

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	SILC
Prefix:	SLC	Number:	351
Title:	Tales of Troy		Units:
			3

Course description:

Is this a cross-listed course?	Yes	If yes, please identify course(s):	GRK 351
Is this a shared course?	No	If so, list all academic units offering this course:	

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: H

Mandatory Review: (Choose one)

*Note- a **separate** proposal is required for each designation.*

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.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

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 course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name	Almira Poudrier	E-mail	Almira.poudrier@asu.edu	Phone	6027385784
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Nina Berman	Date:	1/9/21
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Chair/Director (Signature):	
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SLC/GRK 351 Tales of Troy Catalog Course Description

This course provides an in-depth exploration of the ancient Greek archaic primary source material, including literary, art historical, and archaeological sources. Stories about the Trojan War will be used as a theme for the course, but will not limit exploration of the literature, art, history, and culture of Archaic Greece.

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
SLC/GRK	351	Tales of Troy	H

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The history of the archaic period of Greece--from the end of the dark age of Greece around 800 BCE to the Classical period in the 5 th c. BCE--is a major focus of the course	The entire class concerns the history of archaic Greece, primarily explored through the literature of the period but with much attention also paid to the art, architecture, archaeology, and other material culture of the period as sources. See the itinerary of the class on pages 6-8 of the syllabus. In addition, Herodotus is the literary focus of the last several weeks of the class, and serves as a vehicle to explore historiographical issues involved with the invention of the genre of literary history. Lectures discuss these issues in depth, and students are encouraged to engage with this material in group discussions during weeks assessed on this material in weeks 11-14. See syllabus page 7-8, particularly the secondary source readings that are tied to the weekly discussions. Weekly discussions require students to read secondary source material and engage in substantive, analytical discussion where they apply theories, themes, and ideas from the secondary readings to selections from the primary sources.

<p>2</p>	<p>The archaic period of Greece was a "renaissance" time encompassing massive social, political, economic, and artistic changes that took the Greek world from the dark age to the Classical period. The course examines that factors that led to these changes in an attempt to explain the events that occurred because of them.</p>	<p>Lectures begin with what we understand about the dark age of Greece in order to illustrate the changes that occur in the archaic period. The factors that drove these changes, like population growth, the re-establishment of trade with the entire Mediterranean world, political experimentation, and the introduction of the Phoenician alphabet, are the subjects of lectures in Weeks 3-5; these form the backdrop to the discussion of major figures and events in Weeks 6-10. Later factors and developments such as military innovation and the rise of historiography are also a large part of course work in the last few weeks of the class. See the syllabus on page 6-8 for the itinerary. Student assessments of this material include daily quizzes and writing assignments mixing lecture and reading material, weekly discussions based on their readings but incorporating secondary material in articles, and tests, where students are required to synthesize what they have read with the factors and events that have been discussed in lecture. The final paper also requires the discussion of the factors that influenced the development of at least one of the social institutions of the archaic Greeks (see page 2-3 of the syllabus for descriptions of these assessments)</p>
<p>3</p>	<p>The human institutions of the archaic Greek period, how they re-emerge after the Dark Ages, are re-established, and develop over the course of the archaic period, and how they both foreshadow and give rise to the more familiar institutions of Classical Greece, are a major focus of the class.</p>	<p>The introduction of Phoenician letters leading to the Greek alphabet, experiments in tyranny, oligarchy and democracy that accompany the rise of the polis, scholarly arguments about whether there was continuity of ancient Greek religion from the Mycenaean period into the archaic period,</p>

		<p>re-establishment of trade between the Greeks and all parts of the mediterranean, and the phenomenon of Greek colonization of the Mediterranean area are important themes for the class in lectures See pages 6-8 of the syllabus for the itinerary. Student assessments of this material include daily quizzes and writing assignments mixing lecture and reading material, weekly discussions based on their readings but incorporating secondary material in articles, and tests, where students are required to synthesize what they have read with the factors and events that have been discussed in lecture. The final paper also requires the discussion of the factors that influenced the development of at least one of the social institutions of the archaic Greeks (see page 2-3 of the syllabus for descriptions of these assessments)</p>
<p>4.</p>	<p>The literature of the archaic Greek period is the main vehicle for examining parts 1, 2, and 3 above, but art history, architecture, archaeology, and other forms of material culture are also treated as fundamental primary sources in understanding the history, developments, and institutions of the archaic period, and in supplementing what the literary texts can teach us.</p>	<p>The Iliad, the Odyssey, the Homeric Hymns, Hesiod's Works and Days and Theogony, selections from Lyric poetry, and Herodotus are the main reading assignments of the course. Students are required to engage with these texts in all the assessments for the course, including daily quizzes, weekly discussions, tests, and the final paper. See the assessments part of the syllabus on pages 2-3. In addition, lectures address many of the objects, material culture and art of the period. Indeed, the development of black figure pottery, the introduction of large scale statuary such as kore and kourios figures, and the increasingly monumental architecture of temples all parallel the social developments of institutions and are used in lectures to illustrate those changes. Weeks 5 and 6, in addition, focus specifically on these topics, but the material culture of the archaic Greeks is a constant backdrop to the course. See the itinerary on page 6-8 for details. Student assessments of this material include daily quizzes and writing assignments mixing lecture and reading material, weekly discussions based on their readings but incorporating secondary material in articles, and</p>

