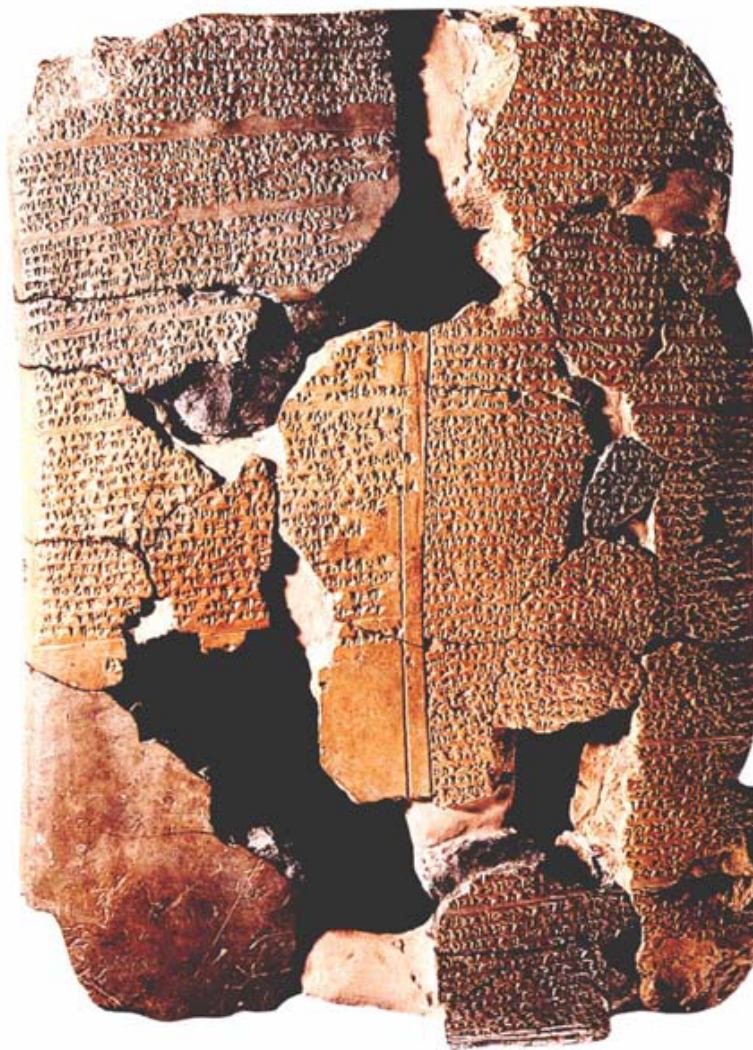




**CLAS 213/313**  
**Troy and the Trojan War**

*Summer trimester 2006*



*Fig. 1. The Alaksandu Treaty, ca. 1250 BCE*

***Classics Programme***  
*School of Art History, Classics, and Religious Studies*

## Course organisation

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- Any additional information will be announced in class, on Blackboard, and on Classics noticeboards (5th floor of Old Kirk, opposite room 505).

### Teaching staff

- Dr Peter Gainsford (course coordinator) — OK 525, ph. 463 6453, peter.gainsford@vuw.ac.nz
- Dr John Davidson — OK 509, ph. 463 5969, john.davidson@vuw.ac.nz
- Dr Judy Deuling — OK 517, ph. 463 6783, judy.deuling@vuw.ac.nz
- Tutors: Kieran Clarkin, Scott Waring-Flood, Jo Whalley (details and office hours tba)

### Classes

- Lectures: Tue. and Wed. 13.10 – 15.00, KK 303
- Tutorials: Wed. and Thu. every week (starting in week 1), OK 523 and 526

### Blackboard

- As a courtesy to students, some materials will be made available on Blackboard at [blackboard.vuw.ac.nz](http://blackboard.vuw.ac.nz). Log in with your user name and password supplied by ITS.

## Urgent tasks

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- Sign up for a tutorial group: sign-up sheets are posted on Classics noticeboards (5th floor of Old Kirk, opposite room 505). Tutorials begin in week 1. (If you do not do this by the end of Tuesday, you must contact Dr Gainsford or Hannah Webling *immediately*, as you are already losing marks.)
- Apply in the Library for an ITS account to access campus computers (if you don't already have one).
- Bring course materials to each lecture.

