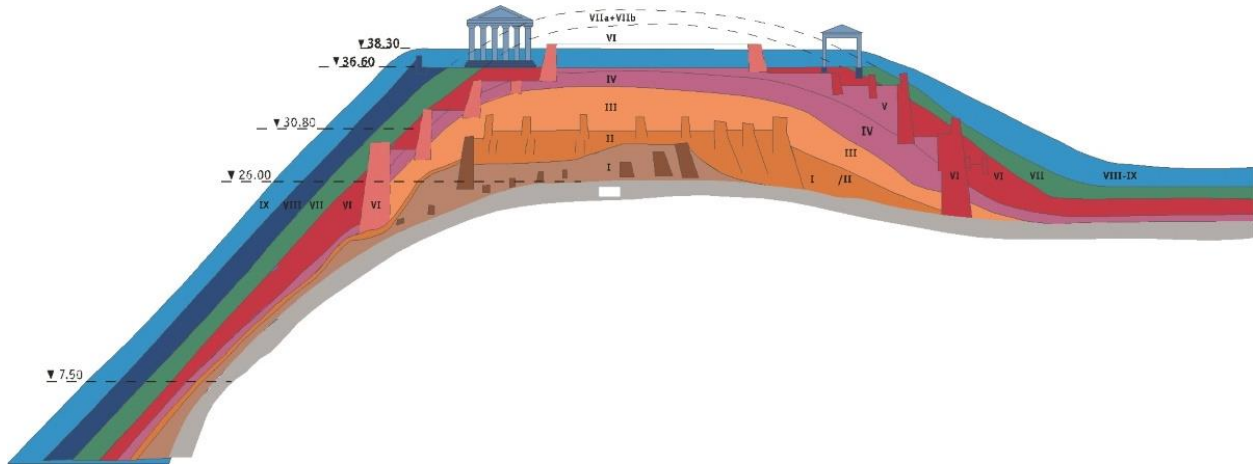


TROY AND THE TROJAN WAR: THE ARCHAEOLOGY OF AN EPIC (CLAS 381T - 01 = ANTH 3800 - 01 = HIST 381B - 01) | FALL 2020 | TUESDAY AND THURSDAY, 13:15 - 14:40 PM SYNCHRONOUSLY VIA ZOOM

INSTRUCTOR: DR. JEFFREY BECKER (DEPARTMENT OF CLASSICAL AND NEAR EASTERN STUDIES) | EMAIL: BECKERJ@BINGHAMTON.EDU | STUDENT HOURS: MONDAY 13:00-15:00, WEDNESDAY 15:00-16:30 AND OTHER TIMES BY APPOINTMENT | COURSE-RELATED TWEETS [@OPUSSILICEUM](https://twitter.com/OPUSSILICEUM)

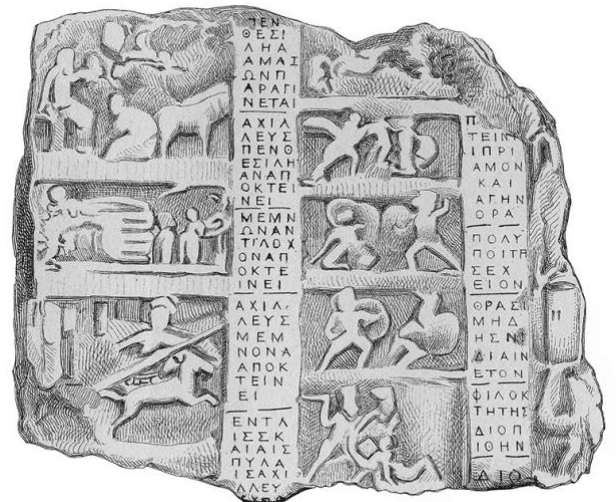


Course Description	2
Required Texts	2
Assignments and Evaluation	3
General Education	3
Course Objectives and Learning Outcomes	4
Assessment and Evaluation	4
Student Success	7
Important Fall 2020 Dates	7
Email policy and professional etiquette	8
Artstor Digital Library	8
Note-Taking	8
Guidance on Study and Review	8
Course Administration (Fall 2020)	9
Academic honesty	11
Synchronous Learning	11
Online platforms	12
Expectations Regarding Attendance and Participation	12
Synchronous Meetings and Attendance	13
Student Hours and Instructor's Information	13
Academic Calendar	14
Assessment	14
Student Support	14
 CLAS 381T – 01 FALL 2020	 1
DR. JEFFREY BECKER	

Sexual Harassment and Equilibrium	15
Mental Health and Equilibrium	15
Disability-related Equal Access Accommodations	15
2020-2021 University Bulletin	16
Academic Style	16
Intellectual Property	16
Copyright Notice	16
Change Notice and Flexibility	16
Course Schedule	17

Course Description

Troy has long captured the human imagination. The story of its fall and the tales of both its inhabitants and besiegers have caught the attention of artists and their audiences from antiquity to post-modernity. It seems we are drawn to the struggle that is Troy and the Trojan War, to the paragons of virtue, and the archetypes of other, less noble human traits. The idea of the siege seemingly without end, the feuds among defenders and besiegers alike, and, perhaps above all, the story of deities intervening in human events grant a certain universal (and timeless) appeal to the story. It is not surprising, then, that the search for Troy has been a long one – where did these events take place? Did Homer’s Trojan War really occur? What links might there have been between the end of the Bronze Age in the Aegean world and the time of Homer? This course engages the archaeology and reception of Troy and the Trojan War from a number of perspectives, with the ultimate goal being a contextualization of the place and its associated narratives in such a way that students will emerge from the course with a contextualized view of Troy, the Trojan War, and its place in global culture. The course also addresses key elements of the reception of the Trojan War and its themes, in both antiquity and in our own time.



