

## **HIS 4863: The Trojan War: History and Archaeology** Spring 2022

**Dr. Lee E. Patterson**

**E-mail:** [lepatterson2@eiu.edu](mailto:lepatterson2@eiu.edu) (Don't forget the 2! See also "Communications" below.)

**Office:** Coleman 2572

**Office Phone:** 581-6372

**Office Hours:** TTh 2:00-3:00, W 9:00-11:00, and by appointment

**Class Meeting Times/Location:** TTh 9:30 am - 10:45 am, Coleman Hall 2741

Note: I will be holding office hours both in my physical office and on Zoom, using the following link: <https://eiu.zoom.us/j/98079699121?pwd=OHZsamQxMEtFV2JycDh1RnZZaGxzdz09>

### **COVID-19 Practices & Expectations on EIU's Campus**

First of all, please understand that **YOU MUST WEAR A FACE MASK IN CLASS AT ALL TIMES!!** The University is asking all of us to take precautions to prevent the spread of COVID-19, including wearing face coverings in class, around campus, in the library, and so on. EIU's policy is intended to protect all of us on campus, as well as the community, your friends, and loved ones at home. Additionally, students are expected not to attend class if they are ill and to consult the student health clinic (<https://www.eiu.edu/health/>) if they have any COVID-19 like symptoms. If you have a health condition that prevents you from wearing a mask, please contact Student Disability Services (217-581-6583, [studentdisability@eiu.edu](mailto:studentdisability@eiu.edu)). If you are unable to follow EIU's COVID-19 guidelines, you will not be allowed to remain in class as compliance with public health guidance is essential.

### **What happens in case of illness:**

- 1) If you are forced to miss class because you must be quarantined or isolated, you will not be penalized for not coming to class. If I have documentation from Student Health that you are unwell, I will waive in-class Participation requirements for any week that you have symptoms. I will also be happy to discuss that week's material with you some other way. Again, I must have documentation to proceed.
- 2) If I am forced to isolate, then, assuming I am well enough, we will hold class via Zoom for the duration of my quarantine. All students will be required to attend these sessions.

### **Texts (from Textbook Rental)**

Beckman, Gary M., Trevor R. Bryce, and Eric H. Cline. *The Ahhiyawa Texts*.

Cline, Eric H. *The Trojan War: A Very Short Introduction*.

Homer. *The Iliad*. Trans. Stanley Lombardo.

Mac Sweeney, Naoise. *Troy: Myth, City, Icon*.

Rose, Charles Brian. *The Archaeology of Greek and Roman Troy*.

**Catalog Description:** The ancient Greek legend of the Trojan War, immortalized by Homer's Iliad, has captivated readers for generations. But is there a historical basis for it? This course will explore the historical and archaeological evidence for a Bronze Age Trojan War in western Anatolia.

**My Description:** I put in that catalog description because they made me do it. But let's be clear: this is going to be a fun class! Lots of work, yes, but fun. In addition to the goals mentioned above, we will become familiar with the debates over the identity of Hisarlik in Turkey as the site of Homer's Troy (from the late nineteenth century to today), with the evidence from the Hittite world that bears on this question, and with Homer himself and his usefulness as a historical source (for both the Bronze and Dark Ages). Much of our discussion will be couched in terms of how the Trojan War legend was received by the generations following Homer, from ancient to modern times.

### **Learning Objectives:**

- 1) identify and describe major figures and controversies in the modern search for the historical Troy and Trojan War
- 2) examine and analyze primary sources, e.g., Hittite diplomatic archives and archaeological data
- 3) apply and synthesize information through papers, exams, and other assignments in order to draw conclusions about the historical Trojan War

<b>Grading :</b>	Participation:	10%	Midterm:	20%
	Summation Papers:	20%	Final Exam:	25%
	Term Paper:	25%		

**Note for Graduate Students:** Daily assignments are generally the same for both graduates and undergraduates. Graduates will be held to a higher standard in terms of command of the material. Their term papers will also be longer, and they may have extra sections/requirements on exams.

