. Oxford. 3-day,
 DS62.2 V217 H
- Muhly, J.D. 1974. ‘Hittites and Achaeans: Ahhijawa redomitus.’ *Historia* 23: 129-145. D51 H678 J
- Mylonas, G.E. 1964. ‘Priam’s Troy and the date of its fall.’ *Hesperia* 33.4: 352-380. DF10 H585
- Osborne, R. 1996. *Greece in the Making 1200-479 BC*. London. 3-day, DF220 O81 G
- Palmer, L.R. 1980. *Mycenaeans and Minoans: Aegean Prehistory in the Light of the Linear B Tablets*, 2nd
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- Project Troia (various dates). ‘Project Troia.’ <<http://www.uni-tuebingen.de/troia/eng/index.html>>,
 accessed 8 Nov. 2006.
- Sale, W.M. 1994. ‘The government of Troy: politics in the *Iliad*.’ *Greek, Roman, and Byzantine Studies*
 35.1: 1. PA1 G794
- Raaflaub, K.A. 1998. ‘Homer, the Trojan War, and history.’ *Classical World* 91.5: 386-403. PA1 C614
- Schliemann, H. 1881. *Ilios: The City and Country of the Trojans; the Results of Researches and Discoveries
 on the Site of Troy and Throughout the Troad in the Years 1871, 72, 73, 78, 79* (1976 reprint). New
 York. DF221 T8 S344 I 1976
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- van Wees, H. 1994. ‘The Homeric way of war. The *Iliad* and the hoplite phalanx.’ *Greece & Rome* 41: 1-17,
 131-55. PA1 G793
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 Leiden, 668-93. cl res PA9 M686 S 163
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- Wright, J.C. 1998. ‘The place of Troy among the civilizations of the Bronze Age.’ *Classical World* 91: 356-
 68. PA1 C614

The ‘Trojan controversy’

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 Bronze Age. A compilation of recent relevant scientific publications (status 05/2005).’
 <<http://www.uni-tuebingen.de/troia/eng/fachliteratur.html>>, accessed 8 Nov. 2006.
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 <<http://www.uni-tuebingen.de/troia/eng/kontroverse.html>>, accessed Nov. 2006.

Homer and the Epic Cycle

NB: the bibliography on Homer is enormous. The following list is intended as a starting point only, and is weighted towards the Epic Cycle. Use tertiary resources like *L'Année philologique* to find references more specifically suited to your needs.

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Ancient Greek geography (Catalogue of Ships)

Select primary sources (any translation will do)

†Pausanias, *Guide to Greece* (a.k.a. *Description of Greece*, a.k.a. *Hellados Periegesis*): 2nd century BCE geographer.

Stephanus of Byzantium, *Ethnica*: NB. only available in Greek. If you have reason to believe that you need material from this text, ask Dr Gainsford for assistance.

†Strabo, *Geography*: 1st cent. BCE geographer.

The *Suda*: 10th cent. CE Byzantine encyclopaedia. Partial translation and searchable database at <www.stoa.org/sol>.

Secondary sources

Finley, M.I. (ed.) 1977. *Atlas of Classical Archaeology*. London. big books, G1046 E15 A881

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*Smith, W. 1868-1869. *Dictionary of Greek and Roman Geography* (2 vols.). London.
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Talbert, R.J.A. (ed.) 1988. *Atlas of Classical History*. London. G3201 S2 A881 1988

Literature — Greek lyric

Bassi, K. 1993. 'Helen and the discourse of denial in Stesichorus' *Palinode*.' *Arethusa* 26: 51-75. PA1 A682

Dalby, A. 1998. 'Homer's enemies: lyric and epic in the seventh century.' In N. Fisher and H. van Wees (eds.), *Archaic Greece: New Approaches and New Evidence*, London, 195-212. 3-day, DF222 A669

Nagy, G. 1974. 'The wedding of Hektor and Andromache: epic contacts in Sappho 44 LP.' In *Comparative Studies in Greek and Indic Meter*, Cambridge, MA, chapter 1.5. PA417 N152 C

Schrenk, L.P. 1994. 'Sappho frag. 44 and the *Iliad*.' *Hermes* 122.2: 144-150. PA3 H553 E

Woodbury, L. 1967. 'Helen and the palinode.' *Phoenix* 21: 157-176. PA1 P574

Literature — Greek tragedy

NB: the bibliography on Greek tragedy is enormous. The following list is intended as a starting point only. Use tertiary resources like *L'Année philologique* to find references more specifically suited to your needs.

