MODULE SYLLABUS

MYTH IN GREEK AND ROMAN EPIC

CLCS7006

Module Code: CLCS7006
Credit points: 20
Taught: Semester 1
Lecturer: Dr Pauline Hanesworth

GENERAL INFORMATION

This module examines the use and function of myth in epic across a period of some twelve centuries, and provides students with a detailed study of the epic genre. In any given year this will include approximately 7-10 epics and epyllia such as, though not limited to, the Homeric *Iliad* and *Odyssey*, Apollonius Rhodius' *Argonautica*, Moschos' *Europa*, Theocritus' *Little Heracles*, Catullus 64, Vergil's *Aeneid*, Valerius Flaccus' *Argonautica* and Quintus Smyrnaeus' *Posthomerica* The module allows students to explore the origins of myth, its links with folktale, its place in story-telling and the oral tradition. By investigating the types of myths chosen in epics, their reformulation and depiction, this module also allows students to gain a greater understanding of the function and use of myth in epic, of the literary concerns of individual epics and of the purpose, structure and development of the epic genre in antiquity. Furthermore, by exploring the relationship between myth, literature, culture and history, this module provides students with the opportunity to gain a greater understanding of their interactions and their function in underpinning ancient identities and ideologies. This module will allow students to reformulate and employ contemporary theoretical frameworks and critical approaches to the study of myth and epic *and* myth in epic, combining, for example, narratology, neoanalysis, intertextuality and orality, in order to independently analyse, and contribute to scholarly debate on, the use of myth within and across chosen set texts.

Residential students are expected to contribute to the seminars through both presentations and discussion. Distance students will be provided with material for each unit, and are asked to submit two pieces of formative written work for tutor comment.

AIM(S)

To enable students to

- critically analyse the use of myth in epic in its socio-cultural and historical contexts, using detailed knowledge;
- engage with scholarly approaches to and theoretical frameworks for the study of myth and epic in ancient culture.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a detailed knowledge and understanding of the development of the epic genre;
- demonstrate an advanced knowledge of the complex use of myth in epic, within its literary, historical and social contexts, within the genre of epic generally and the chosen set texts in particular;

- combine a detailed knowledge of myth, epic, ancient culture and history and their attendant theoretical frameworks in cogently articulated analyses of the use of myth in epic;
- contribute to scholarly debates relating to the study of epic and myth;
- reformulate and employ contemporary critical approaches and theoretical frameworks in independent analyses of epic and myth, showing an awareness of the limitations and problems inherent in their chosen methodology.

OFFICE HOURS/HOW TO CONTACT ME

Please feel free to come and see me if you would like to discuss any problems you may have concerning this module. Please come during my office hours. My office hours are Tuesday 15.15-16.15, Thursday 16.15-17.15 and Friday 12.15-13.15. If you come to see me at another time because your matter is urgent and I am not in because of teaching or other commitments, please email me (p.hanesworth@tsd.ac.uk). Distance students can also contact me on 01570 424787 during these times. I am also willing to set up appointments to talk via phone and via Skype. Everyone can also ask questions (not confidential) on the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 10 2-hour seminars. If you cannot make a class because of illness or other good reason, you need to inform me (p.hanesworth@tsd.ac.uk) and your personal tutor about this. Class meets every Thursday at 10.15-12.15 in LR 8.

Preparation material for the seminars, sometimes with individual mini-assignments, will be given prior to each seminar.

Course Outline:

Unit	Seminar	Title
1	Homer	Myth, Singers and Song
2	Homeric *Odyssey*	Odysseus at Phaeacia
3	Apollonius Rhodius' *Argonautica*	Medea: Love and the Female in Epic
4	Apollonius Rhodius' *Argonautica*	Revisiting the Ancient Heroes: Heracles and an Argonautic *Odyssey*
5	The Greek *Epyllion*	Condensed Epic
6	The Roman *Epyllion*	Catullus 64: Grand Myth on a Small Scale
7	Vergil's *Aeneid*	The Renewal of Epic
8	Vergil's *Aeneid*	Vergilian Women and Underworlds
9	Valerius Flaccus' *Argonautica*	Flavian Treatment of the Argo Myth
10	Quintus Smyrnaeus' *Posthomerica* and Tryphiodorus' *Fall of Troy*	The Fall of Troy in Later Greek Epic

NON-ASSESSED ASSIGNMENTS

Residential students

Each handout will give you a task to complete for discussion in class. Please use the questions provided to prepare yourself for the discussion in class.

