

## CLAG 202 Intermediate Greek: Homer

**Course Instructor(s): Dr. Eleni Fassa**

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### Course Description

The course will introduce the student to one of the earliest literature products of mankind, the work of the poet(s) known as Homer. From the classical period up to modern times the *Odyssey* has been widely read and commented upon, while many of its key-themes, inserted stories and sub-narratives have been a source of inspiration for various works of art (from poetry and opera, to painting and sculpture). The primary aim of this course is to approach various episodes of the *Odyssey* (e.g. the Cyclops, Sirens, Circe and Calypso, journey to the Underworld) from both a linguistic and a cultural perspective. The students will recognize language structures, they will analyze the grammatical and syntactical forms used in simple and complex sentences and they will enrich their vocabulary, while practicing and advancing their skills in translation from Greek into fluent English.

In addition, aspects pertaining to the placement of the text in its mythological and historical contexts will be addressed: can the work itself echo the not-so-mythical past of the Greek people? Does it reflect events that marked the 1<sup>st</sup> millennium BCE? Which are the traits of the epic hero of the *Odyssey* in comparison to the hero of the *Iliad*? How does the epic relate to the values of contemporary society and its people? Can we place the *Odyssey* in the context of the epic poetry produced in the eastern Mediterranean? How is the figure of Odysseus transformed from the archaic and classical period to late antiquity and beyond (cf. e.g. Odysseus as the spiritual hero of the Neoplatonist philosophers or the Odysseus of James Joyce)? Focusing primarily on our text we will also bring into discussion evidence from other media, such as inscriptions, papyri, mosaics, vase paintings, as well as modern scholarship.

### Learning Objectives:

Upon successful completion of this course students will be able to:

- Read, translate and analyze into fluent English simple texts of original Greek
- Access and evaluate appropriate resources, e.g. dictionaries, word lists, commentaries, grammar and syntax references, websites
- Utilize the acquired knowledge in order to proceed to independent translation of passages
- Explain and discuss key features of the Homeric world as learned through the study of language

### Course Requirements

One year of Greek

### Tests and Exams

In this course you will have six quizzes, the midterm and the final exam. Each quiz will cover the previous reading assignment translated in class. It will consist of translation (ca. 20 lines long), grammar and syntax exercises. The lowest quiz will be dropped. Both the midterm and the final exams will consist of the translation of passages already discussed in class, 20 lines long each and grammar and syntax questions. The final exam will include an additional short essay section where students will answer a question on Homer and his world. The final will examine the material covered after the midterm (it will not be cumulative)

### Grading and Evaluation

Your grade for this course will be based on the following distribution:

30% Final

30% Midterm

25% Quizzes

15% Participation-Attendance

## Grading Scale:

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67	F 59-
A 97-93	B 86-83	C 76-73	D 66-63	
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

## Class Participation:

You are expected to participate in class, to speak up, to ask questions and contribute to the discussions. Collaborative discourse is a vital element of this course and thus you are encouraged to be curious, to have different interpretations and, of course, share your thoughts. Your active presence in classroom will be graded.

## Attendance:

Class attendance is required. Our course is designed to promote teamwork; one of its methodological tools is to create a small community between the co-students and the instructor who all strive to achieve a specific goal, while also having fun. Consequently your attendance is essential to the educational objectives of this course. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately in the Student Affairs Office.

## Policy on Original Work:

Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. (Check Student handbook, pg 9)

**Accommodations for Students with Disabilities:** If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.

## Class Schedule

Week	Topic / Readings
1	Introduction: Who was Homer?; Did the same poet compose both the <i>Iliad</i> and the <i>Odyssey</i> ?; Milman Parry and the oral formulaic theory; When were the <i>Iliad</i> and the <i>Odyssey</i> composed?; Modern responses; What is epic poetry? Was Homer the first epic poet? Were the <i>Iliad</i> and the <i>Odyssey</i> the only Greek epics? Do the Homeric epics refer to events that actually happened?; Features of the Homeric Dialect; Homeric Meter; The gods in the Homeric epics.  <i>Odyssey</i> : Book 1: Lines 1-20
2	<i>Odyssey</i> : Book 5: Lines 55-109
3	<i>Odyssey</i> : Book 5: Lines 110-170
4	<i>Odyssey</i> : Book 5: Lines 171-227  Introduction: Books 9-12
5	<i>Odyssey</i> : Book 9: Lines 39-61, 82-115, 172-192
6	<i>Odyssey</i> : Book 9: Lines 193-263
7	<i>Odyssey</i> : Book 9: Lines 264-324
8	<i>Odyssey</i> : Book 9: Lines 325-406
9	<i>Odyssey</i> : Book 9: Lines 407-487
10	<i>Odyssey</i> : Book 9: Lines 488-535 Introduction to Book 10 <i>Odyssey</i> : Book 10: Lines 203-243

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| 11 | <i>Odyssey</i> : Book 10: Lines 244-334 |
| 12 | <i>Odyssey</i> : Book 10: Lines 334-424 |
| 13 | FINALS                                  |
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**Final Exam:** TBA

*N.B. Course schedule, in terms of subjects and readings, may be subject to change to benefit student learning*



Roman Mosaic: Odysseus and the Sirens, Tunis, ca. 100 CE