Required Texts

n.b. You must have the editions detailed here - no alternates are acceptable.

- ❑ [McS] Naoise Mac Sweeney. 2018. *Troy: Myth, City, Icon*. Bloomsbury Academic. ISBN-13: 9781472529374
- ❑ Homer. *The Iliad*. trans. Robert Fagles. (Penguin, 1998). ISBN-13: 9780140275360.
- ❑ Sophocles. *Philoctetes*. trans. C. Phillips. (Oxford, 2003). ISBN-13: 9780195136579.
- ❑ Additional readings on electronic [Course reserves](#) via Binghamton University Libraries.
 - ❑ A [Library Guide](#) has been established for this course to aid students in locating resources.

Assignments and Evaluation

This course is a 4-credit course. This means that in addition to the scheduled meeting times, students should expect to spend at least 9.5 hours on course-related work outside of class each week during the semester. This includes the time spent completing assigned readings, preparing written assignments, and performing other tasks related to the course.

The following grading scale will be applied: 93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 60-69 D, 0-59 F. No extra credit will be offered. Grades will not be curved.

General Education

This course fulfills the following General Education requirements:

- ❑ **Humanities (H)**: Students in “H” courses will enhance their understanding of human experience through the study of literature or philosophy.
- ❑ **Global Interdependencies (G)**: Students in “G” courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.
- ❑ **Social Science (N)**: Students in “N” courses will demonstrate knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology; an understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.
- ❑ **Harpur Writing (W)** courses provide considerable experience in and feedback on writing as a tool of college-level teaching and learning. Written assignments in W courses constitute 30 to 100 percent of the basis for the grade in the course and typically consist of a minimum of 10 pages of writing. Students in “W” courses will write a minimum of 10 pages of appropriate writing during the course, they will receive feedback on writing during the course, and those assignments will constitute at least 30% of the basis for the final course grade. This

course will focus on professional writing in the humanities and social sciences, as well as stressing appropriate research methodology.

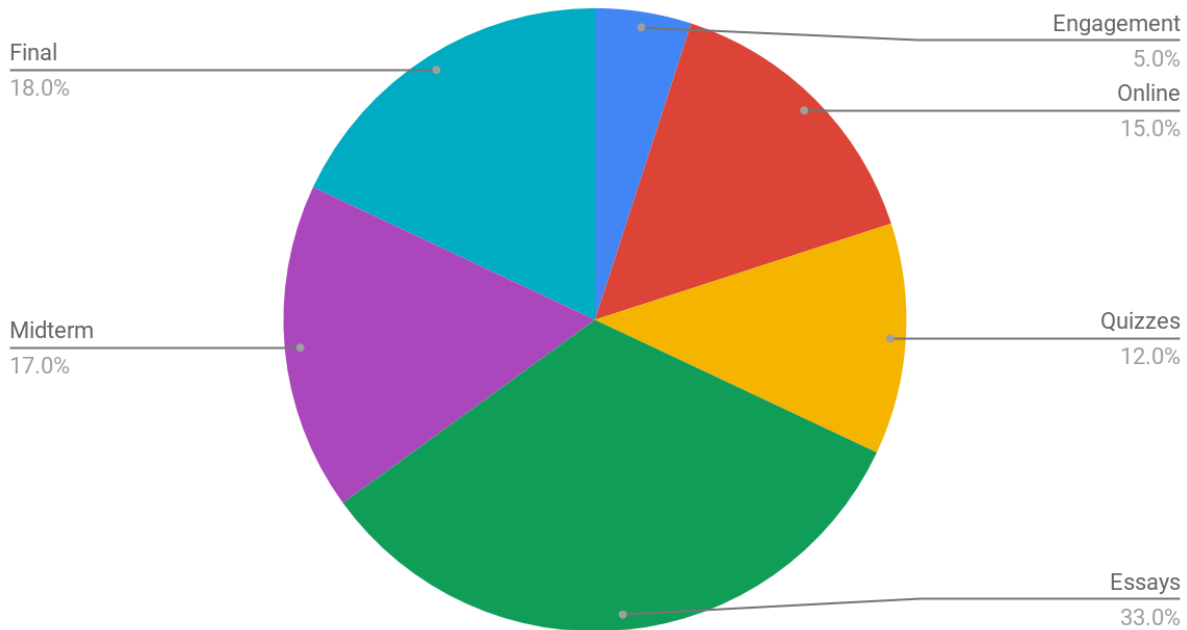
Course Objectives and Learning Outcomes

- Critical assessment of archaeological source material and analysis of archaeological interpretations.
- Close, critical reading of primary sources in translation.
- Contextualization of important cultural constructs.
- Analysis of iconographic evidence; discussion and appreciation of aesthetic style and stylistic development.
- Develop a better understanding and appreciation of the formal, historical, aesthetic, and socio-cultural context of the material.

Assessment and Evaluation

Student performance will be assessed via the following instruments. The final course grade will be computed as a weighted average according to the percentages listed in the table below. The weighting is fixed and is not subject to renegotiation.

