



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit SILC Department Classics/Middle Eastern Studies
 Subject GRK Number 221 Title Survey of Ancient Greek Literature Units: 3
 Is this a cross-listed course? (Choose one)
 If yes, please identify course(s) SILC 221 (same academic unit)
 Is this a shared course? (choose one) If so, list all academic units offering this course _____
 Course description: _____

Requested designation: Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

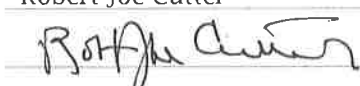
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Sarah Bolmarcich Phone 480-727-9138
 Mail code 0202 E-mail: sbolmarc@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 3/17/15
 Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
GRK	221	Survey of Ancient Greek Literature	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2: Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	The course is a survey of a literary tradition, and thus concerns itself primarily with understanding the development of that tradition, and with comprehending and interpreting the texts in it.	Syllabus: learning outcomes (all, p. 2), readings schedule (pp. 6-8)
4b: Concerns aesthetics systems and values, especially in literature, arts, and design.	Specifically, the course concerns itself with the aesthetic system of the literary arts in ancient Greece. Not only do we read representative works from this system, which will be analyzed in lectures and in papers, but we also read two works of ancient literary criticism: Aristotle's Poetics and Plato's Ion. We will also find critical material in Callimachus's works, and in Lucian's True History.	Syllabus: learning outcomes 1 & 2 (p. 2); reading schedule (pp. 6-8).
4c: Emphasizes aesthetic experience and creative process in literature, arts, and design.	The course is not only concerned with authorial intent and literary criticism (see above), but with audience reaction and experience of Greek literature (which was often not experienced as written by audiences) as well. Throughout the course, the relationship between author and audience is studied, as well as the interrelationships with other Greek authors and literary genres, as well as Greek culture as a whole, that each author undergoes as he creates his own work.	Syllabus: learning outcomes 1, 2, & 4; reading schedule (pp. 6-8).

<p>4d: Concerns the analysis of literature and the development of literary traditions.</p>	<p>Students with "practice" analyzing literature for their online responses, and will write two papers. One of these papers is dedicated to analysis of a short passage. The other addresses the continuation of the Greek literary tradition into today's Western culture. There will also be essay portions on the examinations requiring analysis.</p>	<p>Syllabus: learning outcomes 2-4 (p. 2); course requirements 1, 2, 4, and 5 (pp. 2-4).</p>
--	---	--

Catalog course description:

Introductory survey of ancient Greek literature. Familiarizes students with the important literary genres, texts, and authors of the ancient Greeks from Homer to the Hellenistic period. All readings in English.

General notes:

The normal instructor for this course is Michael Tueller. I am only teaching it for the Fall of 2015. Consequently, the syllabus he used in Fall 2013 and the table of contents of his course reader are included in this application, as the standard for the course. I intend to follow both of them, with no more than a few minor modifications. All points referenced in this application will remain the same.

The course received the HU designation when it was an omnibus course (SLC/GRK 294) in the Fall of 2011.

Student Learning Outcomes:

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

- Know the basic facts about Greek literary history, including its periodization, genres, a few poetic meters (dactylic hexameter, iambic trimeter, elegiac couplets), major authors, and major works. They will also know the salient characteristics and associations of these.
- Comprehend and interpret ancient Greek literature, placing it within the framework of its literary history, and analyzing the meaning of individual passages.
- Discern the classical roots of modern texts, and plumb what effects a text gains by accessing those roots.
- Think critically about the effect of a text upon its audience, including how it deploys rhetorical and poetic strategies to achieve that effect.

Components of your grade:

<u>Activity</u>	<u>Value</u>
Response papers	20%
Paper: modern works	10%
Paper: passage analysis	10%
Quizzes	15%
Midterm examination	15%
<u>Final examination</u>	<u>30%</u>
Total	100%

Now, what does this all mean?....

