AHIS3310 - Greek and Roman Epic
Course Outline

Course Co-ordinator: Terry Ryan
Room: MCLG34b
Ph: (02) 49 215228
Fax: (02) 49 21 6933
Email: Terry.Ryan@newcastle.edu.au
Consultation hours: Monday 9-12
Semester: Semester 1 - 2006
Unit Weighting: 10
Teaching Methods: Seminar Method [in combination of Lecture and Tutorial]
Teaching Staff: Marguerite Johnson MCLG39 (02) 49 215229
Terry Ryan MCLG34b (02) 49 215228

Brief Course Description
Studies the genre of Epic and the major writers of Epic in the Greek and Roman worlds. The main works considered are the Odyssey and Iliad of Homer, the Argonautica of Apollonius, the Aeneid of Vergil, and the Metamorphoses of Ovid. Attention will also be paid to minor epic and the genre of epyllion. All works will be studied in translation.

Contact Hours
Lecture for 2 Hours per Week for 13 Weeks
Tutorial for 1 Hour per Week for 12 Weeks
[Classes will be taught in seminar format]

Texts
Apollonius: Voyage of Argo, tr. E.V.Rieu, Penguin [or Oxford edition]
Homer: The Iliad of Homer, tr. R.Lattimore, Chicago [or Penguin edition/s]
Homer: The Odyssey of Homer, tr. R.Lattimore, Harper [or Penguin edition/s]
Ovid: Metamorphoses, tr. D.Raeburn, Penguin [or M.Innes, Penguin]

Recommended Secondary Reading
Toohey, P. Reading Epic, Routledge

Course Outline issued and correct as at Week 1, Semester 1, 2006
CTS Download Date 20 February 2006
Course Objectives
1. Knowledge of the genre of Epic and the major writers of Epic in the Greek and Roman worlds
   1.1 To offer students a sound, discipline-based study of Greek and Roman Epic
   1.2 To foster an interest in the course and its components: the origin and nature of the genre of epic in the Greek world and its adaptation to the world of Rome; the artistic and literary achievement of Homer, his impact on the development of story-telling and performance; the writers who followed and their thematic concerns; the influence of Epic upon subsequent literature at Rome

2. Appreciation of the influence of Greek and Roman Epic in subsequent literary history
   2.1 To establish and develop connections between Greek and Roman Epic and other courses taught within the field of humanities
   2.2 To encourage and strengthen linkages between the artistic and cultural worlds of ancient Greece and Rome and the literary, historical and social environments of Western society

3. The Development of Communication Skills
   3.1 Oral communication
   3.2 Written communication
   3.3 Electronic communication

4. Research Development
   4.1 Independent research skills
   4.2 An ability to communicate the products of research in a clear, concise and analytical manner

Course Content
An Introduction to the Course: Aims, Teaching Methodology, Difficulties in dealing with the genre of Epic

The origin and nature of Epic and its development in the Greek world

Homer: Odyssey and Iliad

Apollonius of Rhodes: Argonautica

The impact of Greek literature and culture upon Rome in the 3rd Century BC; Hellenism and the epyllion; Catullus: Poem 64, Vergil: Aeneid

Ovid: Metamorphoses

The importance of Epic in the literature of antiquity: an overview

Assessment Items

<table>
<thead>
<tr>
<th>Three Written Assignments</th>
<th>One Tutorial Paper = 30% (1000-1250 words) - due following week</th>
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<tbody>
<tr>
<td></td>
<td>One Major Essay = 40% (2000-2250 words) - due week 13 (May 29)</td>
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<tr>
<td></td>
<td>One Critical Commentary = 30% (1250 words) - due week 14 (June 5)</td>
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Assumed Knowledge
20 units at any level in Ancient History or History or English
Callaghan Campus Timetable  
AHIS3310 GREEK AND ROMAN EPIC

Enquiries: School of Humanities and Social Science  
Semester 1 - 2006

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>14:00 - 16:00</th>
<th>[V109]</th>
<th>Weeks 1-13</th>
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</thead>
<tbody>
<tr>
<td>Lecture-Seminar</td>
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<tr>
<td>Tutorial-Seminar</td>
<td></td>
<td>11:00 - 12:00</td>
<td>[V111]</td>
<td>Weeks 2-13</td>
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<tr>
<td>or</td>
<td></td>
<td>16:00 - 17:00</td>
<td>[V111]</td>
<td>Weeks 2-13</td>
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Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.
Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at: http://www.newcastle.edu.au/policy/academic/adm_prog/adverse_circumstances.pdf

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 17 February 2006
For Trimester 2 courses: 9 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students

Dr Jennifer Archer
Phone: 492 15806 Fax: 492 17151
resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:  

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards  

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:  
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

ð Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
β **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

β **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

β **Staple the pages** of your assignment together (do not use pins or paper clips).