Grading Breakdown



- **Engagement and Participation**
- **Online exercises**

- Exit tickets: Students will complete a weekly digital exit ticket by way of Google Forms.
 - Polls *et al.* during course meetings
 - *Iliad* Discussion Forum
 - There will be four myCourses discussion threads in the *Iliad* discussion forum during our reading of the epic poem. Student participation in each component of the forum is required and will be evaluated as formal writing. For each thread, each student is expected to make two original postings and at least one response to a peer's posting.
 - **Quizzes.** There will be six (6) scheduled quizzes in the course. These will be short quizzes of no more than 10 minutes' duration, based on the material being considered in the course (both text and images) and will be administered at the beginning of the class period according to the schedule. Students who are keeping pace with the assigned material will have little difficulty with the quizzes. Unannounced quizzes are also a possibility.
 - **Midterm Examination.** The midterm examination will address the material presented through October 6.
 - **Final Examination.** The final examination will address all material presented in the course from October 13 through to December 3.
 - **Essays.** Students will write three essays in the course. Students must meet stated length requirements in order to fulfill the Harpur "W" requirement. Detailed instructions for each writing assignment will appear on the myCourses website. For each essay, students will submit the final essay via "TurnItIn".
- 1) **The "Ahhiyawa" question:** This essay involves a close reading and analysis of selected Hittite documents that relate to the so-called "Ahhiyawa" question, a debate concerning evidence of possible contact between Hittites in Asia Minor and Late Bronze Age inhabitants of the Aegean world. **Due date: September 25, 2020 by 11:59 PM.**
- a) **Prompt:** The archaeology of Late Bronze Age Asia Minor and the Aegean sphere involves the consideration of a wide range of data. One source of information is the corpus of Hittite diplomatic records. These tablets provide insight into the functioning of the Hittite empire as well as the interactions between Hittites and others. For this essay we will read and analyze a set of Hittite documents in translation, as these texts relate to the so-called "Ahhiyawa" question, a debate concerning evidence of possible contact between Hittites in Asia Minor and Late Bronze Age inhabitants of the Aegean world. Read each document carefully. Discuss these documents in light of their historical and cultural context - what sort of historical picture do they help us paint? What is the nature of interactions between Hittites and others in the Bronze Age? What, if anything, do these documents tell us about the historicity of Troy and the Trojan War?
 - b) Documents for this assignment (posted on myCourses under "Writing assignments")
 - i) Confederacy of Assuwa
 - ii) Indictment of Madduwatta (CTH 147)

- iii) Career of Piyamardu (CTH 191)
 - iv) Tawagalawa letter (CTH 181)
 - v) Milawanda (Milawata) letter (CTH 182)
 - vi) Šaušgamuwa Treaty (CTH 105)
- 2) Iconography Essay: This essay involves a close reading and analysis of selected iconographic compositions drawn from Greek, Etruscan, and Roman art that draw on the Trojan War cycle for inspiration. Each student will be provided with a set of images to analyze in the space of the essay. The first part of the essay will provide a clear and concise narrative description of the iconography and its style, manner of execution, and setting, while the second part will offer a contextualization of the iconography – why did the artist choose the scene(s)? What representational strategies are at work? Why? Length = 2 pages. **Due date: November 6, 2020 by 11:59 PM.**
- 3) Echoes of Troy - reception project: For this, the final assignment of the course, each student is required to find an evocation of Troy and the Trojan War in some modern or postmodern medium. Ideally this will not be just a screenshot of a Hollywood actor dressed as Achilles, but rather a thoughtful exercise that will cause us all to ask ourselves about what evocations mean and how this applies to our study of the Trojan War. Having chosen their respective ‘echo’, each student will briefly present his/her choice to the class at our final meeting. The assignment will involve providing a copy, scan, photograph, etc. of the evocation and a written, two-page analysis of it. **Due date: December 1, 2020 by 11:59 PM.**

Evaluation of Written Work (essays and examinations)

The instructor’s evaluation of written work will be carried out based on the following criteria. Portions of both examinations will also be evaluated along these lines. It goes without saying that each student must be the sole author of his/her work and no form of plagiarism will be tolerated.

Criteria for evaluation:

- Organization
- Style / Grammar / Syntax / Spelling
- Focus / Clarity
- Works cited / citations / illustrations (if applicable)
- Quality of thought / originality

Characteristics of a paper falling in the A range: A paper in the "A" range has a clear thesis that is well-articulated. The argumentation is clear and follows logic. The author has charted the course of the argumentation from the beginning and demonstrates clear and careful analysis of source materials. It also demonstrates a clear understanding of the relevant scholarship. The paper follows academic style properly and correctly deploys references and works cited. The paper is free from errors in English grammar and spelling. It has no significant errors in proofreading.

Characteristics of a paper falling in the B range: A paper in the "B" range has a thesis that is clear and shows a good knowledge of the subject. It focuses on the question at hand in a direct way. The author has consulted relevant scholarship and has synthesized those ideas well. The author has performed in-depth reading. The paper is presented well, it has correctly formatted references, and adheres to style rules. English usage is fluent, it has few errors in spelling, grammar, syntax, and punctuation.

Characteristics of a paper falling in the C range: A paper in the "C" range will be unclear in its argumentation with a less than optimal thesis. It will be poorly organized. While there is evidence of research conducted by the author, this research will have been of a limited scope. The paper may show errors of usage, syntax, spelling; it may have errors in proofreading.

Characteristics of a paper falling in the D range: A paper in the "D" range is either poorly presented or poorly written. It lacks adequate citations and has shortcomings with regard to an adequate understanding of the material.

