



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF ART HISTORY, CLASSICS, AND RELIGIOUS STUDIES

CLASSICS PROGRAMME

**CLAS 210/CLAS 310: GREEK AND ROMAN EPIC
20 POINTS**

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July to 17 November 2013

Teaching dates: 15 July to 18 October 2013

Mid-trimester break: 26 August to 8 September 2013

Study period: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Lectures: Tuesday, Wednesday, Thursday, 10:00–10:50, Cotton 122

Tutorials: TBA

N.B.: in weeks in which there is a tutorial, there will be no Wednesday lecture.

Names and contact details

Lecturer and course coordinator

Dr. Simon Perris

OK 512

(04) 463 5478

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Communication of additional information

Any additional information will be provided via Blackboard and/or VUW student email addresses.

Prescription

The development of Classical Epic, from Homer to Vergil and his successors. What is distinctive about epic artistry and the connection of epic poetry to the societies that value it.

Course content

This course introduces students to the ancient literary genre of epic. In our investigation of epic tradition, we will read four major set texts: Homer, *Odyssey*; Apollonios, *Argonautika*; Vergil, *Aeneid*; and Ovid, *Metamorphoses*. Along the way, we will be especially interested in the definition and development of epic, reflections of ancient society, the treatment of mythology and folktales, and the status of epic in the ancient and modern worlds. We will also apply our knowledge of epic to other, shorter texts, to be posted on Blackboard.

Course learning objectives (CLOs)

Students who pass this course should be able to:

- (1) identify the basic formal features of hexameter epic;
- (2) describe the development of epic as a genre, from the *Odyssey* to Ovid's *Metamorphoses*;
- (3) analyse literary, mythological, religious, and social phenomena in the texts;
- (4) demonstrate the importance of epic for understanding ancient cultures;
- (5) explain the content of the set texts (e.g., plot, theme, character, values).

Teaching format

CLAS 210/310 is taught through a combination of lectures and tutorials. Tutorial groups are scheduled at various times and places throughout the week. Students can sign up to tutorials on SCUBED during the first week. All students are expected to prepare for tutorials, using the tutorial sheet(s) provided via Blackboard, and to participate in the discussion. CLAS 210 students also hand in a brief tutorial assignment at the beginning of each tutorial.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit all internally-assessed writing exercises and essays;
2. attend **at least 4** tutorials;
3. sit the final examination.

Workload

Students should expect to spend on average fourteen hours per week on this course: two hours preparing for each lecture (more preparing for tutorials), three hours a week attending lectures and tutorials, and five hours a week in general reading, revision, and preparing written assignments.

Assessment

The assessment for CLAS 210/310 comprises **50% internal assessment** and **50% external assessment (final examination)**. The assessment requirements differ for CLAS 210 and CLAS 310 as follows. CLAS 210 students are assessed through tutorial assignments (10%), two writing exercises (10% each), an essay (20%), and a **two-hour** final examination (50%). CLAS 310 students are assessed through one writing exercise (10% each), two essays (20% each), and a **three-hour** final examination (50%).

CLAS 210 assessment		%	CLO(s)	Due
1	Tutorial assignments (1–2pp): 2% ea, score for best 5 out of 6	10%	ALL	
2	Writing exercise 1 (600–750 words)	10%	1, 3	9 Aug
3	Writing exercise 2 (600–750 words)	10%	3, 4	27 Sep
4	Essay (1200–1500 words)	20%	2, 3, 4	18 Oct
5	Final examination (TWO hours)	50%	ALL	TBC

CLAS 310 assessment		%	CLO(s)	Due
1	Writing exercise 1 (750–1000 words)	10%	1, 3	9 Aug
2	Essay 1 (1500–2000 words)	20%	2, 3, 4	27 Sep
3	Essay 2 (1500–2000 words)	20%	2, 3, 4	18 Oct
4	Final examination (THREE hours)	50%	ALL	TBC

Tutorial assignments (CLAS 210): weekly

CLAS 210 students hand in a tutorial assignment to their tutor at the start of each tutorial. Each assignment is worth 2%, and you will receive points for your best five, for a total of 10%. For tutorials 1–3 and 5–6, choose ONE of the tutorial preparation questions and write a brief (1–2pp) response to that question, focusing on your interpretation of the text. Although these are not formal essays, you must write in proper sentences and paragraphs, and you must make a sensible, intelligible point or points. For tutorial 4, write a brief (1–2pp) plan for your essay, including a list of key passages from the text(s) for your essay question, an outline of your argument (research question, paragraphs, and conclusions), and at least three relevant secondary sources.