## Set texts

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### Required

- Lattimore, R. (transl.) 1953. *Homer: The Iliad*. Chicago.
- Course materials, available from Student Notes.

### Recommended

#### *Ancient*

- Homer, *Odyssey* (any translation)
- Pseudo-Apollodoros (a.k.a. Apollodorus), *Bibliothēke* 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. and transl.) 2003. *Greek Epic Fragments* (Loeb Classical Library 497). Cambridge, MA.

#### *Modern*

- The *Classics Study Guide*, available from Student Notes
- Burgess, Jonathan S. 2001, *The Tradition of the Trojan War in Homer & the Epic Cycle*; Baltimore
- Latacz, Joachim 2004, *Troy and Homer: Towards a Solution of an Old Mystery*, transl. by K. Windle, R. Ireland; Oxford

See also the *Bibliography* section in this handout.

## Course description

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- This course introduces students to the academic study of the history, myth, literature, art, archaeology and modern reception of the ancient story of the Trojan War. We aim to show the methods employed in studying a multi-dimensional subject that transcends time and space.

### Aims and objectives

- Students who have successfully passed the course 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 learnt to analyse critically different forms of evidence and assess its value
  - have learnt the main issues and controversies about the war and its memory
  - have understood the principal tools and methodologies involved in researching subjects surrounding the Late Bronze Age and the eastern Mediterranean World and its later reception
  - have expanded their understanding of the literature, history and art of the ancient world
  - be able to analyse and assess the value of inter-disciplinary work in literature, archaeology and history
  - be able to think critically and analytically about evidence from the past
  - be able to produce well-argued and thoughtful written assessed work
  - have developed research skills in a variety of media, both material and literary

## Passing the course

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### Mandatory course requirements

- There are no mandatory course requirements (such as attendance requirements) for this course. However, because of the intensive nature of the course and the sheer quantity of ground covered, it would be inadvisable for students to miss any classes.
- However, note that your **final grade will be penalised** by  $3\frac{1}{3}$  marks for failing to attend tutorials, unless you:
  - EITHER: obtain permission from your tutor beforehand. You must actually *receive* permission from your tutor before the tutorial; it is best to do this face-to-face. Sending your tutor an e-mail on the morning of the tutorial will *not* be looked on favourably.
  - OR: present a valid doctor's certificate to your tutor as soon as possible after the tutorial.
- This means that if you miss all six tutorials, 20 marks will be deducted from your final mark (i.e. you will drop past four grade boundaries, e.g. from A- to C+, or from B to D).
- Note also that this means that **you must attend your own tutorial group** unless your tutor agrees beforehand to an alternative arrangement. *Your final grade will be penalised if you go to the wrong tutorial.*

### Passing the course

- In order to pass this course, a student must obtain an overall mark of at least 50% from in-term assessed work, including any penalties. A student who does not obtain an overall mark of 50% will be awarded a fail grade of D or E as appropriate.

## Workload and classes

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### Workload

- Students should be prepared for an average workload of approximately **twenty-four hours per week**, including class hours, or less if they are fast readers. It will all be worthwhile in the end!
- The workload is extremely intensive because all teaching is compressed into six weeks, and all

assessment is to be completed by the second week after the New Year break; also, because there is a great deal to understand in this course — names, places, ideas, and events.

## Lectures

- Lectures are designed to present students with the salient topics and core facts for each topic. They should not be regarded as an end in themselves, or as the sum total of knowledge on that topic; rather, they should be regarded as a guide on how to proceed with private study and reading.

## Tutorials

- There are six tutorials in this course. Each tutorial deals with one aspect of the Trojan War and analyses through group discussion the evidence for the war, or its later reception as mediated through mythology, literature, and art.
- Materials and questions to consider will be posted on Blackboard at the start of each week.
- Before coming to the tute, you should (1) make written notes on the tutorial questions, and (2) do as much of the readings as possible. Bring your Course Materials.
- Tutorials are an essential part of the learning process and should not be treated as separate or different from the lectures or reading materials. Your final grade will be penalised for missing tutorials (see under 'Mandatory course requirements', above). This also means that you must attend *your own tutorial group*, unless your tutor agrees *beforehand* to an alternative arrangement.