Characteristics of a paper falling in the F range: A paper in the "F" range does not adequately complete the assignment and does not demonstrate any understanding of the subject. The information included in the paper is erroneous and/or irrelevant. The presentation of the paper includes significant errors of grammar, spelling, or punctuation.

Student Success

This is a time of (particular) anxiety and tumult. We are all experiencing these uncertainties, some of them in acute ways. Each person is searching for strategies to cope with uncertainty and maintain normalcy in professional and personal settings. None of these things is easy. In the context of this course, our relationship is that of professor and student. That said, I am committed to your success and wellbeing not just within the confines of this class, but in general. Your success as a student, as a citizen, as a member of the community is important to me. I am here to support and help you - where my ability to directly aid you ends, I will refer you to the resources you need. We all need to look after ourselves and practice self-care in these times (in all times, truthfully).

Everyone learns differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. If you need official accommodations from the university, you have a right to have these met and should contact the office of [Services for Students with Disabilities](#) directly. There is also a range of university resources available for you, including the Writing Center, University Tutorial Services, the University Library, the University Testing Center, and Harpur Academic Advising office. More resources are detailed in this document as well as linked via myCourses.

Important Fall 2020 Dates

- ❑ Add / Drop Deadline: **September 8, 2020**

- Withdrawal Deadline: **October 9, 2020**

Email policy and professional etiquette

- Email constitutes professional communication – please treat it as such.
- Each email message should have an appropriate subject line and be treated as business communication.
- Students should correspond with the instructor using their official binghamton.edu email account. Do not write email messages from a third-party account.
- The instructor will normally endeavor to reply to student emails within 24 hours of receipt.
- Need more guidance on emailing your instructor? You can find helpful guidance online (e.g. [wikihow](#), [Inside Higher Ed](#) or [medium.com](#)).

Artstor Digital Library

This course will make use of the [Artstor Digital Library](#), a resource available to students via Binghamton University Libraries. Create a login for yourself and find our course folders by navigating to the “Browse” menu and then selecting “Groups”. Folders for our course will be tagged with the course code. You may browse images within the Artstor viewer (online) or download image sets to a local drive. Please observe the appropriate copyright restrictions for the reuse of images.

Note-Taking

- It is important to keep a regular set of notes. Ideally, do this by hand in a notebook and not by taking notes on an electronic device. Should you take notes using a device, you need to avoid distracting yourself (and others).
- Keep at least two sets of notes - one set corresponding to assigned reading and another corresponding to class meetings. Reconcile regularly (see below).
- Keeping careful notes is not the same as being a stenographer. It is not advisable to write down, verbatim, everything you hear. Think of taking notes as the first step in beginning to digest and process new ideas and information. Recording these ideas in your own words and framing them is the first step toward taking ownership of said material.
- Keeping pace with assigned discussion components in the course constitutes another form of note-taking. Review discussion forum posts prior to relevant assessments as the assigned readings will always feed into quizzes and examinations.

Guidance on Study and Review

- Use the available resources to your advantage - this includes using assigned readings, texts (including any supplementary material), as well as library resources (e.g. [Artstor](#), [Course Reserves](#), etc.).
- Establish a system for regular review, ideally reviewing material after each course meeting.
- It is advisable to prepare study aids - either analog or digital - for visual material in advance of assessments. Flashcards and timelines are but two such tools to help you review.
- Regularly reconcile your notes (see above re: note-taking) so as to form a single, seamless set of course-related information that you have processed, digested, and expressed in your own words. These reconciled notes should be reviewed prior to any assessment.
- When it comes time to review for an examination, working from your reconciled notes will streamline the review process.

Questions

- With an online format, students may wonder how best to ask a question or participate directly in class. There are several options:
 - Exit tickets** – twice each week students will complete a digital ‘exit ticket’. These digital tickets are submitted directly to the instructor via [Google Forms](#). Here you can reflect on things learned and ask questions about the material.
 - Zoom** - you can “raise your hand” to ask questions during synchronous class meetings or type a question in the chat box. Please preface questions in chat with Q:. This will help me monitor the questions - I may periodically deputize student co-hosts to help field questions.
 - myCourses** - you will find a standing discussion forum for asking questions and having discussions. Anyone can participate in this board.
 - Student hours** - you can discuss the material directly with the instructor during student hours held via Zoom.

Course Administration (Fall 2020)

- Classroom decorum: Please be respectful of your classmates and the instructor during class meetings.
- Be prepared and present for each class. Be curious, ask questions, make connections.
- Each student is responsible for being familiar with the contents of the syllabus (i.e. this document). If you have a question about the mechanics of the course, means and modes of

assessment, grading breakdown, please first consult this document in order to see if the answer lies within these pages.

- Please be dressed adequately and appropriately for class and student hours.
- Each student is responsible for being familiar with all “Academic Policies and Procedures for All Students” as outlined in the most current version of the [Binghamton University Bulletin](#).
 - [COVID-19 policy addendum](#)
- Students are responsible for regularly checking their binghamton.edu email account (see email policy below) and staying abreast of course materials furnished via myCourses.
- All assignments are established on this syllabus. Extra assignments will not be offered. No ad hoc or personalized assignments will be offered to any student under any circumstances. All students will be evaluated on the basis of the same set of coursework instruments. This policy is not flexible.
- Written work must be the original work product of the registered student. Not only must written work satisfy the particulars of the assignment it must also conform to accepted ethical norms. All written work - unless otherwise indicated by the instructor - must follow the outlined methods for citation. A paper submitted without a proper apparatus for citation may receive no credit.
- Raw scores will be posted on the “Grade Center” tool in myCourses but weighted grades will not be presented via that tool. Please note that the default machine field “Total” that appears in the “Grade Center” tool in myCourses displays “The unweighted sum of all grades for a user”. This means that myCourses does not total your grades—please consult what each assignment is worth overall in order to determine your course grade as the semester progresses.
- Following the provisions of [The Family Educational Rights and Privacy Act](#) (FERPA), student grades will not be discussed via email messages. Students wishing to discuss their standing in the course should make an appointment to meet with the instructor via Zoom.
- Need help? Reach out to the instructor and ask. Small fires are much easier to extinguish than large conflagrations.