*Blundell, M.W. 1988. 'The phusis of Neoptolemus in Sophocles' *Philoctetes*.' *Greece & Rome* 35.2: 137-48. PA1 G793

— 1989. *Helping Friends and Harming Enemies*. Cambridge. (on Sophocles) 3-day, PA4417 B658 H

Conacher, D. 1967. *Euripidean Drama: Myth, Theme, and Structure*. Toronto. PA3978 C743 E

Csapo, E., and W.J. Slater. 1995. *The Context of Ancient Drama*. Ann Arbor. 3-day, PA3024 C958 C

Foley, H.P. 1981. 'The conception of women in Athenian drama.' In Foley (ed.), *Reflections of Women in Antiquity*, New York, 127-68. 3-day, HQ1134 R332

Garner, R. 1990. *From Homer to Tragedy*. London, New York. 3-day, PA3136 G234 F

*Kitto, H.D.F. 1961. *Greek Tragedy* (3rd ed.). London. 3-day, PA3131 K62 G 3ed

Knox, B.M.W. 1964. *The Heroic Temper: Studies in Sophoclean Tragedy*. Berkeley. 3-day, PA4417 K74 H

Meier, C. 1993. *The Political Art of Greek Tragedy* (transl. A. Webber). Cambridge. PA3136 M511 P

- Michellini, A.N. 1987. *Euripides and the Tragic Tradition*. Madison. PA3978 M623 E
 Powell, A. 1990. *Euripides, Women, and Sexuality*. London. PA3978 E89 W
 Segal, C. 1983, 1986. 'Greek myth as a semiotic and structural system.' In Segal, *Interpreting Greek Tragedy: Myth, Poetry, Text*, Ithaca, 48-74. PA3131 S454 I [Also in *Arethusa* 16 (1983), PA1 A682.]
 Webster, T.B.L. 1967. *The Tragedies of Euripides*. London. PA3978 W384 T

Literature — the Roman Period

Select primary sources (any translation will do)

- †Apollodorus, Library, a.k.a. *Library of Greek Mythology*, a.k.a. *Bibliotheca*.
 Dares of Phrygia (a.k.a. Dares Phrygius/Phrygius), *Fall of Troy*: Frazer, R. (tr.) 1966. *The Trojan War: The Chronicles of Dictys of Crete and Dares the Phrygian*. (On Blackboard) 3-day, DF221 T8 F848 T
 Dictys of Crete (a.k.a. Dictys Cretensis), *Ephemeris*: Frazer 1966 (see under Dares of Phrygia, above).
 †Ovid, *Metamorphoses*. (Excerpts from books 12-14 in course materials.)
 Quintus of Smyrna (a.k.a. Quintus Smyrnaeus), *Posthomerica*: James, A. (transl.) 2004. *Quintus of Smyrna: The Trojan Epic: Posthomerica*. Baltimore. (Book 5 in course materials.) 3-day, PA4407 Q4 P E
 Tryphiodorus (a.k.a. Trifiodorus), *Sack of Troy*: Mair, A.W. (transl.) 1928. *Oppian, Colluthus, Tryphiodorus*. Cambridge (MA). PA3431 M228 O
 †Vergil, *Aeneid*. (Book 2 in course materials.)