Writing exercises and essays: 9 August, 27 September, and 18 October

The writing exercises are shorter, more focused, yet still formal, pieces of written work. The essays are formal research essays, requiring students to investigate the primary sources, construct an argument, support that argument with primary evidence, and improve or sharpen that argument with secondary sources. CLAS 310 assignments are longer and require more research.

Important note re: final essay dates

The second writing exercise (CLAS 210) and the first essay (CLAS 310) are due only three weeks before the final essay for both courses. This is to allow you to manage your time effectively and, if you wish, to incorporate material from the lectures on the *Aeneid* into your writing exercise or essay. It is assumed, however, that you will be mostly or wholly finished well before the formal due date of 27 September, and that you will start the final essay well before this point.

Final examination format

CLAS 210 (TWO HOURS)

1. Terms or names for definition or identification (choose 10 out of 15): 20 marks
2. Gobbets (choose FOUR out of eight, one for each set text): 40 marks
3. Essay (choose ONE topic out of four): 40 marks

CLAS 310 (THREE HOURS)

1. Terms or names for definition or identification (choose 10 out of 15): 10 marks
2. Gobbets (choose FOUR out of eight, one for each set text): 40 marks
3. Essays (choose TWO topics out of four): 50 marks

Marking criteria

Formal written work will be assessed according to the mechanics of formal written work (presentation, referencing, style, paragraphs, etc); clarity of expression; appropriate and effective use of evidence (primary and secondary); and quality of analysis. In addition, essays will also be assessed according to use of essay form and clarity of argument. The final exam will be a comprehensive assessment of students' knowledge of the entire course.

Submission and return of work

Submit all written work except for tutorial assignments via the assignment box outside the Classics office, OK 508. Submit tutorial assignments directly to your tutor at the start of the tutorial. You must attend the tutorial to receive credit for the tutorial assignment.

Penalties

In the absence of a formal extension, late work will be penalised 5% per working day. In the event that you require an extension, you must apply to your tutor in advance. Work that exceeds the set word limits may also receive a penalty, or may only be read and graded up to the set word limit.

Set texts

The following set texts are required and can be purchased from vicbooks:

Homer, *Iliad*, trans. Fagles (Penguin)

Apollonios of Rhodes, *Argonautika* (= *Jason and the Golden Fleece*), trans. Hunter (Oxford)

Vergil, *Aeneid*, trans. Fitzgerald (Penguin)

Ovid, *Metamorphoses*, trans. Raeburn (Penguin)

Further readings will be provided on Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

CLAS 210/310: GREEK AND ROMAN EPIC , T2 2013
Lectures, tutorials, and readings

*There will be no WEDNESDAY lecture in tutorial weeks (2, 4, 6, 9, 11, 12).
This schedule is subject to change at the lecturer's discretion.*

Week 1

T 16 July Introduction: What is epic?
W 17 July Epic style
Th 18 July Telemakhos and the moral(s) of the *Odyssey*
Read: *Odyssey* 1–4

Week 2

Tutorial 1 Type-scenes
T 23 July Guests and guest-friendship
Read: *Odyssey* 5–8
Th 25 July Odysseus' wanderings
Read: *Odyssey* 9–12

Week 3

T 30 July Odysseus in disguise
Read: *Odyssey* 13–16
W 31 July Odysseus at home
Read: *Odyssey* 17–19
Th 1 Aug Killing the suitors
Read: *Odyssey* 20–22

Week 4

Tutorial 2 Odysseus
T 6 Aug The end of the *Odyssey*
Read: *Odyssey* 23–24
Th 8 Aug Gods and men in the *Odyssey*
F 9 Aug WRITING EXERCISE (CLAS 210 and CLAS 310) DUE 5pm

Week 5

T 13 Aug Hellenistic literature
W 14 Aug Iason and the Argonauts
Read: *Argonautika* 1
Th 15 Aug Sailing to Kolchis
Read: *Argonautika* 2

Week 6

Tutorial 3 Apollonios and Homer
T 20 Aug Iason and Medeia
Read: *Argonautika* 3
Th 22 Aug The return journey
Read: *Argonautika* 4

Mid-semester break (26 August–8 September)

Week 7

T 10 Sep Vergil and the *Aeneid*

Read: *Aeneid* 1

W 11 Sep Leaving Troy

Read: *Aeneid* 2–3

Th 12 Sep Aeneas and Dido

Read: *Aeneid* 4

Week 8

Tutorial 4 Aeneas and the Roman Empire

T 17 Sep Past and future en route to Rome

Read: *Aeneid* 5–6

Th 19 Sep Aeneas in Italy

Read: *Aeneid* 7–8

Week 9

T 24 Sep War!