Syllabus, Attendance, and Participation

- The student is responsible for being familiar with the course requirements and assignments as outlined in this document. As outlined in Binghamton University’s Instructional Policies, “Students are expected to attend all scheduled classes, laboratories and discussions”. This course observes that policy, thus attendance is required.
- Student participation in class sessions can take many forms and will be tracked by the instructor. Student participation grades are based on active and constructive

participation, not simply on the student's physical presence. Absences will also be tracked. Two unexcused absences will be discounted at the end of the term when computing the final grade. Continued, unexcused absences will affect the final course grade, with 2% deducted for each subsequent absence. Students with excessive, unexcused absences will be referred to the appropriate dean's office.

☐ If a student must be absent from a class meeting, please let the instructor know beforehand via email. It is also important that students arrive for class on time. If a student anticipates that they will frequently be late to class due to another academic obligation, please discuss it with the instructor. Late arrivals and premature departures may be counted as unexcused absences.

☐ Per the Binghamton University Bulletin, "instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25 percent of the total class sessions."

Academic honesty

The shift to remote and hybrid teaching due to the COVID-19 pandemic has required that both instructors and students make changes to their normal working protocols for courses. Students are asked to practice extra care and attention in regard to academic honesty, with the understanding that all cases of plagiarism, cheating, multiple submission, and unauthorized collaboration are subject to penalty. Students must properly cite and attribute all sources used for papers and assignments. Students may not collaborate on exams or assignments, directly or through virtual consultation, unless the instructor gives specific permission to do so. Posting an exam, assignment, or answers to them on an online forum (before, during, or after the due date), in addition to consulting posted materials, constitutes a violation of the university's Honesty policy. Likewise, unauthorized use of live assistance websites, including seeking "expert" help for specific questions during an exam, can be construed as a violation of the honesty policy. All students should be familiar with the [University's Student Academic Honesty Code](#).

Each student is obligated to do her or his own work and to uphold the academic honesty policies - both in letter and in spirit - of Binghamton University. All instances of academic dishonesty, cheating, and plagiarism will be referred to the relevant university authorities.

Synchronous Learning

*The following provisos and policies related to the administration of this course have been put in place in order to facilitate your learning during the COVID-19 pandemic. Please read this section carefully. **Synchronous online learning** refers to a learning event in which a group of students are engaging in learning at the same time.*

Online platforms

❑ **Resources for learning online:** Whether you are new to learning online or a seasoned veteran, this is a great resource, Introduction for student online success: [Information for Student Online Success - Student Online Success](#)

❑ (It reviews online resources such as myCourses and Panopto. One component even reviews successful tips for being an online learner (e.g. scheduling your week, studying online).

❑ **myCourses Learning Management System (LMS):** the central platform for the administration of the course as well as for communication between the instructor and students. Help website: <https://help.blackboard.com/>

❑ **Starfish:** We will use this platform in order to promote student success. It offers options for attendance reporting by the instructor and the submission of referrals on an as-needed basis. If you receive a contact from the advising staff in your college or program that is generated by Starfish, please take that communication seriously and respond in a professional and timely manner. Any such referrals made by the instructor are aimed to improve your chances of success.

❑ **Zoom:** This course will use the university's instance of the Zoom telecommunications platform to conduct class meetings.

❑ Zoom Tutorial and Help Documents: [ZoomHelp](#)

❑ All students have access to Zoom via their university email account.

❑ You must be registered for and logged in to Zoom using your binghamton.edu email account.

❑ Your screen name needs to be recognizable. If you go by a name that differs from the name under which you are registered as a student, please confer with the instructor. Please do not have a random screen name. Your screen name can also be presented as your university email handle.

❑ **Technical Support:** The university's information technology services are available to help you resolve issues related to technology. It is advisable to create a trouble ticket when you have an issue.

❑ Binghamton ITS Help Desk [Help Desk: ITS Technology Support Services - Information Technology Services](#) Telephone: 607-777-6420 E-mail: helpdesk@binghamton.edu

Expectations Regarding Attendance and Participation

❑ This course is to be offered synchronously online. The expectation is that each student will attend all meetings as scheduled and participate as appropriate. It is further expected that students will adhere to the schedule of meetings and assignments and complete all

work according to the published deadlines. The instructor will track attendance using myCourses and/or Starfish.

Synchronous Meetings and Attendance

❑ For each class meeting, there will be a Zoom meeting link available via myCourses. Students should plan to enter the virtual Zoom ‘waiting room’ at least five minutes prior to the scheduled start time of the class. Students should remain in the Zoom meeting until the instructor concludes the session.

