

# Basic Information for GNHU 115 *Troy and the Trojan War* Spring 2006

## Instructor: Jean Alvares

Time/Place: Finley 108 Monday 5:30- 8:00 PM

Office: DI-108 Office Hours: 1:00-2:30 Monday, Tuesday & Thursday or by Appointment.

Telephone: 973-655-5292 E-Mail: ALVARESJ@mail.montclair.edu

The course page is accessed via Blackboard. **Select** GNHU115\_10 SP06 TROY AND THE TROJAN WAR

Texts *Iliad*, Fitzgerald's translation Knopf Group ISBN: 0385059418; *Odyssey* Fitzgerald's translation Farrar, Straus and Giroux ISBN: 0374525749  
*Euripides, the Trojan Women and Other Plays*, J. Morwood (translator) Oxford. ISBN 019283987X  
*Troilus and Cressida* (Signet Classics ISBN: 0451528476) William Shakespeare  
 Course Packet to be purchased in class@\$10.00

Grades	Homework, Papers, In-Class work	20 %		Diagnostic Test	5%
	Two One-Period Tests	48%		Final	27 %

Grade	100-93	A		86-83	B		72-70	C-		62-60	D-
Scale	92-90	A-		82-80	B-		69-67	D		59-0	F
	89-87	B+		79-77	C+		66-63	D			

### MORE INFORMATION AND MATTERS OF POLICY

**OBJECTIVES:** This course centers on the legends and traditions concerning the Trojan War and uses those legends as starting point for exploring many diverse areas of myth, history, literature, archaeology, and art. This is, I believe, a particularly good general education course because it helps the student learn to contemplate one topic from many perspectives and how to combine varied information from a number of fields to create deeper and more complete perspectives. We'll begin with the Greek legends and myths of Troy, not only Homer's *Iliad*, considering how it reflects its own time period and its outlook on the greater question of society and life. We'll then consider the returns of the Greek heroes from Troy, especially Odysseus' return and the *Odyssey*. We'll observe how later authors expanded old episodes of the Trojan War cycle and created new versions as seen especially in Athenian drama in the plays of Sophocles and Euripides, as well as some really radically different retellings written later. We'll then see how the Romans made the Trojans their own ancestors. We'll look some much later adaptations, for example Shakespeare's *Troilus and Cressida*, as well as in poets from Dante onward. A central question will be how these adaptations reflect older traditions, their own time, and the abiding questions of human life.

Thus the course will in large part focus on myth and literature. But history and archaeology, both ancient and modern, will be another important part of the course. We'll consider the traditions of Troy and how they were used historically, and how Troy itself and the whole world of the Bronze Age faded away into myth and legend. We shall see how these lost worlds were recovered, and learn in detail about them – the Minoans, the Mycenaeans, the Trojans and the Hittites and other peoples of the Mediterranean. We'll learn about some interesting historical figures too, such as Heinrich Schliemann and Arthur Evans. Thus students will get more of a taste of history and archaeology as they more deeply explore the matter of Troy.

**GRADING:** The 20% homework, paper and quiz grade will be split between (1) post/pre-reading homeworks; (2) short 2-3 page papers); (3) in-class attendance quizzes and the occasional pop-quiz at the end of class. **After this week the pre/post reading homeworks will NOT be handed out in class but posed on Blackboard, and must be turned in on the due date indicated in class. THE TEST QUESTIONS WILL LARGELY CONFORM TO THESE HOMEWORK QUESTIONS!** At the beginning of each class will be a very short attendance quiz, which **must** be turned in within the first five minutes of class. If you are late to class, you will not be able to take it. **AND THESE COUNT TOWARD YOUR GRADE!** There will also be several extra-credit assignments on Blackboard, as well as course notes, announcements and perhaps a discussion board. The open-book take home *Diagnostic* will have the same format as the regular tests and will test your mastery of the material and let you know how I grade. The Final will be a bit longer than the usual test. All tests will be 60% short answer, fill in blank and multiple choice, and 40% essay question. There will be various extra credit

assignments, including attending special lectures and posting on discussion board, and special Blackboard exercises. The extra credit will be added to the overall total of homework points.