**Communications:** When e-mailing me, please only use Panthermail, not D2L. Please identify yourself and indicate what class you're in. Also, employ correct etiquette by starting your message with a proper salutation, like "Dear Dr. Patterson" or even "Hi, Dr. Patterson." If you e-mail me after 10 p.m., do not expect a response until the next day.

**Papers:** As with most history courses at EIU, HIS 4863 is "writing intensive." The Term Paper will be a major research paper, for which detailed instructions will be provided soon. The research paper will involve several steps: thesis statement, rough draft, and final draft. Due dates for these items are given in the schedule below. There will also be two summation papers. These shorter assignments will cover specific topics related to your readings. All writing assignments will be uploaded to the Dropbox on D2L. Please note that everything will be scanned with originality software.

**Attendance and Make-Up Policy:** Regular attendance should be considered a top priority. Roll will be taken at the start of each class. After calling the roll, I will close the door. If you arrive after the door is closed, you are considered absent. Make-ups for exams are only possible if your absence on that day was absolutely unavoidable and beyond your control (e.g., a serious medical condition, a serious accident, etc.), and you will need to provide written documentation. Make-ups are not possible unless these two conditions are met. No exceptions! **(Believe me when I say this: if you are not totally committed to the class and do not attend regularly, chances are you will not get the grade you want.)**

**Academic Integrity:** Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Additionally, serious violations such as plagiarism and cheating may result in a course grade of F. All writing assignments are scanned with plagiarism software.

**Students with Disabilities:** If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym Room 1210, call 217-581-6583, or email [studentdisability@eiu.edu](mailto:studentdisability@eiu.edu) to make an appointment. *Waiting to the last minute to make requests is strongly discouraged.*

**Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**In-Class Protocols:** Do not start to put away your notes, books, etc. until class is properly finished. It is disruptive in the last few minutes of class, not to mention disrespectful. Do not have smart phones and other portable devices out during class. If you're more interested in what's on your little screen than what's going on in the classroom, don't take my class! During exams, all phones and other portable devices must be turned off and stowed away at all times. When taking exams, always remember to bring a blue book, which can be purchased in the book store. Blue books will always be required for exams in this class. Each blue book you bring must be fresh with no writing in it.

**D2L:** All students are required to access the course web page on D2L regularly. I will be using this resource to post discussion questions (*which are required viewing before each class*), lecture outlines (PowerPoints), assigned readings, and other materials. You will also submit written assignments to the Dropbox and will be able to check your grades regularly. This syllabus will also be posted on the web site, disallowing any excuse for losing the syllabus.

### Bibliography

- Allen, Susan Heuck. "A Personal Sacrifice in the Interest of Science: Calvert, Schliemann, and the Troy Treasures." *Classical World* 91, No. 5 (1998): 345-54.
- Bachvarova, Mary R. *From Hittite to Homer: The Anatolian Background of Ancient Greek Epic*. Cambridge: Cambridge University Press, 2016.
- Beckman, Gary M., Trevor R. Bryce, and Eric H. Cline. *The Ahhiyawa Texts*. Atlanta: Society of Biblical Literature, 2011.
- Cline, Eric H. *The Trojan War: A Very Short Introduction*. Oxford: Oxford University Press, 2013.