Historical Awareness [H]

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		tests, where students are required to synthesize what they have read with the factors and events that have been discussed in lecture. The final paper also encourages students to use material culture to address their discussion. (see page 2-3 of the syllabus for descriptions of these assessments)
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GRK/SLC 351 Tales of Troy

Semester Year Section Number

Contact Information

Instructor: Dr. Almira F. Poudrier

Office: DH 302E

Office hours: MWF 12-1, and on zoom, and by appointment

email: almira.poudrier@asu.edu

Phone: 602-738-5784

By far the best way to reach me is via email. If you need to set up a meeting outside of my posted office hours, please contact me via email. Please also note that I may hold zoom office hours in addition to my in-person office hours. Details about that will be available on Canvas. In the case of an emergency, you may call or text me on my cell phone at 602-738-5784. You may find you have better luck getting me on email though!

Course Description

This course provides an in-depth exploration of the ancient Greek archaic primary source material, including literary, art historical, and archaeological sources. Stories about the Trojan War will be used as a theme for the course, but will not limit exploration of the literature, art, history, and culture of Archaic Greece.

Course Objectives

This course will be conducted entirely in English, and will foster both written and oral abilities in critical analysis and comparison through lectures, readings, and discussions. Beginning with a brief overview of Minoan, Mycenaean, and Dark Age Greek history and archaeology, this course will focus on the remarkable amount of innovation and social upheaval that occurs in the Greek Archaic period. Themes of this course will include (but not be limited to) the rise of the polis, experiments in monarchy, oligarchy, and democracy, oral traditions and the introduction of literacy, and the changes brought about by the innovation of hoplite warfare. We will examine these social, political and historical changes through all the literature of period, including Homer, Hesiod, the Homeric Hymns, several lyric poets like Sappho and Alcaeus, and ending with pertinent selections of Herodotus. In addition, we will use other primary sources like archaeology and art history to supplement the literary sources. **Caveat Lector:** It is important that students remember that the purpose of this course is to study another culture, primarily through its literature. The ancient Greeks are one of the foundation societies of modern culture, and many aspects of their language and society may seem familiar to us today; however, some aspects are also alien and might even be considered offensive in today's society. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

Learning Outcomes

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

- Articulate the history, religious innovation, and political development of Archaic Greece from the dark age of Greece to the beginning of the Classical period.
- Describe a variety of primary source materials including literature, art, and archaeological evidence and discuss the contributions of each in understanding the culture and history of archaic Greece.
- Compare the works of the major Ancient Greek authors, in the archaic period, of both prose and poetry, according to their content, style, and approach to their subject matter.

- Distinguish between the artistic styles and techniques developed in pottery and sculpture before the golden age of Greek art.

Required texts

Homer's *Iliad*, translation by Stanley Lombardo, Hackett Classics, 1997

Homer's *Odyssey*, translation by Emily Wilson, W.W. Norton and Company, 2017

Hesiod, translated by ML West, Oxford World Classics, 2009

Herodotus, *The Histories*, translated by Robin Waterfield, Oxford World's Classics

ML West *Greek Lyric Poetry*, Oxford World Classics, 2008

Articles and other short secondary texts will also be required. They will be available on Canvas, available from sources online, or available through ASU's online library access. See Canvas weekly for more details.

Grade Distribution

Participation	15%
Discussion	15%
Test 1	15%
Test 2	15%
Test 3	15%
Final Paper	25%

Course Assignments

Participation (15%)

Participation will be assessed through a short quiz in every class period

- questions may be about the homework readings or about material presented in recent lectures
- questions may ask the student to reproduce details from the primary source readings
- questions may ask the student to reflect upon literary and historical themes and ideas in a critical way.

