

PRESENTATIONS ON ANCIENT WORKS

BASIC INFORMATION

GOAL: in a group of three, gain insight on the influence of the myth of Troy on a particular author, and to provide your classmates with an introduction to the author and summary of the influence of the Troy myth on their work, with an eye towards drawing connections to the broader themes of our class.

DURATION: ~10 minutes

INCLUDE: you may want to provide a handout with basic information about the author and/or work; I can provide photocopying assistance. You may also, of course, present this information on the blackboard.

PROCESS AND INSTRUCTIONS

1. Select which reading you would like to present. You may form your group of three yourself, or I can match groups based on interest in a reading. A list of suggested readings appears on the back of this handout.
2. Familiarize yourself generally with the author and work you are presenting.
 - a. I suggest starting with the *Oxford Classical Dictionary* (DE5 .O9 2003) and *Brill's New Pauly: Encyclopedia of the Ancient World* (DE5 .N4813 2002). Both are on reserve in the Reference Room in Magill and Carpenter Libraries.
 - b. **CAVEAT LECTOR (LET THE READER BEWARE):** the internet is a very useful bibliographic tool, but must be used with extreme caution. **DO NOT USE ON-LINE SOURCES BEFORE READING ONE OR BOTH OF THE REFERENCE WORKS LISTED ABOVE.** Once you have learned the basic information from an edited and fact-checked source, then, and only then, may use look at on-line reference works such as *Wikipedia*. If information you find on-line conflicts with what you read in the *OCD New Pauly*, or other edited source, always follow what is in the edited source. If you find an on-line bibliography or resource for your reading, you would be wise to email it to me, so that I can verify its value.
 - c. Another good place to look for information about a particular work or author are the introductions to recent translation of the author or work (i.e. after at least the mid-1970s generally speaking). These can be found in abundance by browsing the stacks in the library. Holdings are grouped by author, most in the PA section of the library stacks.
 - d. If you are interested in the additional historical background for the time period in which an author is writing, you can find excellent information in *The Cambridge Ancient History* (D57 .C252) or any number of general Greek (e.g. DF77 .O67 2004) or Roman history (e.g. DG209 .H5 1984).
3. If you have any questions about your reading, author, or the time period when he or she lived, please do not hesitate to ask me; but please also ask far enough in advance (at least two days) so that you will be able to incorporate the new information into your presentation.
4. The presentation itself should include a *brief* introduction to your author and the time in which they lived. The majority of your presentation should consist of describing the reading(s) and drawing connections to reading for that class session and/or the themes we have been discussing this semester.

At your request, I'm happy to make a recording of your presentation for you to listen to. This may seem a bit daunting, but it is an excellent learning experience and I highly recommend it.

A rubric explaining the parameters for how your presentation will be evaluated is available on the course website: <http://www.haverford.edu/classics/omni/PresentationRubric.pdf>

SUGGESTED AUTHORS AND SELECTIONS, WITH DATE OF PRESENTATION

- 3-Oct Theocritus, *Idyll 11*— the softer side of Polyphemus the Cyclops, who pines for the love of the nymph Galatea.
- 5-Oct Sappho, *Poems 3* (Atridae) *16* (Helen), *24*, (Andromache), *33* (Hermione & Helen)—poems and fragments from the most famous woman poet of antiquity; an interesting perspective on the events of the Trojan War.
- 24-Oct Herodotus & Thucydides on Trojan War—how two Greek historians treated with the Trojan War.
- 31-Oct Gorgias, *Encomium of Helen*—a tour-de-force by the “Father of Rhetoric” that seeks to free Helen from any blame for the war.
- 2-Nov Plautus, *Bacchides* IV.9—“Troy Canticum”: in this Roman comedy, Chrysalus, a slave, compares his plot to unite lovers to the sack of Troy.
- 7-Nov Horace *Satires* II.5—A Roman poet has Ulysses seek Tiresias’ advice on how to be an effective “gold-digger.”
- 9-Nov Horace *Epistles*. I.2— A Roman poet reveals that Homer teaches us how to live.
- 12-Nov Bacchylides *Ode 13*—on when the Greeks demanded the return of Helen.
- 14-Nov Livy, *Ab urbe condita* I.1-3—how a Roman historian treated the events of the Trojan war that led to the founding of Rome.
- 28-Nov Petronius, *Satyricon*, “Troy Song”—a song on the fall of Troy that just might have a lot to do with Nero; appears in the the oldest surviving novel.
- 28-Nov Lucian, “Judgement of the Goddesses” and/or “Dialogues of the Dead”—an ironic take on the events and heroes of the Trojan War by an irrepressibly subversive Greek author.
- 30-Nov Dio Chrysostom, *Discourse 11*—a Greek speech that argues that Troy was never sacked by the Greeks.