- Easton, D. F. "Heinrich Schliemann: Hero or Fraud?" *Classical World* 91, No. 5 (1998): 335-43.
- Easton, D. F., J. D. Hawkins, A. G. Sherratt, and E. S. Sherratt. "Troy in Recent Perspective." *Anatolian Studies* 52 (2002): 75-109.
- Erskine, Andrew. *Troy between Greece and Rome: Local Tradition and Imperial Power*. Oxford: Oxford University Press, 2001.
- Güterbock, Hans G. "The Hittites and the Aegean World: Part 1. The Ahhiyawa Problem Reconsidered." *American Journal of Archaeology* 87, No. 2 (1983): 133-38.
- Hertel, Dieter and Frank Kolb. "Troy in Clearer Perspective." *Anatolian Studies* 53 (2003): 71-88.
- Jablonka, Peter and C. Brian Rose. "Late Bronze Age Troy: A Response to Frank Kolb." *American Journal of Archaeology* 108, No. 4 (2004): 615-30.
- Kolb, Frank. "Troy VI: A Trading Center and Commercial City?" *American Journal of Archaeology* 108, No. 4 (2004): 577-613.
- Korfmann, Manfred. 1998. "Troia, an Ancient Anatolian Palatial and Trading Center: Archaeological Evidence for the Period of Troia VI/VII." *Classical World* 91, No. 5 (1998): 369-85.
- Latacz, Joachim. *Troy and Homer: Towards a Solution of an Old Mystery*. Oxford: Oxford University Press, 2004.
- Mac Sweeney, Naoíse. *Troy: Myth, City, Icon*. London: Bloomsbury, 2018.
- Pomeroy, Sarah, et al. *Ancient Greece: A Political, Social, and Cultural History*. 3<sup>rd</sup> ed. Oxford: Oxford University Press, 2012.
- Rose, Charles Brian. *The Archaeology of Greek and Roman Troy*. Cambridge: Cambridge University Press, 2014.
- Trail, David A. "Schliemann's Discovery of 'Priam's Treasure': A Re-Examination of the Evidence." *Journal of Hellenic Studies* 104 (1984): 96-115.
- Van De Mieroop, Marc. *A History of the Ancient Near East ca. 3000 – 323 BC*. 3<sup>rd</sup> ed. Malden, MA: Blackwell, 2016.

**Note also:**

CERHAS (U of Cincinnati) and the Troia Projekt (U of Tübingen)  
<http://cerhas.uc.edu/troy/index.html>

*Tentative Schedule (subject to change):*

**You are responsible for keeping track of all assignments and due dates. Any changes will be announced ahead of time.**

Week 1

T Jan 11: Introduction; **Readings:** Cline 2013: 1-5; Mac Sweeney 2018: 1-15

Th Jan 13: Mythological Background; **Readings:** Cline 2013: 9-26

**Unit I: Foundations**

Goals: In this unit we will begin to establish the Bronze Age context that lies behind any reality of the Trojan War and the Bronze Age and Dark Age contexts in which Homeric poetry

emerged. To that end we will become familiar with the Mycenaeans and Hittites and with the Dark Age world, explore the Bronze and Dark Age background of Homer, and more generally cultivate an appreciation of Homer's artistic genius.

### Week 2

T Jan 18: Minoans, Early Mycenaeans; **Readings:** Cline 2013: 27-37; Pomeroy et al. 2012: 22-40; [Rutter, Lesson 16](#)

Th Jan 20: Later Mycenaeans; **Readings:** Pomeroy et al. 2012: 40-54; [Rutter, Lesson 25](#)

### Week 3

T Jan 25: The Hittites; **Readings:** Van De Mieroop 2016: 127-31, 165-74

Th Jan 27: The End of the Bronze Age; **Readings:** Van De Mieroop 2016: 202-20; [Rutter, Lesson 28](#)

### Week 4

T Feb 1: Dark Age Background; **Readings:** Pomeroy et al. 2012: 59-79

Th Feb 3: Homer, *Iliad* Books 1-3, 5-6, 9, 16

### Week 5

T Feb 8: Homer, *Iliad* Books 18-24

## **Unit II: Introduction to the Site of Hisarlik**

Goals: This unit will introduce the main layers of the site of Troy (mod. Hisarlik), providing an archaeological introduction to the site before we embark on the controversies surrounding the excavations (Unit III). This section will also provide some context for our explorations of continuities from Bronze Age Anatolian culture to Homeric epic (Unit IV).