❑ **Showing your face and lending your voice:** The Zoom portal supports both audio and video feeds. The instructor will be visible via video, audible via audio, and will routinely share materials on the screen that will be visible to students. Students are encouraged to keep their audio muted during the lecture, but audio participation is encouraged. We will work out our rhythm for discussion as we go. Students are also encouraged to keep their video feed ‘on’ during class meetings. If doing so poses difficulties or creates anxieties, please communicate with the instructor. To the extent possible try to attend class from a reasonably quiet and distraction-free location.

❑ **Recording class sessions:** Unless otherwise indicated, the instructor will use the Zoom platform to record audio and video during scheduled class sessions. These videos will become available for student use.

Accommodations and Exceptions

1. Time zone issues: if you will physically be located in a time zone that makes synchronous participation difficult for all or part of the semester, please communicate with the instructor as soon as possible (as in, right away).
2. Technical issues: if your location for any reason presents issues or challenges related to device or internet connectivity, please communicate with the instructor as soon as possible (as in, right away).
3. Privacy concerns: if concerns related to privacy or safety concerns raise issues related to participating live in synchronous class meetings, please communicate with the instructor as soon as possible (as in, right away).

Student Hours and Instructor’s Information

The instructor is available to assist you with succeeding in this course and with success in the university in general. The instructor’s email and contact information appear on the first page of this document. Standing student hours are published on the first page of this document. Student hours will generally be conducted via Zoom and/or Google Meetings. A link with available appointment slots via Google Calendar will be published on myCourses. Should you wish to request a different meeting time, please contact the instructor via email. It is best, whenever possible, to make an appointment for a consultation.

Academic Calendar

The fall 2020 semester begins on August 26, 2020 and concludes on December 10, 2020. Classes will continue following the Thanksgiving recess, with the final class meeting taking place on Thursday, December 3. The final examination will be administered online during the online testing period (December 8-10).

Observed Holidays

The modified academic calendar does not include suspension of instruction in observance of several holidays. If you observe a faith-based holiday and will not attend class meeting(s) as a result of the observance, please inform the instructor via email.

Assessment

Assessments for this course, that is both quizzes and examinations, will be administered online. There will be no in-person testing for this course. The final examination will be scheduled for a 2-hour time block. Quizzes and midterms, as the case may be, will be administered according to the dates published in the “Course schedule” included in this document. Normal policies that govern the rescheduling of exams shall apply for these time periods.

Policy on lateness

Students are encouraged to submit assigned work according to the schedule outlined in this syllabus. Assignments submitted after the posted due date will be penalized 10% per diem with **nothing** accepted beyond the fifth day of lateness. If legitimate, extenuating circumstances impede timely submission of assignments it is the student’s responsibility to inform the instructor and to provide relevant, official documentation as to the lateness.

Policy on missed examinations and quizzes

Makeup examinations will only be offered in the case of legitimate, excused absence (e.g. university-sanctioned or medical absence). Please consult with the instructor in advance of such an absence. Makeups for unexcused absences will not be offered. Timely, prior notification in the event of excused absences (except for medical emergencies) is the responsibility of the student. If a student is absent from an administered quiz due to legitimate, extenuating circumstances, please contact the instructor regarding makeup options.

Student Support

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my

class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. New York State University Police: On campus emergency, dial **911**
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

Sexual Harassment and Equilibrium

In the event that you choose to write or speak about experiencing or surviving sexual violence, including sexual harassment, dating and domestic violence, sexual assault, stalking, and rape, please keep in mind that federal and state laws require that, as your instructor, I notify the Title IX Coordinator, Andrew Baker. He will contact you and provide you with on and off campus resources and discuss your options with you. If you would like to disclose your experience confidentially, you can contact the University Counseling Center, Decker Student Health Services, Harpur's Ferry, Ombudsman, or Campus Ministry. For more information, please visit <https://www.binghamton.edu/ivp/> or <https://www.binghamton.edu/rmac/title-ix/>.

Mental Health and Equilibrium

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

Disability-related Equal Access Accommodations

Students needing accommodations to ensure their equitable access and participation in this course should notify the instructor with an Academic Accommodation Authorization from Binghamton University's Services for Students with Disabilities (SSD) office as soon as they're aware of their need for such arrangements. Please visit the SSD website (<http://www.binghamton.edu/ssd>) for

more detailed information. The office is located in University Union, room 119. Please make an appointment to discuss any accommodations with the instructor **in advance of the student electing to utilize the accommodations extended by SSD. No exceptions.**

2020-2021 University Bulletin

Students should be familiar with all academic procedures outlined in the **University Bulletin**.

Academic Style

A style guide for written assignments will be posted online. You must observe the guidelines therein. Bibliographic references and citations must be formatted according to the style outlined by the *American Journal of Archaeology*. You may format these manually or using an app for the purpose (e.g. Zotero (see [ZoteroBib](#)), [Mendeley](#), and [EndNote Basic](#)). For help with these tools, consult the [citation managers guide](#)). Proper formatting constitutes an element of evaluating written assignments and points will be awarded or deducted accordingly.

Intellectual Property

The content of this course and its lectures are the property of the instructor and Binghamton University - SUNY. You may not reproduce or redistribute any courses materials, including lectures, slide-sets or handouts – via any medium without the express permission of the instructor. This includes, but is not limited to, analog or digital recording of audio and/or video as well as resale or re-posting of course materials on personal or for-profit websites.

Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

Change Notice and Flexibility

Note well: All information in this syllabus is subject to change at any time; this is especially true during the first weeks of the semester. The instructor will announce any changes or modifications to the course via myCourses. Students are responsible for changes to the schedule as they arise.

Course Schedule

Assigned readings should be completed prior to class on the date assigned.