## Assessment

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The course is 100% internally assessed:

- **50%** — **two essays** (25% per essay), due:
  - Tuesday 5 December, 17.00
  - Friday 12 January, 17.00
- **50%** — **two-hour final test** in usual class time, Tue. 16 January

Note also that your final grade will be penalised by  $3\frac{1}{3}$  marks for each tutorial you miss, unless you

- EITHER: obtain permission from your tutor at least a day beforehand. You must actually *receive* permission from your tutor before the tutorial; it is best to do this face-to-face. Sending your tutor an e-mail on the morning of the tutorial will *not* be successful.
- OR: present a valid doctor's certificate to your tutor as soon as you return to work.

## Essays

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- Essays must be submitted by 5 pm in the assignment box attached to the wall outside the Classics administrator's office (OK 508). Essays submitted by e-mail will be ignored; essay put in pigeonholes or under office doors may be lost.
- **Late essays** will incur a penalty of 5 marks (out of 100) per workday.

## Essay writing

Each essay should be approximately 2500 words, printed or typed on A4 paper.

The aim of an essay is to sustain a reasoned argument. The essay must use and cite evidence, and your interpretation of the evidence, to support your argument or to demonstrate incontrovertibly the actuality of your exposition. You want to show that you have a command of the evidence bearing on the topic, and that you can marshal it to make a clear, coherent statement of your argument or exposition.

(1) Simplicity, (2) clarity, and (3) forcefulness are desirable qualities. If taken to excess these virtues can become vices; try to avoid (1) over-simplifying, (2) dragging in unrelated evidence or trivia, and (3) repeating yourself.

Essays are an opportunity to gather evidence on a problem, develop a discussion of it, and to make persuasive inferences and arguments about it. The essay is not a book report based only on primary texts, nor a mosaic of scholarly opinion culled from secondary sources. Emphasis is not on gathering other people's ideas, but on formulating and supporting your own.

Essays will be graded for clarity, quality of argument, quality of research, thoroughness, and where possible originality.

The *Classics Study Guide* provides further guidance, and is available from Student Notes.

### **Recommended structure**

**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.

**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, we suggest using about four or five discrete points, each of which will support your thesis.)

**Conclusion.** Re-state your thesis, showing how your careful consideration of the details has demonstrated your original thesis, and highlighting any adjustments you have had to make along the way. Stay on topic and do not waffle.

### **Essay topics**

Choose your essay topic from the topics below.

- CLAS 213 students should consult their tutor before attempting a CLAS 313 topic.
- CLAS 313 students must choose from the questions set for CLAS 313.

### **Essay 1 (due 5 December)**

#### **CLAS 213**

1. In what ways does the *Iliad* reflect actual artefacts, practices, and events of the Bronze Age?
2. What, if anything, have excavators found at Wilusa that demonstrates or disproves the actuality of a Trojan War?
3. Was 'the Troy controversy' justified?
4. Which of the following three is more valuable evidence for the Trojan War: (1) excavation at Wilusa, (2) Homer and the Epic Cycle, or (3) the Hittite tablets?
5. Choose one of the CLAS 313 topics below.

#### **CLAS 313**

1. Assess the evidence for the Trojan War without referring to Homer. Was there a 'Trojan War'? And is this the right way to phrase the question?
2. Discuss (or explain) the nature of the relationship between Homer and the Epic Cycle.
3. Do the events of the downfall of the Mycenaean and Hittite civilisations have any bearing on the search for Troy and the Trojan War?
4. Write a new article or articles for *Wikipedia* on one or more of the places mentioned in the Catalogue of Ships in *Iliad* 2. (A list of placenames is available at [en.wikipedia.org/wiki/Catalogue\\_of\\_Ships](http://en.wikipedia.org/wiki/Catalogue_of_Ships).) You *must* choose a place or places that do not as yet have articles, and you *must not* upload your article(s) before getting your marked assignment back. This topic has specific requirements and guidelines, available on a separate sheet from Dr Gainsford or your tutor.