Secondary sources

- Beye, C.R. 1993. *Ancient Epic Poetry: Homer, Apollonius, Virgil*. Ithaca. 3-day, PA3022 E6 B573 A
 Clausen, W. 2002. *Virgil's Aeneid. Decorum, Allusion, and Ideology*. Munich. (See esp. ch. 2, 'Introducing the Wooden Horse.') PA6825 C616 V
 Erskine, A. 2001. *Troy between Greece and Rome: Local Tradition and Imperial Power*. Oxford. DF221 T8 E73 T
 Gross, N.P. 2000. 'Allusion and rhetorical wit in Ovid, *Metamorphoses* 13.' *Scholium* 9: 54-65. PA1 S368
 Hainsworth, J.B. 1991. *The Idea of Epic*. Berkeley. 3-day, PA3022 E6 H153 I
 Hopkinson, N. 2000. *Ovid: Metamorphoses Book XIII*. Cambridge. 3-day, PA6519 M6 A2 H797
 Horsfall, N. (ed.) 1995. *A Companion to the Study of Virgil* (2nd ed.). *Mnemosyne* suppl. 151. Leiden. PA9 M686 S 151
 Jones, J.W. 1965. 'Trojan legend. Who is Sinon?' *Classical Journal* 61: 122-8. PA1 C614 J
 Kopff, E. 1981. 'Virgil and the Cyclic epics.' In *Aufstieg und Niedergang der römischen Welt* 2.31.2: 919-47. DG209 A918
 Musgrove, M.W. 1997. 'Change of perspective in Ovid, *Metamorphoses* 12.11-23.' *American Journal of Philology* 118.2: 267-83. PA1 A5 JP
 Reckford, K.J. 1981. 'Helen in *Aeneid* 2 and 6.' *Arethusa* 14: 85-99. PA1 A682
 Smith, R.A. 1997. *Poetic Allusion and Poetic Embrace in Ovid and Virgil*. Ann Arbor. 3-day, PA6537 S642 P
 Smith, R.M. 1999. 'Deception and Sacrifice in *Aeneid* 2.1-249.' *American Journal of Philology* 120.4: 503-23. PA1 A5 JP
 Stanford, W.B. 1963. *The Ulysses Theme: A Study in the Adaptability of a Traditional Hero* (2nd edition). Oxford. PN57 O3 S785 U 2ed (1st edition also available, BL820 A8 S784 U)
 Toohey, P. 1992. *Reading Epic: An Introduction to the Ancient Narratives*. London. PA3022 E6 T668 R
 White, H. 1987. *Studies in Late Greek Epic Poetry*. Amsterdam. (on Quintus) 3-day, PA3105 W584 S

Course schedule

Week numbers refer to weeks of the teaching period, which has 11 weeks.

Week 2

Tue. 24/11 Introduction: a city, a poem, and a myth
Wed. 25/11 Homer and history: problems with sources
Reading The *Iliad* (aim to finish by start of week 3)
CM pp. 13-38

Tutorial 1. Sources and methods

Week 3

Tue. 1/12 Archaeology at Troy
Wed. 2/12 Troy and the Hittites
Reading CM pp. 39-81

Tutorial 2. Wilusa, Taruisa, and the Hittite Empire

Week 4

Tue. 8/12 The 'Troy controversy'
Wed. 9/12 Mycenaean society and the end of the Bronze Age
Reading CM pp. 82-102

Tutorial 3. Mycenaeans, the 'Dark Age', and Homer

Christmas / New Year break

Week 8

Tue. 19/1 The Homeric Question
Wed. 20/1 Homer and the Epic Cycle
Fri. 22/1 RESEARCH ESSAY DUE
Reading CM 123-138

Tutorial 4. Literature and myth

Week 9

Tue. 26/1 Greek literature I (lyric poetry; Aischylos)
Wed. 27/1 Greek literature II (Sophokles, Euripides)
Reading CM 139-170

Tutorial 5. Art and myth

Week 10

Tue. 2 Feb. Hellenistic and Roman periods (mythographers; Vergil; Ovid)
Wed. 3 Feb. Roman era and on (Diktys; Quintus of Smyrna; the Middle Ages)
Reading CM 171-211

Tutorial 6. Foundation myths, the Middle Ages, and beyond