1. Response posting. In the first week of the course, I will divide the class into five groups. For each class day thereafter, the members of one of these groups must submit a reading response paper. (See the schedule below; each person will have seven days on which he/she must post.) This response will be to the reading for the following day, and it must be posted at least 24 hours before the class at which we will be covering that reading. It must be at least 100 words long, and should feature at least 1) a quotation from the reading exemplifying what you find significant, and 2) an explanation of how you think the text achieves its effect. (The quotation, incidentally, does not count toward the 100 word requirement.) I have included the submission dates on the complete schedule below, but, just for your convenience, I give a brief synopsis here. Remember, you must submit by noon on each of the below dates:

Group I

<u>Date</u>	<u>Topic</u>
28 Aug	Homer, <i>Iliad</i> books 6–9
16 Sep	Homer, <i>Iliad</i> books 22–24, <i>Odyssey</i>
25 Sep	Aeschylus, <i>Agamemnon</i>
16 Oct	Euripides, <i>Medea</i> , <i>Bacchae</i>
28 Oct	Herodotus, <i>Histories</i>
6 Nov	Menander, <i>Dyscolus</i>
18 Nov	Epigrams; Apollonius, <i>Argonautica</i>

Group II

<u>Date</u>	<u>Topic</u>
2 Sep	Homer, <i>Iliad</i> books 10–16
18 Sep	Archaic poetry, Bacchylides, Pindar
30 Sep	Sophocles, <i>Ajax</i> , <i>Antigone</i> , <i>Oedipus at Colonus</i>
21 Oct	Aristophanes, <i>Clouds</i>
30 Oct	Thucydides, <i>Histories</i>
11 Nov	Herodas, <i>Mimes</i> ; Theocritus, <i>Idylls</i> ; <i>Homeric Hymn to Aphrodite</i> ; Callimachus, <i>Hymns</i>
21 Nov	Chariton, <i>Chaereas and Callirhoe</i>

Group III

<u>Date</u>	<u>Topic</u>
4 Sep	Homer, <i>Iliad</i> books 17–21
23 Sep	Aeschylus, <i>Seven against Thebes</i> ; Aristotle, <i>Poetics</i>
2 Oct	Sophocles, <i>Oedipus Tyrannus</i>
23 Oct	Aristophanes, <i>Lysistrata</i>
4 Nov	Plato, <i>Apology of Socrates</i> , <i>Ion</i>
13 Nov	Hesiod, <i>Works and Days</i> , <i>Theogony</i> ; Callimachus, <i>Aetia</i>
25 Nov	Plutarch, <i>Life of Alexander</i> ; Lucian, <i>True History</i>

2. Papers. You must write two short papers for this class. They are of different kinds. I will explain them briefly below. Your first paper is due on 26 September and your second on 21 November, but you may choose which of the two you wish to write first and which second. Each paper must be submitted electronically via Blackboard by 10 AM on the day it is due. If, for some reason, you cannot submit the paper electronically, contact me and I can arrange to take a physical copy. Please bear in mind that, while I accept electronic submissions, I do not accept electronic excuses of any kind.

I give you a fair amount of latitude for your subjects in these papers, but I do require that you have your topics approved in advance. Your first paper topic must be submitted to me by 12 September at 10 AM; your second must be submitted by 7 November at 10 AM. While this topic approval is not itself graded, failure to get a topic approved in a timely manner, or failure to write on an approved topic, may result in a failing grade on the paper itself. (Note that, due to my conference schedule this year, I will not be in town on 12 September, so if you want to confer with me in person about your topic, you need to do so early.)

Please bear in mind that I have no problem with accepting early submissions. Turning in your paper early will result in my giving it closer attention when I read it; additionally, I will probably have a better attitude, since I will be less pressed for time. If these sound like good things to you, then turn in your paper early, by all means.

Now, about the individual papers.

- a. In your “modern works” paper, you will find a modern work that makes interesting use of themes we find in ancient Greek literature. Analyze how this modern work makes contact with those themes, and what effect they have on the audience. Differentiate between audiences that consciously understand the classical connection

and those that do not. This paper must be between 1,500 and 2,500 words. A brief warning as you pick your topic: you would be wise to pick something where the ancient connection is not immediately obvious. Why should I give you a top grade for something that requires no effort?

b. In your “passage analysis” paper, you will pick a short passage (about 300 words or less is usually best) from one of our readings and analyze it critically. Pick apart the author’s goals in deploying language in the way he does; show how the ideas and the style of the passage connect with historical events, or with the literary inheritance of the author’s time. In short, coherently display that you know how the passage “works” to establish meaning, assert its authority, and persuade the reader. This paper must also be between 1,500 and 2,500 words. Again, a brief warning: simple repetition of things heard in class, especially if performed on the same passages as I highlight in class, are unlikely to earn top marks.