Non-residential students

Distance students are asked to submit on Moodle **two** non-assessed assignments of 1,500 words each. Each unit will give you several suggestions for a non-assessed assignment, but you will only need to complete two tasks in total:

- **one** from the Homer units (units 1 and 2) ***or*** **one** from the Hellenistic units (units 3 – 5)
- **one** from the Catullus / Vergil units (6 – 8) ***or*** **one** from the Silver Latin and late Epic units (units 9-10)

The non-assessed assignments will give you valuable practice at essay writing and useful feedback for when it comes to writing the formal assignment for this course. It is therefore important to present your material fully referenced, as if this was a formal submission. Please note that you cannot duplicate material: a topic chosen for a non-assessed assignment cannot be used for the formal assessed essay. You may want to bear this in mind when you choose the topics for your non-assessed assignments.

ASSESSMENT

Coursework: 5,000 word Essay (100%)

Essay

An essay of **5,000** words (100% of your final mark) is to be submitted by 28th January on the Moodle space for this course. The assessment should be fronted by a Postgraduate Coversheet. The topic of the essay is chosen by the student in consultation with the module tutor. It must, naturally, be related to the content of the module. It is advisable to start thinking about your topic well before the deadline; it takes much longer to research and write 5,000 words than you would think.

General assessment information: coursework

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements
If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Support Liaison Officer, Dr Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work
Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above), drop me an email or give me a ring.

Some extra assignment/essay guidelines
Help for the writing of coursework is available in the TSD and School of Classics Reference Guides. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (please read carefully the plagiarism section in the Classics Programmes of Study Handbook – ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems….
Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography
A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant unit notes and handouts and do some independent research.

RECOMMENDED PURCHASES AND READING:
Primary Reading
Lattimore, R. (1961), *The Iliad of Homer*, Chicago: University of Chicago Press.
Lattimore, R. (1975), *The Odyssey of Homer*, Chicago: University of Chicago Press.
Hunter, R. (1998), *Apollonius Rhodius: Jason and the Golden Fleece (The* Argonautica*)*, Oxford: Oxford University Press.
Hughes Fowler, B. (1990), *Hellenistic Poetry: An Anthology*, Madison: University of Wisconsin Press.
Lee, G. (1998), *Catullus: The Complete Poems*, Oxford: Oxford University Press.

Day Lewis, C. (1998), *Vergil: the Aeneid*, Oxford: Oxford University Press.
Slavitt, D.R. (1999), *The Voyage of the Argo: The* Argonautica *of Gaius Valerius Flaccus*, Baltimore: John Hopkins University Press.
James, A. (2007), *The Trojan Epic: Posthomerica*, Baltimore: John Hopkins University Press.
Mair, A.W. (1928), *Oppian, Colluthus, Tryphiodorus*, Harvard: Loeb.

If you already have a copy of any of the epics and it is not one of the translations mentioned above, then that is usually not a problem, but do please check with me. If you do not already possess a copy, you need to order it as soon as possible (the delivery time for some of the books is rather long).

Recommended secondary purchase:
Foley, J. M. (2008), *A Companion to Ancient Epic*, London. [available on www.netlibrary.com].

Course Materials and Moodle

All information regarding this course will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the departmental Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@lamp.ac.uk).

POSTGRADUATE MARKSHEET

	39% or less	**40-49%**	**50-69%**	**70% and above**
Basic Descriptor	• Unsatisfactory work	• Work of a satisfactory standard	• Work or a good standard	• Work of an exceptional standard
Focus on task	• Little or no focus on task set	• Discernable focus on task set	• Sustained focus on the subject	• Acute and relevant focus on task set
Approach	• Lack of ability to identify and solve problems • Response brief or under-developed	• Some attempt at identifying and solving problems • Work may be descriptive in nature	• Ability to identify and solve problems • Convincing analysis of other scholars' views • Awareness of wider philosophical dimensions of subject	• Ability to understand and solve problems • Subtle and perceptive analysis • Analytical and critical appreciation
Written style	• Poor or little knowledge or understanding of subject shown • Lacking structure	• Satisfactory written style • A reasonable argument	• Clear and well written style • Persuasive and even sophisticated level of argument • Some originality	• Fluent writing and clarity of expression • Cogent, structured and persuasive argument • Genuine originality
Evidence of reading	• Insufficient or irrelevant reading	• A range of reading evident • In need of more research	• Broad and relevant range of reading • Good level of research	• Wide and thorough reading • Comprehensive research
Presentation	• Unclear and poor presentation • No or hardly any relevant references and examples	• Presentation may be lacking in some areas • Some relevant references and examples	• Good presentation • Relevant examples and references	• Presentation to a high scholarly standard • Argument fully documented and well referenced