Th Feb 10: Troy I-VI; **Readings:** Mac Sweeney 2018: 37-55; Rose 2014: 8-25

### Week 6

M Feb 14: **Summation Paper #1 due** (in the Dropbox by midnight)

T Feb 15: Troy VIIa-b; **Readings:** Mac Sweeney 2018: 55-68

Th Feb 17: Troy VIII; **Readings:** Mac Sweeney 2018: 69-95; Rose 2014: 44-71

### Week 7

T Feb 22: **Midterm**

## **Unit III: Homer's Legacy: The Search for the Trojan War**

Goals: In this unit we consider how the Trojan War tradition influenced modern fascination with the myth. To that end we will discuss the history of the excavations at Hisarlik and take a deeper look at the archaeological evidence there.

Th Feb 24: **Film:** *In Search of the Trojan War* (no readings required for this lesson)

Week 8

T Mar 1: Early History of the Search: Schliemann; **Readings:** Mac Sweeney 2018: 17-23; Cline 2013: 71-81; Traill 1984: 96-115; Easton 1998: 335-43; Allen 1998: 345-54

Th Mar 3: Early History of the Search: Dörpfeld and Blegen; **Readings:** Mac Sweeney 2018: 23-25; Cline 2013: 81-94

Week 9

T Mar 8: Korfmann's Excavations; **Readings:** Mac Sweeney 2018: 25-27; Cline 2013: 95-102; Korfmann 1998: 369-85

Th Mar 10: Korfmann's Excavations II

**Spring Break: March 14-18**Week 10

T Mar 22: Assessing Korfmann's Claims; **Readings:** Easton et al. 2002: 75-94, 101-09; Hertel and Kolb 2003: 71-88; Jablonka and Rose 2004: 615-30; Kolb 2004: 577-613

Th Mar 24: Assessing Korfmann's Claims II

F Mar 25: **Thesis Statement due** (in the Dropbox by midnight)

**Unit IV: From Hittite to Homer**

Goals: In this unit we will confront the Hittite evidence directly, with readings of documents translated from Hittite. We will then reconstruct the possible pathways by which Anatolian/Hittite evidence might have come to the epic tradition of Homer in Dark Age Greece.

Week 11

M Mar 28: **Summation Paper #2 due** (in the Dropbox by midnight)

T Mar 29: Ahhiyawa: Cataloguing the Evidence; **Readings:** Beckman, Bryce, and Cline 2011: 10-144 (AhT 1A-7)

Th Mar 31: Assessing the Hittite Evidence I; **Readings:** Cline 2013: 54-68; Rose 2014: 25-43; Güterbock 1983: 133-38; Easton et al. 2002: 94-101

Week 12

M Apr 4: **Rough Draft of Term Paper due** (in the Dropbox by midnight)

Note: This deadline is not binding but is highly recommended. However, a rough draft is *required* and must be more than an outline. Failure to submit a rough draft will result in a 20-point penalty on the final term paper grade.

T Apr 5: Assessing the Hittite Evidence II

Th Apr 7: Homer's Mycenaean Roots; **Readings:** Cline 2013: 41-53; Latacz 2004: 218-49

**Week 13 (Interlude: Troy and the Romans)**

T-Th Apr 12-14: Class is cancelled this week. Instead, you should work on your term papers. In addition, you have an opportunity to write a third short paper for extra credit, based on the following readings: Erskine 2001: 225-53; Rose 2014: 217-76. (These readings are optional and for extra credit purposes only. More details to come.)

Week 14

T Apr 19: Continuities from the Bronze Age to Homer I; **Readings:** Bachvarova 2016: 331-73

Th Apr 21: Continuities from the Bronze Age to Homer II; **Readings:** Bachvarova 2016: 373-417

Week 15

T Apr 26: Continuities from the Bronze Age to Homer III; **Readings:** Bachvarova 2016: 418-57

Th Apr 28: Final Assessments

S May 1: **Final Draft of Term Paper due** (in the Dropbox by midnight)

Note: This deadline is binding. The grade will be reduced 10% for each day the paper is late.

**Final Exam:** Monday, May 2, 10:15 a.m.-12:15 p.m.