## Essay 2 (due 12 January)

**NB: if you choose an art topic, illustrations are expected.** Examples should be properly referenced: what it is, who painted/made it (if known), what it shows, the date, and a reference to where an illustration may be found. For example: ‘Attic hydria by the Kleophrades Painter, showing the sack of Troy. c. 480 BC. Carpenter 1991: fig. 335.’

### CLAS 213

1. Drawing on at least three ancient literary texts, discuss how the authors use and re-write the story of Troy to make a point, whether that point be dramatic, social, and/or political. (Your essay should *not* merely be a re-telling of the story.)
2. To what extent do classical Greek authors rely on the reader’s knowledge of Homer and the Epic Cycle? Draw on at least three literary texts in your discussion.
3. Given that the Trojans are the enemies of the Greeks, how are they depicted in Greek art, and why do the Greeks show them this way? Give specific examples to support your answer.
4. Discuss examples of illustrations of the Trojan Cycle in Italian (Etruscan and Roman) art. What themes dominate?
5. Choose one of the CLAS 313 topics below.

### CLAS 313

1. Discuss the rivalry between Aias and Odysseus in the judgment of Achilleus’ arms, with reference to Sophokles’ *Aias*, Ovid’s *Metamorphoses* book 13, and Quintus’ *Posthomerica* book 5. (Book 5 of Quintus is not in the course materials: refer to copies in three-day loan at the library.)
2. Compare the portrayals of the victorious Greeks in Euripides’ *Trojan Women*, Vergil’s *Aeneid*, and Quintus’ *Posthomerica*.
3. To what extent do Greek vase-painters draw directly upon Greek literature in their depictions of the Trojan War, and how can we tell whether they are doing this or not? Discuss with reference to specific examples.
4. Compare the episode of the Blinding of Polyphemus in Greek and Etruscan Art. Use at least two representations of the scene from Greek examples and two from Etruscan examples in your comparison. What are the predominant elements of each? What emphasis does each culture place and what do the images say about the perception and use of this episode from the *Odyssey*?
5. Based on any or all of the literary texts in the course, write a diary or part of a diary of someone involved in the Trojan War. You should first consult two such ‘diaries’ written in antiquity, namely those of ‘Dictys of Crete’ and ‘Dares Phrygius’.

## Final test

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- The test is worth 50% of the overall marks in the course and lasts two hours. The test will examine the material studied in this course through
  - key-word identifications
  - one passage for commentary (a ‘gobbet’)
  - one short essay, on a choice of topics (options will be available on history/archaeology, literature, and art)

## Bibliography

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### Online resources

See *Blackboard* for a compilation of legitimate online resources.