Meeting Date	Topic(s)	Assigned Reading(s)
August 27 (Thursday)	<ul style="list-style-type: none"> • Introduction to the course • Course mechanics and expectations; Assignments and materials • Why Troy matters 	Read the syllabus (this document)
September 1 (Tuesday)	<ul style="list-style-type: none"> • History, chronology, and context • Geography of the ancient Near East and the Aegean • Regional chronologies • Timeline of Troy and the Trojan War 	<p>[www] Map - Aegean World in the Bronze Age</p> <p>[RES] Shelmerdine, Cynthia W. 2008. "Background, sources, and methods" In <i>The Cambridge Companion to the Aegean Bronze Age</i>, 1-18. Cambridge: Cambridge University Press.</p>
September 3 (Thursday)	Archaeology of Bronze Age settlements - Anatolia, the islands, the Greek mainland	<p>[RES] Bachhuber, Christoph. 2009. "The treasure deposits of Troy: rethinking crisis and agency on the Early Bronze Age citadel." <i>Anatolian Studies</i> 59:1-18.</p> <p>[RES] Steadman, Sharon. 2011. "Take Me to Your Leader: The Power of Place in Prehistoric Anatolian Settlements." <i>Bulletin of the American Schools of Oriental Research</i> 363:1-24.</p>
September 8 (Tuesday)	Bronze Age states and warfare Quiz I	<p>[RES] Van Wees, Hans. 1994. "The Homeric Way of War: The 'Iliad' and the Hoplite Phalanx (I)." <i>Greece & Rome</i> 41.1:1-18.</p> <p>[RES] Raaflaub, Kurt A. 2008. "Homeric Warriors and Battles: Trying to Resolve Old Problems." <i>The Classical World</i> 101.4:469-483</p>

Meeting Date	Topic(s)	Assigned Reading(s)
September 10 (Thursday)	Bronze Age Architecture - palaces, walls, tombs, houses in Anatolia, the islands, the Greek mainland	[RES] Ivanova, Mariya. 2013. " Domestic architecture in the Early Bronze Age of western Anatolia: the row-houses of Troy I. " <i>Anatolian Studies</i> 63:17-33. [RES] Mazarakis-Ainian, Alexander. 1989. " Late Bronze Age Apsidal and Oval Buildings in Greece and Adjacent Areas. " <i>The Annual of the British School at Athens</i> 84: 269-288.
September 15 (Tuesday)	Bronze Age peoples - Trojans and their neighbors Mycenaeans and Minoans Constructing identity - Bronze Age to Iron Age	[RES] Bryce, Trevor. 2006. <i>The Trojans and their neighbours</i> . London: Routledge. pp. 31-41; 58-74. Chapter 4 - The Aegean Neighbours and Chapter 6 - Troy's Allies [RES] Bryce, Trevor. 1989. "The Nature of Mycenaean Involvement in Western Anatolia." <i>Historia: Zeitschrift für Alte Geschichte</i> 38.1:1-21.
September 17 (Thursday)	The site of Troy - overview of archaeological sequence Site identification, debate, tradition Heinrich Schliemann and Frank Calvert; Wilhelm Dörpfeld	[RES] Uslu, Günay 2017. "The Discovery of Troy Schliemann and the Ottomans in the 1870s." In <i>Homer, Troy and the Turks: Heritage and Identity in the Late Ottoman Empire, 1870-1915</i> , 35-75. Amsterdam: Amsterdam University Press. [www] "The Search for the Lost City of Troy" via The British Museum
September 22 (Tuesday)	The site of Troy pt. II - Excavations in the 20th century and the 21st century Carl Blegen, Manfred Korfmann, C. Brian Rose Quiz II	[MacS] 17-28; 29-38 [RES] Cline, Eric H. 2017. <i>Three Stones Make a Wall: The Story of Archaeology</i> . Princeton: Princeton University Press. Ch. 2 "Digging up Troy" pp. 24-37.

Meeting Date	Topic(s)	Assigned Reading(s)
September 24 (Thursday)	The site of Troy pt. III - Settlement history, Early Bronze Age to Late antiquity	[MacS] 39-82 [RES] Watch Episode 1 “The Age of Heroes” in Michael Wood <i>In Search of the Trojan War</i> (BBC, 1985). Available as streaming video via the University libraries.
September 29 (Tuesday)	Trojans, Hittites, and the Mycenaeans; the Ahhiyawa question - debates and documents	[RES] Güterbock, Hans G. 1983. “The Hittites and the Aegean World: Part 1. The Ahhiyawa Problem Reconsidered.” <i>American Journal of Archaeology</i> 87.2:133-138. [RES] Mellink, Machteld J. 1983. “The Hittites and the Aegean World: Part 2. Archaeological Comments on Ahhiyawa-Achaians in Western Anatolia.” <i>American Journal of Archaeology</i> 87.2:138-141.
October 1 (Thursday)	The site of Troy pt. IV - Troy VI and VII Troy after the Bronze Age Quiz III	[RES] Korfmann, Manfred. 1998. “Troia, an Ancient Anatolian Palatial and Trading Center: Archaeological Evidence for the Period of Troia VI/VII.” <i>The Classical World</i> 91.5:368-85. [RES] Kolb, Frank. 2004. “Forum Article: Troy VI: A Trading Center and Commercial City?” <i>American Journal of Archaeology</i> 108.4:577-613.
October 6 (Tuesday)	Greek and Roman Troy	[MacS] 97-112 [RES] Rose, C. B. 2013. <i>The Archaeology of Greek and Roman Troy</i> . Cambridge: Cambridge University Press. Chapter 8
October 8 (Thursday)	Midterm Examination via myCourses <i>The examination will be scheduled during normal class meeting time.</i>	
October 13 (Tuesday)	Troy in the Literary Universe Introduction to Homer The cult of the epic hero	<i>Iliad</i> I-VI [MacS] Ch. 2 pp. 7-16