β **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)

β **Assignments are to be deposited in the relevant discipline assignment box:**
   - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
   - Ourimbah students: Room H01.43

β **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

β **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
β Tutorial Paper
β Major Essay
β Critical Commentary

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Consideration/Extension of Time Applications**
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
**Re-Marks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

**Return of Assignments**
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

**Preferred Referencing Style**
In this course, it is recommended that you may use any system of referencing you wish, provided all footnotes/endnotes/in-text notes are consistent.

**In each case page-numbers of cited monographs or articles are essential.**
Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

**Bibliography:** At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors).

Further information on referencing and general study skills can be obtained from:

**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
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<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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AHIS3310 GREEK AND ROMAN EPIC

Times:
Lecture: Monday 2-4 [V109]
Tutorials: Monday 11-12 [V111], Monday 4-5 [V111]

Lecture Outline

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecturer</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb 20</td>
<td>T.J.Ryan</td>
<td>Introductory: Epic Theory and Cycles</td>
</tr>
<tr>
<td>2</td>
<td>Feb 27</td>
<td>M.M.Johnson</td>
<td>Homer Iliad</td>
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<td>3</td>
<td>Mar 6</td>
<td>M.M.Johnson</td>
<td>Homer Iliad</td>
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<tr>
<td>4</td>
<td>Mar 13</td>
<td>M.M.Johnson</td>
<td>Homer Iliad</td>
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<tr>
<td>5</td>
<td>Mar 20</td>
<td>T.J.Ryan</td>
<td>Homer Odyssey</td>
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<td>6</td>
<td>Mar 27</td>
<td>T.J.Ryan</td>
<td>Homer Odyssey</td>
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<tr>
<td>7</td>
<td>Apr 3</td>
<td>T.J.Ryan</td>
<td>Apollonius Argonautica</td>
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<td>8</td>
<td>Apr 10</td>
<td>M.M.Johnson</td>
<td>Early Roman Epic</td>
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<td></td>
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<td></td>
<td>Semester Break: April 14 to April 28</td>
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<tr>
<td>9</td>
<td>May 1</td>
<td>M.M.Johnson</td>
<td>Catullus Poem 64: A Tale of Argo</td>
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<td>10</td>
<td>May 8</td>
<td>T.J.Ryan</td>
<td>Vergil Aeneid</td>
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<td>11</td>
<td>May 15</td>
<td>T.J.Ryan</td>
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<td>12</td>
<td>May 22</td>
<td>T.J.Ryan</td>
<td>Ovid Metamorphoses</td>
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<tr>
<td>13</td>
<td>May 29</td>
<td>T.J.Ryan</td>
<td>Ovid Metamorphoses</td>
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Tutorial Topics

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Code</th>
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<tr>
<td>1</td>
<td>Feb 20</td>
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<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Feb 27</td>
<td>CD1</td>
<td>Introduction: The Trojan Cycle and Minor Epic</td>
</tr>
<tr>
<td>3</td>
<td>Mar 6</td>
<td>CD2</td>
<td>Homer Iliad 1: Analysis of Issues</td>
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<tr>
<td>4</td>
<td>Mar 13</td>
<td>TP1</td>
<td>Homer Iliad 9.307-429: Speech of Achilles</td>
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<tr>
<td>5</td>
<td>Mar 20</td>
<td>TP2</td>
<td>Homer Iliad 24.507-51: Priam and Achilles</td>
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<tr>
<td>6</td>
<td>Mar 27</td>
<td>TP3</td>
<td>Homer Odyssey 9: Odysseus and the Cyclops</td>
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<td>7</td>
<td>Apr 3</td>
<td>TP4</td>
<td>Homer Odyssey 24: The Ending of the Odyssey</td>
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<td>8</td>
<td>Apr 10</td>
<td>TP5</td>
<td>Apollonius Argo 3: Medea and Jason</td>
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<td>Semester Break: April 14 to April 28</td>
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<tr>
<td>9</td>
<td>May 1</td>
<td>CD3</td>
<td>Fragments of 2nd Century Epic Poems</td>
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<tr>
<td>10</td>
<td>May 8</td>
<td>TP6</td>
<td>Catullus Poem 64.323-81: Song of the Parcae</td>
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<tr>
<td>11</td>
<td>May 15</td>
<td>TP7</td>
<td>Vergil Aeneid 6: Aeneas in the Underworld</td>
</tr>
<tr>
<td>12</td>
<td>May 22</td>
<td>TP8</td>
<td>Vergil Aeneid 12: Aeneas and Turnus</td>
</tr>
<tr>
<td>13</td>
<td>May 29</td>
<td>TP9</td>
<td>Ovid Metamorphoses 1: Creation and Flood</td>
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Teaching Staff
Marguerite Johnson [MCLG39; (02) 49215229; Marguerite.Johnson@newcastle.edu.au]
Terry Ryan [MCLG34b; (02) 49215228; Terry.Ryan@newcastle.edu.au]
Course Co-Ordinator