## Archaeology and history

- Allen, S. 1995. ‘“Finding the walls of Troy”: Frank Calvert, excavator.’ *American Journal of Archaeology* 99.3: 379.  
CC1 A512
- Allen, S. 1995. ‘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
- Bryce, T.R. 2002. *Life and Society in the Hittite World*. Oxford. DS66 B916 L
- Bryce, T.R. 2005. *The Kingdom of the Hittites*. Oxford. cl res DS66 B916 K 2ed
- Chadwick, J. 1976. *The Mycenaean World*. Cambridge. cl res and 3-day, DF220 C432 M
- Cline, E. 1991. ‘A possible Hittite embargo against the Mycenaeans.’ *Historia* 40: 1-9. D51 H678 J
- 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
- Desborough, V.R. d’A. 1972. *The Greek Dark Ages*. London. DF77 D444 G
- 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. 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
- Foxhall, L. and J.K. Davies (eds) 1981. *The Trojan War: Its Historicity and Context. Papers of the First Greenbank Colloquium*.  
Liverpool. DF221 T8 G798 1981 T
- 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
- Hood, S. 1995. ‘The Bronze Age context of Homer.’ In J. Carter and S. Morris (eds.), *The Ages of Homer*, Austin, TX,  
25-32.
- 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
- Korfmann, M. 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. 2004. *Troy and Homer: Towards a Solution of an Old Mystery*, transl. by K. Windle and R. Ireland. Oxford. (—  
large parts of the relevant sections are printed in the *Course Materials*.) 3-day, DF221 T8 L351 T E
- Latacz, J. 2004. ‘Was there a Trojan War? Evidence from Homer.’ *Archaeology* 57.3: 39. (print or online) CC1 A669
- Meyer, K.E. 1993. ‘The hunt for Priam’s treasure (Schliemann’s gold from Troy).’ *Archaeology* 46.6: 26. CC1 A669
- van de Mieroop, 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 edition. Westport,  
CN. DF220 P174 M 2ed
- 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
- Taylour, W. 1964. *The Mycenaeans* (also 1983 reprint). London. 3-day, DF221 M9 T247 M 1983
- Vermeule, E. 1964. *Greece in the Bronze Age* (1972 reprint). Chicago and London. 3-day, DF220 V524 G 1972
- 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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cl res PA9 M686 S 163
- Wood, M. 1985. *In Search of the Trojan War*. London. (Revised edition 1996) cl res DF221 T8 W877 I 1996
- Wright, J.C. 1998. ‘The place of Troy among the civilizations of the Bronze Age.’ *Classical World* 91: 356-68.  
PA1 C614

## The 'Troy controversy'

Project Troia 2005. 'About the controversy of the years 2001/2: the importance of Troia in the late 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. (Hosts online versions of several of the articles listed below, and a substantial further bibliography.)

Other materials on *Blackboard* (including English translations of an interview with Korfmann and a newspaper article about the Feb. 2002 symposium).

- Easton, D.F., J.D. Hawkins, A.G. Sherratt, and E.S. Sherratt 2002. 'Troy in recent perspective.' *Anatolian Studies* 52: 75-109. (online)
- Hertel, D., and F. Kolb 2003. 'Troy in clearer perspective.' *Anatolian Studies* 53: 71-88. (online)
- Jablonka, P., and C.B. Rose 2004. 'Late Bronze Age Troy. A response to Kolb.' *American Journal of Archaeology* 108.4: 615-30. (print or online) CC1 A512
- Kolb, F. 2004. 'Troy VI. A trading center and commercial city.' *American Journal of Archaeology* 108.4: 577-614. (print or online) CC1 A512
- Korfmann, M. 2003. 'Troia in light of new research,' transl. by J. Clough and W. Aylward. (online)
- Latacz, J. 2002. 'Response: Latacz on Kullmann (*Gnomon* 73 [2001] 657-663).' *BMCR* 2002-02-15 <<http://ccat.sas.upenn.edu/bmcr/2002/2002-02-15.html>>, accessed 8 Nov. 2006.
- Project Troia (various dates), 'Controversy over Late Bronze Age Troia (Troia VI and VII).' <<http://www.uni-tuebingen.de/troia/eng/kontroverse.html>>, accessed 8 Nov. 2006.