If you would like to have additional guidance on how to write a good paper, I have extensive notes on the course website, and I am available in office hours to discuss your paper with you. One answer to a question I am always asked: I strongly prefer that you *not* employ secondary sources when writing these papers. Just deal directly with the literature. If you feel like you need something more, please consult me about it first.

3. Quizzes. Quizzes will be given approximately every Friday. (See the schedule below.) Quizzes will be short (5 minutes) and will test knowledge of the material for the week. Those who wish to earn top marks on quizzes will find that knowledge of both in-class material and your out-of-class reading will be required. At my discretion, I may give some quizzes in addition to those listed on the schedule.

4. Midterm examination. A one-hour midterm will be given on 10 October. This midterm will be administered during class time and in the usual classroom. The midterm will consist of short questions about facts, reading passages for longer analysis, and essay questions. If you cannot take the midterm at the designated date and time, please let me know well in advance; I will then determine if and how it can be made up.

5. Final examination. The final examination will be administered in our usual classroom from 12:10 to 2:00 PM on 10 December. It will be similar in format and content to the midterm. I will not and cannot make exceptions to the time or place of this exam; you are obligated to be present for it on the 10th. Please make any vacation plans accordingly.

Grading scale:

More than 100%	A+	80%–82.99%	B-
93%–100%	A	77%–79.99%	C+
90%–92.99%	A-	70%–76.99%	C
87%–89.99%	B+	60%–69.99%	D
83%–86.99%	B	Less than 60%	E

As you can see, I award an A+ only for more than 100%. Is this even possible? It is, but only by carefully shepherding extra credit points. I never *plan* to offer any extra credit, but invariably

some extra credit opportunities pop up during the semester. If you're doing your work carefully and paying attention in class, chances are that some will come your way.

Caveat lector: The culture you are studying is foreign to us in many ways. In understanding a culture so different from our own, you will learn new ways of thinking and organizing your understanding of the world. I find this possibility very exciting, but I will admit that it can also be deeply unsettling. Since Greek culture is so different, it certainly cannot be expected that it will be supportive of the values that typify the western U.S. In some respects the Greeks are more "conservative," such as in their attitudes toward aristocracy, war, and women; in others they are more "liberal," especially in their attitudes toward religion, sexuality, and permissible speech. The truth is, the labels "conservative" and "liberal" scarcely apply here, because the Greeks divided up the world of ideas very differently, but my point is that study of this very different culture may bring you into contact with concepts that you may find offensive. It is never my goal to offend, but it would be irresponsible of me to avoid all potentially offensive material, especially when some of it strikes to the core of Greek culture.

If you judge that the material of this class may be excessively challenging for you, I urge you to discuss your concerns with me as soon as possible—either when those concerns arise, or, even better, at the beginning of the semester. I promise to listen sympathetically and work to resolve your concerns. In the vast majority of cases, a resolution can be found relatively easily. If not, then this course may not be right for you; it is better to discover this sooner, rather than later.

That said, I can say from long experience teaching this material that I do not often encounter problems: people seeking titillation usually come away disappointed, and those fearing it usually come away relieved that it was not so bad after all. But I think it is fair to give warning. Getting an education is all about coming to know things you haven't known before, so the student can never predict the results in advance.

Policy on gadgets in the classroom: The lecture format that this class takes assumes that class members will derive some value from hearing and seeing the instruction presented in class. I recognize that some people digest this information most easily by taking notes on laptop computers, and I have no problem with this, provided that it does not disrupt other students. "Disruption," as I see it, includes using the computers in ways that are loud or otherwise distracting, playing games, and viewing websites. It may also include other things. Other devices, as far as I can tell, are not well fitted to note-taking, and must be primarily disruptive. Thus, you must refrain during class time from using cellphones, PDAs, music players, and whatever other new-fangled doo-hickey has just been marketed this week by our ever-innovative technology industry. Use of these items—including audible cellphone rings, which are distracting—may result in a penalty assessed to your grade. Additionally, use of any of these items (including, in this case, laptop computers) during a quiz or examination is strictly forbidden and may result in a score of zero for the quiz or examination.