**BLACKBOARD, HOMEWORK AND MSU EMAIL.** A large fraction of you have already used the Blackboard course management system. Formerly, in addition to handing out homework in class, I have always posted homeworks on Blackboard so that students who failed to show up on a given day could get the homework and turn it in on time. But now, to save paper and time, I shall require all students, after this week, to download the homework from our Blackboard site. However, DO NOT TURN THE HOMEWORK IN THROUGH BLACKBOARD. IF YOU DO NOT KNOW HOW TO USE BLACKBOARD AND HAVE TROUBLE FINDING OUT HOW, CONTACT ME! Also, now the registrar at MSU requires students to maintain an MSU email account. For the purposes of this course **you are required** to maintain and communicate using the MSU account. If you use other types of email, such as hotmail, you can set it up so that MSU forwards your email to these accounts. **BUT YOU MUST USE MSU EMAIL!** As an additional plus, this will make it much more easy for me to mail all of you as a group to give late-minute updates.

**ABSENCES.** Because there is a close correlation between class attendance and satisfactory performance, the student is expected to come to class. Through the assignments I will know who is absent. And remember, being present **means being on time**. Exceptions are made for illness with a doctor's excuse, a major car accident or **extraordinary** snow conditions. But otherwise, it is the student's responsibility to be in class on time. Also, if you are too ill to take a test, you must (**I mean must**) see a doctor or medical specialist to confirm this condition. Also, you must tell me about the absence and schedule a make up within two or three days. **You must** leave a message with me, either at my office (655-5292) or with the Classics secretary at 973-655-4419. **Do not come to me days or weeks after such an absence and expect me to allow a make up for a test.**

**TIME REQUIRED FOR STUDY.** The general rule is that a student should spend around two hours studying for each hour of class time. Since this is only a ONE DAY A WEEK CLASS, you should pace yourselves, and not try to read the day of the class. There is just too much material. There will be quite a bit of reading as well — students should be prepared to read 70-150 pages for each class period.

**A POLEMIC.** Some students question why they have to learn so much material for this class. After all, many students do not even major in Liberal Arts, much less in Classics. As one student said (and I hope he was simply wrong), “Your class has me read more material than courses in my major!” I have two answers: first, to accomplish the task I have outlined, I think that this is not an unreasonable amount of reading. Further, as you probably have heard, this is the Information Age. The gap in wages between those with education and skills and those without either is increasingly widening. Because the sheer amount of knowledge is constantly increasing, and the methods of bringing that information anywhere at anytime are becoming better and better, it is becoming evermore necessary to be able to gather, learn, process and disseminate large amounts of information quickly and competently. There is much more competition both nationally and internationally than ever, and not only from humans, but from machines as well. By compelling you to process large amounts of information about a subject that is alien to you, this course increases your general information processing skills. It is a bit like football and weightlifting and other exercises. Football players in training not only play football and do drills, but also lift weights and do other exercises, because weightlifting and such exercises adds abilities (strength, flexibility, etc.) which come in useful during the big game; the more you train (at least to a point) the more you gain, even in education. You must also think about your goals, and whom you are going to compete against. Life is not fair, and, if you want to graduate and have a good choice of good jobs, you **MUST** be able to compete with very good people, many who have gone to better high-schools and colleges than you have. If you just get by at Montclair, when you get out you may become one of the working poor, who likewise just get by. *You don't want to do that.* All of you are smart enough to do better than that. And doing well is more than getting a high grade point average — you must get them in hard, challenging courses, including some in subjects you are not totally eager to take, even some that bore you, because — guess what? — except for the lucky few, even good jobs require a lot of work at tasks that are at best tedious. But there is the possibility of fun too; the trick is to nourish your curiosity. People who are interested in many things tend to be more interesting people. Open-mindedness is good.

**LEARNING DIFFICULTIES.** Face it, college life is often tough, and even the brightest, most resourceful students can have problems. Family, work, health all can cause unexpected difficulties. For some students the material seems too unfamiliar and complex, but it is **NOT!** Do not try to ignore or go around material you don't understand, nor just smash your head against it. Get help! Again, the essential point to remember is **IF YOU ARE HAVING A PROBLEM, DO SOMETHING ABOUT IT AS EARLY AS POSSIBLE.** Meeting with me during office hours or during a special appointment, obtaining help from your peers, or even hiring a tutor are available

solutions. Do not sit still and assume you will figure out the problem by yourself. Remember, we often are the last ones to know just what our problems really are and what to do about them.