Meeting Date	Topic(s)	Assigned Reading(s)
October 15 (Thursday)	Archaeology and The <i>Iliad</i> - society and culture	<i>Iliad</i> VII-XII [MacS] Ch. 13 pp. 137-46
October 20 (Tuesday)	The Homeric universe - culture and cosmology	<i>Iliad</i> XIII-XVIII [RES] Mazarakis Ainian, Alexander. 2016. "Heroes in Early Iron Age Greece and the Homeric Epics." In <i>Archaeology and Homeric Epic. (Sheffield studies in Aegean archaeology, 11)</i> , edited by Susan Sherratt and John Bennet, 101-15. Oxford; Philadelphia: Oxbow Books.
October 22 (Thursday)	Epic outcomes - The death of heroes Remorse, regret, celebration; Homeric commemoration	<i>Iliad</i> XIX-XXIV [MacS] Ch. 14 pp. 147-53
October 27 (Tuesday)	Getting to Troy (or not) Sophocles - <i>Philoctetes</i> Quiz IV	Come to class having read the entire play plus introduction.
October 29 (Thursday)	Getting to Troy (or not) Sophocles - <i>Philoctetes</i> (cont'd) World War I poets	[RES] Vandiver, Elizabeth. 2010. <i>Stand in the trench, Achilles: classical receptions in British poetry of the Great War</i> . Oxford: Oxford University Press. Chapter 4 [www] Patrick Shaw-Stewart " I saw a man this morning " (1917)
November 3 (Tuesday)	Tragic Trojan Women	[RES] Euripides. <i>Trojan Women</i> (2009 translation of Alan Shapiro and Peter Burian). Oxford; New York: Oxford University Press. (the translated text appears at pp. 29-78)

Meeting Date	Topic(s)	Assigned Reading(s)
November 5 (Thursday)	The women of Homer and Homeric women Quiz V	[RES] Gottschall, Jonathan. 2008. <i>The Rape of Troy: Evolution, Violence, and the World of Homer</i> . Cambridge: Cambridge University Press. pp. 100-139. [RES] Canevaro, Lilah Grace. 2018. "The Politics of Objects," In <i>Women of Substance in Homeric Epic: Objects, Gender, Agency</i> . Oxford: Oxford University Press. DOI: 10.1093/oso/9780198826309.003.0003
November 10 (Tuesday)	Leaving Troy <i>Nostoi</i>	[myCourses] <i>Odyssey</i> selections [RES] Nagy, Gregory. 2013. <i>The ancient Greek hero in 24 hours</i> . Cambridge, Massachusetts: The Belknap Press of Harvard University Press. Pp. 275-295 "Hour 9".
November 12 (Thursday)	<i>Nostoi</i> (cont'd) - can the hero return?	[www] Alfred, Lord Tennyson "Ulysses" [RES] Nagy, Gregory. 2013. <i>The ancient Greek hero in 24 hours</i> . Cambridge, Massachusetts: The Belknap Press of Harvard University Press. Pp. 298-313
November 17 (Tuesday)	Reception - Greek art (painting and sculpture) <i>Trojan topoi</i>	[RES] Giuliani, Luca. 2013. <i>Image and Myth: A History of Pictorial Narration in Greek Art</i> . Trans. Joseph O'Donnell. Chicago: University of Chicago Press. Ch. 2 "Images of the world - the eighth century."
November 19 (Thursday)	The Trojan War and the material culture of the Hellenistic world Quiz VI	[MacS] Ch. 9 "Troy in the Hellenistic world"
November 24 (Tuesday) and November 26 (Thursday) No class meetings - Thanksgiving recess		

Meeting Date	Topic(s)	Assigned Reading(s)
December 1 (Tuesday)	Roman art and the Trojan War - heroic nostalgia	[RES] Squire, Michael. 2013. "Epic visions on the <i>Tabulae Iliacae</i> ." In <i>Epic Visions: Visuality in Greek and Latin Epic and its Reception</i> , edited by Helen Lovatt and Caroline Vout, 248-282. Cambridge: Cambridge University Press. DOI: 10.1017/CBO9781139600262.012 [RES] Rose, C. B. 2013. <i>The Archaeology of Greek and Roman Troy</i> . Cambridge: Cambridge University Press. Chapter 12 "The Concept of Troy after Antiquity"
December 3 (Thursday)	Final class meeting The reception of Troy and the Trojan War in modernity	[RES] Rose, C. B. 1998. "Troy and the Historical Imagination." <i>The Classical World</i> 91.5:405-13. [RES] Kotsonas, Antonis. 2015. "Showcasing new Trojan Wars: Archaeological exhibitions and the politics of appropriation of ancient Troy." In <i>Aegis: Essays in Mediterranean Archaeology presented to Matti Egon by the scholars of the Greek Archaeological Committee U.K.</i> , edited by Z. Theodoropoulou Polychroniadis and D. Evely, 235- 42. Oxford: Archaeopress.
Final examination	The final examination will be administered online during the official time slot as scheduled by the university during the December 8 to 10 exam period.	