Read: *Aeneid* 9–10

W 25 Sep Aeneas vs. Turnus

Read: *Aeneid* 11–12

Th 26 Sep Mini-epic

Read: Catullus 64 and *The Battle of Mice and Frogs* (Blackboard)

F 27 Sep WRITING EXERCISE (CLAS 210) and ESSAY (CLAS 310) DUE 5pm

Week 10

T 1 Oct Approaching the *Metamorphoses*

Read: *Met.* 1–2.400 (Creation . . . Phaethon)

W 2 Oct Theban metamorphoses

Read: *Met.* 3.1–4.603 (Cadmus and Thebes)

Th 3 Oct Myth and storytelling

Read: *Met.* 5.250–6.145 (Minerva . . . Arachne); 10.1–11.84 (Orpheus)

Week 11

Tutorial 5 Love and sex

T 8 Oct Retelling Greek epic

Read: *Met.* 7.1–452 (Medea); 12.1–13.622 (Trojan War)

Th 10 Oct Rome and Romans

Read: *Met.* 13.623–15.59 (Aeneas, Rome); 15.622–879 (Rome cont'd)

Week 12

Tutorial 6 What is (the point of) epic?

T 15 Oct Pre- and post-classical epic

Read: *Gilgamesh* and *Paradise Lost* 1 (Blackboard)

Th 17 Oct Modern epic (and discussion of exam format)

Read: Selections from recent epics (Blackboard)

F 18 Oct ESSAY (CLAS 210 and CLAS 310) DUE 5pm

CLAS 210/ 310 WRITING EXERCISE (10%)
DUE FRIDAY 9 AUGUST 2013

Note: this is a formal academic writing assignment. Shorter word limits do not imply lower standards than those required for longer assignments; you are expected to use both primary and secondary sources.

CLAS 210 (600–750 words)

Carefully choose a 100-150-line passage from ***Odyssey 8*** or ***Odyssey 18*** and analyse it closely. That is, identify and discuss such things as epic language, type scenes, themes, characterisation, etc.

Indicate at the beginning of your assignment (e.g. in the title) which lines you discuss; do not reproduce the full passage with your analysis.

CLAS 310 (750–1000 words)

Carefully choose a 100-150-line passage from ***Odyssey 12*** or ***Odyssey 22*** and analyse it closely. That is, identify and discuss such things as epic language, type scenes, themes, characterisation, etc. Take into account both the immediate context (book/episode) and global context (the whole *Odyssey*): what does this passage contribute to the epic and why is it important?

Indicate at the beginning of your assignment (e.g. in the title) which lines you discuss; do not reproduce the full passage with your analysis.

**CLAS 210 WRITING EXERCISE (10%), CLAS 310 ESSAY (20%)
DUE FRIDAY 27 SEPTEMBER 2013**

CLAS 210 Writing exercise 2 (600–750 words)

Write 600–750 words on ONE of the following topics:

1. Is Apollonios' Iason an anti-hero?
2. How does Apollonios characterise the other Argonauts (i.e. not Iason)? How important are they to the *Argonautika*? (Discuss with reference to AT LEAST TWO characters).
3. '*Argonautika*, Book 3 is the only meaningful or interesting part of the whole epic.' Discuss.

CLAS 310 Essay (1500–2000 words)

Write 1500–2000 words on ONE of the following topics:

1. To what extent can the meaning of an epic be equated with the character of the epic hero? Discuss, with reference to the *Odyssey*, *Argonautika*, and *Aeneid*.
2. Compare and contrast the treatment of travel and geography in the *Argonautika* and the *Aeneid*.
3. Compare and contrast the treatment of sexual desire in the *Argonautika* and the *Aeneid*.

CLAS 210/310 ESSAY (20%)
DUE FRIDAY 18 OCTOBER 2013

CLAS 210 Essay 1 (1200–1500 words)

Write 1200–1500 words on ONE of the following topics:

1. How seriously should we take Ovid's *Metamorphoses*?
2. Analyse the treatment of stories and storytelling in the epics we have studied.
3. Evaluate the role and importance of the family in the epics we have studied.
4. 'Epic is pure fantasy.' Discuss, with reference to the epics we have studied.

CLAS 310 Essay 2 (1500–2000 words)

Write 1500–2000 words on ONE of the following topics:

1. Ovid famously announces the *Metamorphoses* as a 'continuous poem from the creation of the universe right down to my time'. How continuous, unified, and consistent is the *Metamorphoses*?
2. How important is knowledge of Homer's *Odyssey* for reading the other three epics we have read? How do the other texts interact with or shape our understanding of Homer?
3. Does epic subordinate the individual to the community? Answer with reference to the epics we have studied.
4. Does epic circumscribe femininity by allowing female characters to play a limited range of roles? To what extent do the epics we have read allow space for women to challenge patriarchal norms?