**Office hours:** My office hours are listed above, although they may change in the course of the semester. I am more than willing to make special appointments. Further, I tend to spend a lot of time around the department and in my office, and I do not mind drop-ins. If I am too busy, I will gladly arrange another time. For those who are computer savvy, do not hesitate to send e-mail to me.

**ACADEMIC DISHONESTY** in any and all of its forms will not be tolerated. If caught cheating, the best that can happen to you is that you will fail the course.

**Tentative Schedule of Class Meetings and Topics** This is an ideal schedule, subject to modification. If I fall behind, you can tell what I will do next by the order of topics and readings on the schedule below. Also, as time dictates, I may have to drop certain readings or topics. I shall take care to inform you of this. But it is the student's responsibility to make sure what will be covered in class. If you are absent, you should call or e-mail me to find out what will be covered during the next class period. The course BB page will have important information.

<b>Jan 23</b>	Orientation of Class. What we are going to do in Class. The legends of the Tantalids and the preliminaries to the Trojan war. More on the Myths and Legends of Troy. The Epic Cycle. Initial lecture on the Homer.
<b>Jan. 30</b>	<b>Iliad 1 Have read for this period:</b> All the handout passed out in first class period. Books 1-6 of <i>Iliad</i> .
<b>Feb 6</b>	<b>Iliad 2 Have read for this period:</b> Books 6-18 of <i>Iliad</i> . <b>TURN IN DIAGNOSTIC TEST</b>
<b>Feb 13</b>	<b>Iliad 3 Have read for this period:</b> Books 18-24 of <i>Iliad</i> . What happens after Death of Hector. Essay on Themes in <i>Odyssey</i> (Packet 1-7)
<b>Feb 20</b>	<b>Odyssey 1 Have read for this period:</b> Books 1-8 of <i>Odyssey</i> .
<b>Feb 27</b>	<b>Odyssey 2 Have read for this period:</b> Books 9-12 of the <i>Odyssey</i> . <b>Test I</b>
<b>Mar 6</b>	<b>Odyssey 3 Have read for this period:</b> Books 13-24 of the <i>Odyssey</i> .
	<b>March 12 - 15 Spring Break</b>
<b>Mar. 20</b>	The Romans, the <i>Aeneid</i> and Troy; the odd account of the Trojan war attributed to Dares the Phrygian; The Discovery of Troy <b>Have read for this period.</b> Book II of <i>Aeneid</i> (packet 16-28) ; Selection from Dares (packet 28-45) The Discovery of Troy, Packet 46-64
<b>Mar 27</b>	The Discovery of Troy II & Greek Drama I. <b>Have read for this period:</b> Packet 64-82, Sophocles' <i>Ajax</i> 121-135)
<b>April 3</b>	Greek Drama 2: Euripides and the Sophists <b>Have read for this period:</b> Georgias' <i>Encomium of Helen</i> (packet 118-120)/ <b>TEST II</b>
<b>April 10</b>	Greek Drama 3. <b>Have read for this period:</b> Euripides' <i>Trojan Women</i> , first half of Euripides' <i>Hecube</i> .
<b>April 17</b>	Greek Drama 4. <b>Have read for this period:</b> Finish <i>Euripides' Hecube</i> , read Euripides' <i>Andromache</i> .
<b>April 24</b>	The lighter side of Greek drama; Shakespeare; <b>Have read for this period:</b> Euripides' <i>Cyclops</i> (packet 146-155), Selection from Ovid's <i>Heroides</i> (packet 156-171) First half of Shakespeare's <i>Troilus and Cressida</i>
<b>May 1</b>	2nd half Shakespeare's <i>Troilus and Cressida</i> Some other poems inspired by the tales of Troy. <b>Have read for this period:</b> Finish <i>Troilus and Cressida</i> ; and the poems in packet 83-117
<b>May 8</b>	(Monday) Final 5:30-7:30 PM in this room.

**Extra Credit Opportunity!** On Wednesday, Feb. 8<sup>th</sup>, 6 PM in Cohen Lounge in Dickson Hall Dr. William Biers will give the semester's first Archaeological Institute of America Lecture on "Lost Scents: Perfumes and their Containers in Greek Antiquity." Attend the lecture, write me a short paragraph telling me about the lecture and what you got out of it, and you can get extra credit equal to 1/2 a homework.