## Homer and the Epic Cycle

**NB: the bibliography on Homer 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.

- Burgess, J.S. 1996. 'The non-Homeric *Cypria*.' *Transactions of the American Philological Association* 126: 77-99. PA1 A512 T
- Burgess, J.S. 1997. 'Beyond neo-analysis: problems with the vengeance theory.' *American Journal of Philology* 118: 1-19. PA1 A512 T
- Burgess, J.S. 2001. *The Tradition of the Trojan War in Homer and the Epic Cycle*. Baltimore. cl res PA4037 B955 T
- Burgess, J.S. 2002. 'Kyprias, the *Kypria*, and multiformity.' *Phoenix* 56: 234-45. PA1 P574
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- Edwards, A.T. 1985. 'Achilles in the underworld: *Iliad*, *Odyssey*, and *Aethiopis*.' *Greek, Roman, and Byzantine Studies* 26: 215-28. PA1 G794
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- Janko, R. 1998. 'The Homeric poems as oral dictated texts.' *Classical Quarterly* 48.1: 135-67. PA1 C6 Q
- Kullmann, W. 1960. *Die Quellen der Ilias*. Wiesbaden. (In German) [no call number; enquire at counter]
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- Page, D.L. 1959. *History and the Homeric Iliad*. Berkeley. PA4037 P132 H
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- Taplin, O. 1992. *Homeric Soundings: The Shaping of the Iliad*. Oxford. PA4037 T173 H
- West, M.L. 1973. 'Greek poetry 2000-700 BC.' *Classical Quarterly* 23.2: 179-92. PA1 C6 Q
- West, M.L. 1988. 'The rise of the Greek epic.' *Journal of Hellenic Studies* 108: 151-72. PA1 J8 HS
- West, M.L. 1999. 'The invention of Homer.' *Classical Quarterly* 49.2: 364-82. PA1 C6 Q
- West, M.L. 2003. '*Iliad* and *Aethiopis*.' *Classical Quarterly* 53.1: 1-14. PA1 C6 Q
- Whitman, C. 1958. *Homer and the Heroic Tradition*. Cambridge, MA. PA4037 W614 H
- Willcock, M.M. 1997. 'Neoanalysis.' In I. Morris and B. Powell (eds.), *New Companion to Homer*, Leiden, 174-89. cl res PA9 M686 S 163



## Ancient Greek geography

### Select primary sources:

- Pausanias, *Guide to Greece* (a.k.a. *Description of Greece*, a.k.a. *Hellados Periegesis*): 2nd century CE geographer.  
 Strabo, *Geography*: 1st cent. CE geographer.  
 [Stephanus of Byzantium, *Ethnica* — only available in Greek; if you know Greek, ask Dr Gainsford for access]  
 The *Suda*: 10th cent. CE encyclopaedia. Partial translation and searchable database at <<http://www.stoa.org/so1>>.

### Secondary sources:

- Finley, M.I. (ed.) 1977. *Atlas of Classical Archaeology*. London. big books, G1046 E15 A881  
 Gainsford, P. 2006. 'Google Earth: the Catalogue of Ships', available on Blackboard (requires *Google Earth*). [May have multiple inaccuracies: use with caution.]  
 Hammond, N.G.L. (ed.) 1981. *Atlas of the Greek and Roman World in Antiquity*. Park Ridge, NJ. big books, G1033 A881  
 Haywood, J. et al. 1998. *The Cassell Atlas of the Classical World: 500 B.C. – A.D. 600*. London. big books, DE29 H427 C  
 Kirk, G.S. 1985. *The Iliad: A Commentary. Volume I: Books 1-4* (vol. 1 of 6). Cambridge (pp. 168-240 on the Catalogue of Ships). PA4037 K59 I  
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## Literature — Greek lyric

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 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  
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 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 *physis* of Neoptolemus in Sophocles' *Philoctetes*.' *Greece & Rome* 35.2: 137-48. PA1 G793  
 Blundell, M.W. 1989. *Helping Friends and Harming Enemies*. Cambridge. (on Sophokles) 3-day, PA4417 B658 H  
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 Csapo, E., and W.J. Slater. 1995. *The Context of Ancient Drama*. Ann Arbor. 3-day, PA3024 C958 C  
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 Garner, R. 1990. *From Homer to Tragedy*. London, New York. 3-day, PA3136 G234 F  
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 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  
 Michelini, A.N. 1987. *Euripides and the Tragic Tradition*. Madison. PA3978 M623 E  
 Powell, A. 1990. *Euripides, Women, and Sexuality*. London. PA3978 E89 W  
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 Webster, T.B.L. 1967. *The Tragedies of Euripides*. London. PA3978 W384 T

## Literature — the Roman period

### Primary

- Apollodōros (a.k.a. Apollodorus), *Library*, a.k.a. *Library of Greek Mythology*, a.k.a. *Bibliotheca* (any translation).  
 Diktys of Krētē, *Ephemeris*: Frazer, R.M. (transl.) 1966. *The Trojan War: The Chronicles of Dictys of Crete and Dares the Phrygian*. Bloomington. 3-day, DF221 T8 F848 T (also available on Blackboard)  
 Quintus of Smyrna, *Posthomerica*: James, A. (transl.) 2004. *Quintus of Smyrna: The Trojan Epic: Posthomerica*. Baltimore. 3-day, PA4407 Q4 P E