Discussion (15%)

Discussion will take place in weekly asynchronous discussion online

- Students will be asked to articulate, discuss and analyze a variety of questions related to primary source material, guided by secondary scholarship about those primary sources. Questions may include literary and thematic issues in the texts, historiographical themes and ideas, and discussions of the factors that influenced the developments, figures, and events of archaic Greek history and society.
- Group work will be completed by Sunday at midnight in the Canvas discussion area for your group
- Group work will follow the netiquette guidelines listed below under classroom behavior

Tests (45%)

There will be 3 tests throughout the course.

- Each test will be equally weighted (15% each) and will consist of two parts:
- the first part will be short-answer, multiple choice, matching, and fill in the blank questions designed to assess the student's ability to describe, discuss, and articulate material from primary source readings and lecture materials.
- the second portion of each exam will be written. In the first exam this will take the form of several paragraph-length identifications designed to demonstrate the student's familiarity with the subject matter, but also to address the student's ability to think critically about authors, texts, and topics by reference to the importance of the topic in context or by making comparisons with other texts and class materials. These paragraph IDs will therefore require students to synthesize what they have read in the primary sources, and what they have learned in lecture, in order to discuss literary themes and ideas as

well as factors that influenced the developments, figures, and events of archaic Greek history and society.

- in the later exams, a short essay may take the place of the paragraph identifications, in order to elicit further critical analysis of these topics.

Final Paper (25%)

The final paper for the course will be on a topic of critical inquiry and research, and will result in a significant research paper, at least 3000 words, and with reference to at least one significant primary source (preferably from the course texts), and at least 3 reputable secondary sources (these can be from outside sources). The topic will be chosen by the student in consultation with the instructor. The topic should be comparative, analytical, and have some reference to authors, texts, and literary themes and ideas covered in the course material. Topics should also engage with at least one of the political, religious, or military institutions of the archaic Greeks and address the factors that influenced its development. Topics that use material culture as a partner to written texts will be particularly valuable. Topics will be subject to veto by the instructor. Separate deadlines are included for the topic decision, outline and rough draft in order to facilitate production of the paper.

Grading

I grade on a straight percent scale, not on a curve. All grades are final and non-negotiable (although I am very willing to correct any mistakes in Canvas and/or explain my criteria if you should have questions). Grades will be assigned using the plus/minus system implemented in Fall 2004.

A+: 98-100

A: 93-97

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 70-76

D: 60-69

E: below 60

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Drop/Add and Withdrawal Dates

Be aware of course drop add deadlines. Consult with your academic advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Communication and Technology Requirements

Your Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)

- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Other Campus Resources

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Absences

Attendance is required, and missing classes will result in missing information in lectures that you will need to complete the tests and final paper. In addition, the daily participation quizzes in each class period are used to assess attendance. These can only be completed in class, and cannot be made up under any circumstances, so if you miss the class, those points are lost from your participation grade. If you are tardy and miss the daily quiz, you can make it up at the end of the class period if time permits. Weekly discussions must be completed within the assigned week and cannot be made up later. In the case of a major emergency or illness requiring you to miss a number of classes, exemption from quizzes and discussions is possible, in consultation with the instructor and with a verifiable excuse. Students with religious or university-sanctioned event accommodations can also be exempted from quizzes, but should still be able to complete the weekly discussions. Tests can likewise be made up in cases of an emergency, illness, or accommodation, but I will insist on documentation of the reason for your absence.

Students that need to be absent from class due to religious observances ([ACD 304-04](#): Accommodations for Religious Practices) or due to participation in university-sanctioned activities ([ACD 304-02](#): Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Accommodating Students with Disabilities

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 Tempe office is located on the

first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

During class, please refrain from using your various portable devices. Use of these items—however unobtrusive you may think you're being—is distracting and annoying to those around you and to me. If you absolutely need to take a call or respond to a text in an emergency, please leave the classroom to do so and return when your business is finished. Tablets and laptops for note-taking purposes may be allowed at my discretion, but please refrain from using them to check social media, play games or answer emails. That's just rude. Recording devices may be permitted at the discretion of the instructor (see me).

Please treat each other with respect and courtesy on the discussion boards. Discussion, and the learning process, will go so much better if we ignore the temptations of near-anonymous communication to just say what we think without making it as constructive as possible. I will be checking in on the main discussions daily and participating when necessary to redirect or encourage discussion. If you don't hear from me, the class is doing great - keep it up! See the Netiquette Guidelines in Canvas for more information.

It is very important that students remember that the purpose of this course is to study other cultures. Many aspects of ancient language and society may seem familiar to us today; however, other aspects are also alien and might even be considered offensive in today's society. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

If students are asked to participate in a synchronous meeting via a video conferencing application, students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed (food, TVs, music, other people in the room). Students should dress appropriately for this academic meeting. They should remember that any inappropriate distracting behavior via a virtual meeting will be dealt with in the same manner as in the physical classroom.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services,

<https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Tentative Schedule of Topics/Assignments

Primary Source Required Reading Itinerary

*Nota bene: the primary source readings are not your only homework! Specific assignments and other readings will be located in Canvas. Check at least every week for your detailed homework.