School of Humanities and Social Science
Course Components

Tutorial Paper:
Following the introductory period, there will be a regular tutorial at which a selected piece from an epic lectured upon in preceding weeks will be treated.
This material will be the subject of open discussion within the group.
Students may choose any one (or more) of these topics to submit as a Tutorial Paper.
**The Paper is to be submitted no later than one week after the group discussion.**
The Tutorial Paper can be written either using headings and paragraphs or in essay-format. In either case, the Tutorial Paper must be accompanied with formal endnotes or footnotes and a bibliography.
For advice on the presentation of formal papers, you should consult **Marguerite Johnson Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises**.
Endnotes/footnotes, bibliography and quotations do not count toward the word limit.

Please ensure that your name, student number, tutorial group and topic number are clearly displayed on the School of Humanities & Social Science Assignment Cover Sheet.

Major Essay:
The Essay is to be lodged no later than **May 29** (Week 13) by 5 pm.
The Essay must be written in formal essay style. It must be accompanied with formal endnotes or footnotes and a bibliography.
For advice on the presentation of formal papers, you should consult **Marguerite Johnson Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises**.
Endnotes/footnotes, bibliography and quotations do not count toward the word limit.

Please ensure that your name, student number, and topic title and number are clearly displayed on the School of Humanities & Social Science Assignment Cover Sheet.

Critical Commentary:
Commentaries are due on **June 5** (Week 14), no later than 5pm.
At the beginning of the commentary the chosen passage should be printed. Commentaries should include a brief introduction (in essay format) and the remainder written in point form.
In the regards to the latter section, students should deal with the following:
- presentation of a certain character or setting or theme
- poetic devices such as imagery, symbolism, allusion
- historical and/or cultural specificities
- values present (if relevant)
- any other relevant material
The Commentary must be accompanied by formal endnotes or footnotes (which should be kept to a minimum) and a bibliography.
The Commentary text, endnotes/footnotes, bibliography and quotations do not count toward the word limit.
Please ensure that your name, student number, and topic title are clearly displayed on the School of Humanities & Social Science Assignment Cover Sheet.

**STUDENTS MUST WRITE ON SEPARATE EPICS FOR EACH FORMAL ASSIGNMENT INCLUDING AT LEAST ONE GREEK AND ONE ROMAN WRITER.**

**Marking/Assessment Criteria**

**Tutorial Paper**

i. Research – reading of all set ancient material and reading of at least two of the recommended secondary sources.

i. Direct use of ancient source material in the answering of the question. Students are urged to access ancient source material directly from the author and NOT from a modern textbook or article.

i. Demonstrated awareness of the types of ancient sources you are using (eg dates for authors, genres, degrees of bias evident, etc).

i. Demonstration of the consultation of secondary sources – this can be done in the text itself or in endnotes/footnotes. Additional marks will be rewarded to the effective analysis of secondary sources (eg comparing and contrasting interpretations, etc). This can be done in foot/endnotes.

i. Organisation of material in an effective way – essentially in a way that answers the question. This includes a logical development of ideas – connections between ideas, points of argumentation, etc.

i. Relevant material only.

i. Support of argumentation by the inclusion of appropriate evidence and examples.

i. Correct presentation: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.

i. Participation in the class discussion.

**Exceeding the word limit by more than 100 words will result in a 10% penalty.**

**Major Essay**

See the above information. Of course, essays require a greater degree of research and a greater need for correct syntax, grammar, etc. Because your argument (essentially your answer to the question) needs to be presented and sustained in a much stronger way as you can not rely on verbal contribution.