### Secondary

- 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*. München. (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.' *Scholias* 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

## Art — Greek

- Anderson, M. J. 1997. *The Fall of Troy in early Greek Poetry and Art*. Oxford. 3-day, PA3095 A548 F
- Carpenter, T.H. 1991. *Art and Myth in Ancient Greece*. London. cl res N7760 C297 A
- Kannicht, R. 1982. 'Poetry and art: Homer and the monuments afresh', *Classical Antiquity* 1: 70-92. DE1 C614
- Lowenstam, S. 1997. 'Talking vases: the relationship between the Homeric poems and archaic representations of epic myth', *Transactions of the American Philological Association* 127: 21-76. PA1 A512 T
- [Mackay, E.A. 1995. 'Narrative tradition in early Greek oral poetry and vase-painting.' *Oral Tradition* 10: 282-303. — not in VUW library]
- Reeder, E. D. (ed.) 1996. *Pandora: Women in Classical Greece*. Princeton. cl res HQ1134 R327 P
- Schefold, K. 1966. *Myth and Legend in Early Greek Art* (transl. A. Hicks). London. 3-day, NK4645 S317 M
- Schefold, K. 1992. *Gods and Heroes in Late Archaic Greek Art*. Cambridge. cl res N7760 S317 G E
- Shapiro, H.A. 1994. *Myth into Art: Poet and Painter in Classical Greece*. London. 3-day, NK4645 S529 M
- Snodgrass, A. 1982. *Narration and Allusion in Archaic Greek Art*. London. N5630 S673 N
- Snodgrass, A. 1998. *Homer and the Artists: Text and Picture in Early Greek Art*. Cambridge. cl res NK4645 S673 H

## Art — Etruscan

- NB: further bibliography available on request from Judy Deuling.
- Bonfante, L. (ed.) 1986. *Etruscan Life and Afterlife*. cl res DG223 E85
- Brendel, O. 1978, 1995. *Etruscan Art*. N5750 B837 E, cl res N5750 B837 E 2ed
- Haynes, S. 2000. *Etruscan Civilization: A Cultural History*. DG223 H424 E
- Spivey, N. 1997. *Etruscan Art*. cl res N5750 S761 E
- Torelli, M. (ed.) 2000. *The Etruscans*. DG223.3 E85

## Art — Roman

- NB: further bibliography available on request from Judy Deuling.
- Andreae, B. 1977. *The Art of Rome*. cl res \*N5760 A556 A
- Beard, M. and J. Henderson 2001. *Classical Art: From Greece to Rome*. cl res N5610 B368 C
- Bergmann, B. 1994. 'The Roman house as memory theatre: the House of the Tragic Poet in Pompeii.' *Art Bulletin* 76: 225-256. N81 A785
- Dunbabin, K. 1999. *Mosaics of the Greek and Roman World*. cl res \*DE61 M8 D917 M
- Gallinsky, K. 1996. *Augustan Culture*. DG279 G158 A
- Guillaud, J. & M. 1990. *Frescoes in the Time of Pompeii*. cl res \*ND2575 G957 F
- Kleiner, D.E.E., and S.B. Matheson (eds.). *I Claudia II: Women in Roman Art and Society*. \*N5763 I10
- Ling, R. 1991. *Roman Painting*. cl res \*ND120 L755 R
- Maiuri, A. 1960. *Pompeian Wall Paintings*. ND125 M232 P
- Ramage, N.H. and A. Ramage 2005. *Roman Art: Romulus to Constantine*. cl res N5760 R165 R 4ed
- Wheeler, M. 1964. *Roman Art and Architecture*. N5760 W564 R
- Zanker, P. 1988. *The Power of Images in the Age of Augustus*. N5760 Z31 P

## University regulations and resources

### **Student conduct and staff conduct**

The Statute on Student Conduct and the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect.