Academic Dishonesty: All work in this class that is submitted for a grade must be entirely your own work. In the case of quizzes and tests, you are not permitted to seek or accept help from any person, text, or other source while taking the test or quiz. For your papers and response papers, you may consult, and cite with attribution, from other sources; you may not

copy words or even ideas without attribution. More detailed standards may be found in the writing guide on the course website. If you still have any questions, please ask me. The university's guide to issues of academic dishonesty may be found at <http://provost.asu.edu/academicintegrity>.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (voice) or 480-965-9000 (TTY). For additional information, visit <http://www.asu.edu/studentaffairs/ed/drc>. The DRC's hours are 8:00 AM to 5:00 PM, Monday through Friday.

A schedule follows. The schedule is subject to modification during the semester, but this represents a close approximation of my expectations for the course.

Schedule

Th 22 Aug Introductory lecture

T 27 Aug **Reading:** Homer, *Iliad* books 1-5

Th 29 Aug **Quiz day**

Reading: Homer, *Iliad* books 6-9

Response: Group I submits by 28 Aug at noon.

T 3 Sep **Reading:** Homer, *Iliad* books 10-16 (12-15 to be read in selections)

Response: Group II submits by 2 Sep at noon.

Th 5 Sep **Quiz day**

Reading: Homer, *Iliad* books 17-21

Response: Group III submits by 4 Sep at noon.

Paper 1 topic due by 10 AM on 12 Sep.

10 & 12 Sep No classes held; I will be away at a conference.

T 17 Sep **Reading:** Homer, *Iliad* books 22-24, *Odyssey*

Response: Group I submits by 16 Sep at noon.

Th 19 Sep **Quiz day**

Reading: Archaic poetry, Bacchylides, Pindar

Response: Group II submits by 18 Sep at noon.

- T 24 Sep **Reading:** Aeschylus, *Seven against Thebes*; Aristotle, *Poetics*
Response: Group III submits by 23 Sep at noon.
- Th 26 Sep **Quiz day**
Reading: Aeschylus, *Agamemnon*
Response: Group I submits by 25 Sep at noon.
Paper 1 due by 10 AM on 26 Sep.
- T 1 Oct **Reading:** Sophocles, *Ajax*, *Antigone* (selections), *Oedipus at Colonus* (selections)
Response: Group II submits by 30 Sep at noon.
- Th 3 Oct **Quiz day**
Reading: Sophocles, *Oedipus Tyrannus*
Response: Group III submits by 2 Oct at noon.
- T 8 Oct Midterm review
- Th 10 Oct **Midterm examination**
- T 15 Oct No class held; fall break.
- Th 17 Oct **Reading:** Euripides, *Medea*, *Bacchae*
Response: Group I submits by 16 Oct at noon.
- T 22 Oct **Reading:** Aristophanes, *Clouds*
Response: Group II submits by 21 Oct at noon.
- Th 24 Oct **Quiz day**
Reading: Aristophanes, *Lysistrata*
Response: Group III submits by 23 Oct at noon.
- T 29 Oct **Reading:** Herodotus, *Histories*
Response: Group I submits by 28 Oct at noon.
- Th 31 Oct **Quiz day**
Reading: Thucydides, *Histories*
Response: Group II submits by 30 Oct at noon.
- T 5 Nov **Reading:** Plato, *Apology of Socrates*, *Ion*
Response: Group III submits by 4 Nov at noon.
- Th 7 Nov **Quiz day**
Reading: Menander, *Dyscolus*
Response: Group I submits by 6 Nov at noon.
Paper 2 topic due by 10 AM on 7 Nov.