**Exceeding the word limit by more than 100 words will result in a 10% penalty.**

**Critical Commentary**

See the above information.

**Exceeding the word limit by more than 100 words will result in a 10% penalty.**
AHIS3310 GREEK AND ROMAN EPIC 2006

TUTORIAL SCHEDULE

Wk 2 27 February
Class Discussion 1 Introductory Tutorial

This meeting of the group will undertake:
- a survey of the subject matter for Epic poetry (eg the Trojan and Argonaut Cycles);
- an analysis of Aristotle’s views on Epic in relation to Tragedy (Poetics 4.1459a-1460b); and

Wk 3 6 March
Class Discussion 2 Homer Iliad 1: Issues

From a close reading of Book 1, answer the following:
1] the significance of the opening word in the original Greek text – mēnis (anger; wrath)
2] the representation of Apollo
3] the intricate details of the fight between Achilles and Agamemnon
4] the final scenes (or closure) of Book 1

Wk 4 13 March
Tutorial Paper 1 Homer Iliad 9.307-429: Speech of Achilleus

From a close reading of the Speech of Achilles, answer the following:
1] to what extent, if any, do the words of Achilles challenge the Homeric value system?
2] to what extent does Achilles reveal himself as the anti-hero of the epic?
3] comment, in detail, on the following two excerpts:

(a)
“Fate is the same for the man who holds back, the same if he fights hard. We are all held in a single honour, the brave with the weaklings. A man dies still if he has done nothing, as one who has done much. Nothing is won for me, now that my heart has gone through its afflictions in forever setting my life on the hazard of battle.” (ll. 318-22)

(b)
“For my mother Thetis the goddess of the silver feet tells me I carry two sorts of destiny toward the day of my death. Either if I stay here and fight beside the city of the Trojans, my return home is gone, but my glory shall be everlasting; but if I return home to the beloved land of my fathers, the excellence of my glory is gone, but there will be a long life left for me, and my end in death will not come to me quickly.” (ll. 410-16)
**Wk 5  20 March**

**Tutorial Paper 2  Homer Iliad 24.507-51: Priam and Achilleus**

You are asked to read and examine the final Book of the Iliad, paying particular attention to the scene in Achilleus’ tent when Priam comes to redeem the body of his son Hektor.

Within this overall encounter, you are asked to pay especial attention to ll. 507-551. Is this the most important speech (and scene) in the epic?

**Wk 6  27 March**

**Tutorial Paper 3  Homer Odyssey 9: Odysseus and the Cyclops**

Read and examine Book 9 with a view to commenting on the following:
1] significance of the Book’s opening, with Odysseus finally revealing his identity to his hosts on Phaiakia;
2] insights into the character and values of Odysseus in ll.39-61 (Kikonians);
3] his decision to land on the island of the Cyclopes, contrary to the will of his men;
4] the contrast in values and mores of Odysseus and Polyphemos with regard to xeneia;
5] Odysseus’ plan of escape and its execution;
6] consequence/s of his taunting of Polyphemos;
7] the issue of dike and the role of Poseidon;
8] Odysseus’ “steep learning curve.”


**Wk 7  3 April**

**Tutorial Paper 4  Homer Odyssey 24: The Ending of the Odyssey**

How effective is Book 24 in providing the ending to the Odyssey?

Week 8 10 April

Tutorial Paper 5  Apollonius Argonautica 3: Medea and Jason

Read Book 3 and comment on some or all of the following issues:

- How significant is the opening scene between Juno, Athene, Aphrodite and Eros?
- Discuss the portrayal of Jason in his first appearance (c.1.170)
- The portrayal of Medea, her dream and her subsequent plight (ll.616 ff)
- The ‘archery of Love’ image (l.766) and its place in an epic narrative
- Is the Jason and Medea scene (ll.956-1147) really the ‘stuff’ of Epic?
- Why is such a relatively short amount of space devoted to the action of Jason and the Argonauts confronting the ‘earth-born men’?

Week 9 1 May

Class Discussion 3  Fragments of Roman Epic

This class is devoted to the materials contained in the Handout provided for the Lecture in Week 8.

You are asked to:

- Comment on the Fragments of Naevius with a view to ascertaining any peculiar ‘Roman’ approach/es to the writing of Epic
- Comment on the Fragments of Ennius, especially ll 32-48; 80-100; 117-120.
- What insights into authorial ‘borrowing’ do you glean from the versions provided under ll 181-185?
- What do you learn about the ‘tone’ of Ennian epic from ll 262-268?