The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at [www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

These policies are available only in Microsoft Word format.

### **Grievance procedures**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Students with disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building (telephone: 463 6070, e-mail: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)).

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

### **Recording of lectures**

As a courtesy, students are permitted to tape classes for their own use only and provided this does not cause logistical difficulties, but must first complete a disclaimer form which can be obtained from Hannah Webling (OK 508).

### **Use of online electronic resources**

Online electronic resources are rarely peer-reviewed (as most printed academic material is) and should therefore be treated with the utmost caution. Recommendations for some resources are given in the *Bibliography* section. You should consult your tutor or lecturer before trusting any alternative resources.

### **Student support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Dr Allison Kirkman	MY 407
Law	Kirstin Harvey	GB 103
Science, and architecture and design	Liz Richardson	CO 150
Commerce and administration	Colin Jeffcoat	RWW 119
Kaiwawao Maori	Liz Rawhiti	OK 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, Rm 109D
Victoria International	Anne Cronin	10 Kelburn Pde, Rm 202

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services](http://www.vuw.ac.nz/st_services) (e-mail: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building; telephone 463 6983 or 463 6984, e-mail: [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

### **Academic integrity and plagiarism**

Academic integrity is about honesty — put simply it means no cheating. All members of the university community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The university defines plagiarism as follows: Plagiarism is 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Conduct

([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## Course schedule

<i>Class topic</i>	<i>Set reading</i>
<b>Week 1</b>	
Tue. 14 Nov. Introduction: a city(?), a poet(?), and a myth [PG]	<ul style="list-style-type: none"> <li>• the <i>Iliad</i> (aim to finish by end of week 3)</li> </ul>
Wed. 15 Nov. Troia/Hisarlık/Wilusa: the site [PG]	
Tutorial 1 Homer and Troy: sources and methods	
<b>Week 2</b>	
Tue. 21 Nov. Hittites and Mycenaeans I: Anatolia [PG]	<ul style="list-style-type: none"> <li>• <i>Course Materials</i> pp. 8-50</li> </ul>
Wed. 22 Nov. Hittites and Mycenaeans II: Greece [PG]	
Tutorial 2 Wilusa, Taruisa, and the Hittite empire	
<b>Week 3</b>	
Tue. 28 Nov. Epic I: the <i>Iliad</i> and the Homeric tradition [PG]	<ul style="list-style-type: none"> <li>• <i>Course Materials</i> pp. 67-98</li> </ul>
Wed. 29 Nov. Epic II: the Homeric Question and the Epic Cycle [PG]	
Tutorial 3 The Mycenaeans, the 'Dark Age', and Homer	
<b>Week 4</b>	
Tue. 5 Dec. Troy in Greek art I: Homer and the artists [PG]	<p><b>1st essay due date (Tuesday)</b></p> <ul style="list-style-type: none"> <li>• Readings to be posted on Blackboard</li> <li>• (Get headstart on weeks 5-6)</li> </ul>
Wed. 6 Dec. Troy in Greek art II: the fall of Troy [JuD]	
Tutorial 4 Art and myth	
<b>Week 5</b>	
Tue. 12 Dec. Greek literature I: Lyric poetry, Aischylos [PG]	<ul style="list-style-type: none"> <li>• <i>Course Materials</i> pp. 102-134</li> </ul>
Wed. 13 Dec. Greek literature II: Sophokles, Euripides [JoD, PG]	
Tutorial 5 Literature and myth	
<b>Week 6</b>	
Tue. 19 Dec. Literature of the Roman period [PG]	<ul style="list-style-type: none"> <li>• <i>Course Materials</i> pp. 135-198</li> </ul>
Wed. 20 Dec. Troy in Etruscan and Roman art [JuD]	
Tutorial 6 The <i>Nachleben</i> of the Trojan War in Western culture	
<b>Christmas / New Year break</b>	
Fri. 12 Jan.	<p><b>2nd essay due date (Friday)</b></p> <p><b>Final test</b> (in KK 303 at the usual time)</p>
Tue. 16 Jan.	