- T 12 Nov **Reading:** Herodas, *Mimes*; Theocritus, *Idylls*; Homeric Hymn to Aphrodite;
Callimachus, *Hymns*
Response: Group II submits by 11 Nov at noon.
- Th 14 Nov **Quiz day**
Reading: Hesiod, *Works and Days* (selection), *Theogony* (selection); Callimachus,
Aetia
Response: Group III submits by 13 Nov at noon.
- T 19 Nov **Reading:** Epigrams; Apollonius, *Argonautica*
Response: Group I submits by 18 Nov at noon.
- Th 21 Nov **Quiz day**
Reading: Chariton, *Chaereas and Callirhoe*
Response: Group II submits by 20 Nov at noon.
Paper 2 due by 10 AM on 21 Nov.
- T 26 Nov **Reading:** Plutarch, *Life of Alexander*; Lucian, *True History*
Response: Group III submits by 25 Nov at noon.
- Th 28 Nov No class held; Thanksgiving holiday.
- T 3 Dec **Quiz day**
Catch-up day
- Th 5 Dec Final exam review
7 & 8 Dec Study days
- T 10 Dec **Final examination, 12:10–2:00 PM**

**Ancient Greek Literature
A Survey
SLC/GRK 294**

Michael A. Tueller
Fall 2011
Arizona State University

All material in the public domain or © 2011 Michael A. Tueller.

Table of Contents

Introduction.....	1
Homer	
Iliad	
Book I.....	2
Book II.....	11
Book III.....	24
Book IV.....	31
Book V.....	39
Book VI.....	52
Book VII.....	60
Book VIII.....	67
Book IX.....	75
Book X.....	86
Book XI.....	95
Book XII (selections).....	108
Book XIII (selections).....	109
Book XIV (selections).....	112
Book XV (selections).....	114
Book XVI.....	116
Book XVII.....	130
Book XVIII.....	141
Book XIX.....	151
Book XX.....	157
Book XXI.....	165
Book XXII.....	174
Book XXIII.....	182
Book XXIV.....	196
Odyssey (selections).....	210
Archaic poetry	
Archilochus.....	233
Tyrtaeus.....	234
Semonides.....	236
Mimnermus.....	240
Solon.....	241
Alcaeus.....	245
Sappho.....	246
Theognis.....	249
Hipponax.....	251
Choral lyric	
Bacchylides	
5.....	252

Ancient Greek Literature: A Survey

Pindar	
Olympian 1.....	256
Pythian 8.....	260
Aeschylus	
Seven against Thebes.....	263
Aristotle	
Poetics.....	284
Sophocles	
Ajax.....	309
Antigone (selection).....	347
Oedipus at Colonus (selection).....	348
Oedipus Tyrannus.....	349
Euripides	
Medea.....	382
Aristophanes	
Clouds.....	418
Lysistrata.....	479
Herodotus	
Histories	
Book 1 (selections).....	536
Book 7 (selections).....	565
Thucydides	
Histories	
Book 1 (selections).....	577
Book 2 (selections).....	595
Plato	
Apology of Socrates.....	605
Ion.....	621
Herondas	
Mimiambi	
6.....	631
7.....	634
Theocritus	
Idylls	
14.....	637
15.....	640
16.....	646
1.....	650
3.....	655
4.....	657
5.....	660
6.....	666
7.....	670
11.....	673

Table of Contents

13.....	676
17.....	679
Callimachus	
Hymns	
1.....	684
2 (selection).....	686
5.....	686
Hesiod	
Works and Days (selection).....	690
Theogony (selection).....	694
Callimachus	
Aetia (selections).....	696
Epigrams	
Carmina Epigraphica Graeca.....	708
Sappho.....	711
Simonides.....	711
Erinna.....	712
Aeschylon.....	712
Perses.....	713
Moero.....	713
Nossis.....	713
Anyte.....	714
Leonidas of Tarentum.....	715
Asclepiades.....	717
Callimachus.....	718
Theocritus.....	722
Posidippus.....	722
Hegesippus.....	727
Nicaenetus.....	727
Alcaeus of Messene.....	727
Meleager.....	728
Apollonius of Rhodes	
Argonautica	
Part 1.....	730
Part 2.....	756
Part 3.....	779
Menander	
Dyscolus.....	806
Chariton	
Callirrhoe (selections).....	848
Plutarch	
Life of Alexander (selections).....	876
Lucian	
True History.....	896