Week 10 8 May

Tutorial Paper 6  Catullus Poem64.328-81: Song of the Parcae

1] discuss the ‘preface’ to the song (ll. 320-22)
2] analyse the Catullan representation of the Heroic Age
3] discuss the place of the Song of the Parcae within the Poem and comment on the extent to which it celebrates a conventional marriage

Curran, L.C.  ‘Catullus 64 and the Heroic Age’ YCS 21 (1969) 171-192
Daniels, M.L.  ‘“The Song of the Fates” in Catullus 64: Epithalamium or Dirge?’ CJ 68 (1972) 97-101
Sánchez, M.R.  ‘Formal Technique and Epithalamial Setting in the Song of the Parcae (Catullus 64.305-22, 328-36, 372-80)’ AJP 118 (1997) 75-88
**Wk 11 15 May**

**Tutorial Paper 7**   **Vergil Aeneid 6: Aeneas in the Underworld**

You are asked to read and examine Book 6 with a view to discussing the following:
1] is Aeneas’ need to go to the Underworld merely tangential to the evolution of the plot of the epic?
2] why does the Golden Bough ‘resist’ him if he is truly *pius Aeneas*?
3] what does his encounter with Dido reveal about his character?
4] is the parade of heroes little more than a sop for Vergil’s Augustan readership?
5] how significant is Anchises’ salutation of him as *Romane* at l. 851?
6] why does Vergil have him exit via the gate of *falsa...insomnia*?

Williams, R.D. ‘The Sixth Book of the Aeneid’ *Greece and Rome* 11 (1964) 48-63
Solmsen, F. ‘The World of the Dead in Book 6 of the Aeneid’ *Classical Philology* 67 (1972) 31-41
West, D. ‘The Bough and the Gate’ 17\(^{th}\) Jackson Knight Memorial Lecture, Exeter (1986) 1-17
873.1/96/PAM

**Wk 12 22 May**

**Tutorial Paper 8**   **Vergil Aeneid 12: Aeneas and Turnus**

Read Book 12 and comment on some or all of the following issues:
- The response of Turnus to the loss of Lavinia – is his anger justified?
- Vergil’s descriptive powers in the setting of the Duel
- Contrast the reactions of Aeneas and Turnus to the breaking of the Truce
- The roles played by Juturna and Amata
- Why does Juno let go the anger that has driven her throughout the epic?
- The unleashing of the Dirae
- The final conflict and the image of Aeneas
- Any other issue/s you deem worthy of comment

Tracy, H.L. ‘*Fata Deum* and the Action of the Aeneid’ *Greece & Rome* 11 (1964) 188-95

School of Humanities and Social Science
Wk 13 29 May

Tutorial Paper 9  Ovid Metamorphoses 1: Creation and the Flood

Read Book 1 and comment on some or all of the following issues:

- How important are the first four lines of the Epic?
- Discuss the process of Creation and the role of ‘the god’. Is Ovid being evasive?
- Man’s status among the inhabitants of the cosmos (I.69-88)
- What are the essential features of Ovid’s ‘Ages’?
- What factors led to The Flood? Why were Deucalion and Pyrrha saved?
- What do you think Ovid had in mind with his account of the repopulating of the world being followed immediately by his story of the transformation of Daphne?
- How representative of Ovid’s metamorphoses is the Daphne story?

McKim, R. ‘Myth Against Philosophy in Ovid’s Account of Creation’ Classical Journal 80 (1984-5) 97-108
Robbins, F.E. ‘The Creation Story in Ovid Met. I’ Classical Philology 8 (1913) 401-414
AHIS3310 GREEK AND ROMAN EPIC - 2006

MAJOR ESSAY

Due Date: May 29 (Week 13)
Length: 2000-2250 words
Value: 40% of the total assessment

In choosing your topic, please keep in mind the need to write on separate Epics for each of the three assessment components, with at least one from Greek and one from Roman epic.

Choose one epic poem (or epyllion) and write on any one of the following:

1. The representation of the relationship between gods and humankind and/or the issue of Fate and Free Will and its effect on the actions and behaviour of the hero(es).

2. The representation of women and their role in epic poetry (a) as distinctive characters in their own right and (b) in relation to the hero.

3. The overall aims of the epic poet and the achievement of those aims. What is his purpose in writing? What are the lessons intended for the respective audiences?

4. Choose your own topic. You must consult in advance with the staff member responsible for teaching the material and receive approval for your proposal.

Marguerite Johnson
Terry Ryan