Week 1: August 26-30 Minoans & Mycenaeans

Iliad Books 1-3, 7, and 9

Secondary source (online discussion) reading: Olsen, Barbara A. "Women, Children and the Family in the Late Aegean Bronze Age: Differences in Minoan and Mycenaean Constructions of Gender" *WorldArch*29.3 (1998) 380-392

Week 2: September 2-6 Dark Age of Greece

Iliad books 19-21, 22-24

September 2 Labor Day (no class)

Secondary source (online discussion) reading: Cartledge, Paul, "Argos" in *Ancient Greece: A History in Eleven Cities*, Oxford University Press, p.37-45

Week 3: September 9-13.

8th century: population, colonization, trade

Odyssey books 1-3, 6, and 7

Secondary source (online discussion) reading: selections from Ian Morris, "The 8th century Revolution" and Catherine Morgan, "The Early Iron Age" In *The Blackwell Companion to Archaic Greece*, Wiley Blackwell, edited by Raaflaub and Van Wees, 2013

Week 4: September 16-20

8th century: synoikism and the beginnings of the polis

Exam 1 Thursday September 19

Week 5: September 23-27

Odyssey Books 9-11, 17-19

8th century: art, literature, and the alphabet

Secondary source (online discussion) reading: Lesser, Rachel H., "Female Ethics and Epic Rivalry: Helen in the *Iliad* and Penelope in the *Odyssey*." *American Journal of Philology*, vol. 140 no. 2, 2019, pp. 189-226

Week 6: September 30 – October 4

Homeric Hymns to Hermes & Apollo

7th century changes (art, poetry, hoplites, poleis)

Hesiod, Works and Days

Secondary source (online discussion) reading: ML West, Introduction, in Hesiod's *Theogony and Works and Days*, p. vii-xxi

Week 7: October 7-11

Hesiod, *Theogony*

7th c. Tyrants

Homeric Hymns to Demeter & Bacchus

Secondary source (online discussion) reading: John F. Garcia, "Symbolic action in the Homeric Hymns: The Theme of Recognition," *Classical Antiquity*, volume 21 number 1, April 2002, p. 5-39

Week 8: October 14-18

7th c. Athens (Cylon & Draco)

Final Paper topic brainstorming

October 12-15 Fall Break (no class)

Week 9: October 21-25

Sappho and Alcaeus in *Greek Lyric Poetry*

7th c. Sparta (Lycurgus)

Final paper topic due

Secondary source (online discussion) reading: Klinck, Anne L. "Sappho's company of friends." *Hermes* 136.1 (2008) 15-29

Week 10: October 28-November 1

Selections from Plutarch *Life of Lycurgus*

Exam 2 Thursday October 31

Week 11: November 4-8

Herodotus, *The Histories Book 1*

6th century innovations: art, historiography, triremes

Secondary source (online discussion) reading: Turpin, William N. "Croesus, Xerxes, and the Denial of Death (Herodotus 1.29-34; 7.44-53)." *Classical World* volume 107 number 4 (2014) pages 535-541

Final paper bibliography due

Week 12: November 11-15 Solon

Herodotus, *The Histories Book 2*

November 11 Veterans Day

Final paper thesis and outline due

Secondary source (online discussion) reading: Hartog, Francois "The Invention of History: The Pre-History of a Concept from Homer to Herodotus." *H&T* 39.3 (2000) 384-395

Secondary source (online discussion) reading: Harvey, David "Herodotus becomes interested in history." *G&R* 61.1 (2014) 1-6

Week 13: November 18-22

Herodotus, *The Histories*

The Peloponnesian League

Selections from books 5 and 6

Final paper rough draft due

Secondary source (online discussion) reading: Grethlein, Jonas "How Not to Do History: Xerxes in Herodotus' Histories." *AJPh* 130.2 (2009) 195-218

Week 14: Peisistratids and tyrannicides

Exam 3: Tuesday, November 26

Secondary source (online discussion) reading: Tamiolaki, Melina "Rewriting the history of the tyrannicides: Thucydides versus Herodotus?" *Synthesis* 22 (2015)

Week 15: Cleisthenes and the end of the Archaic period

Catch up time

Final paper due by midnight on Tuesday, December 10, via the link provided in Canvas

HOMER



THE ODYSSEY

TRANSLATED BY EMILY WILSON



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ILLIAD

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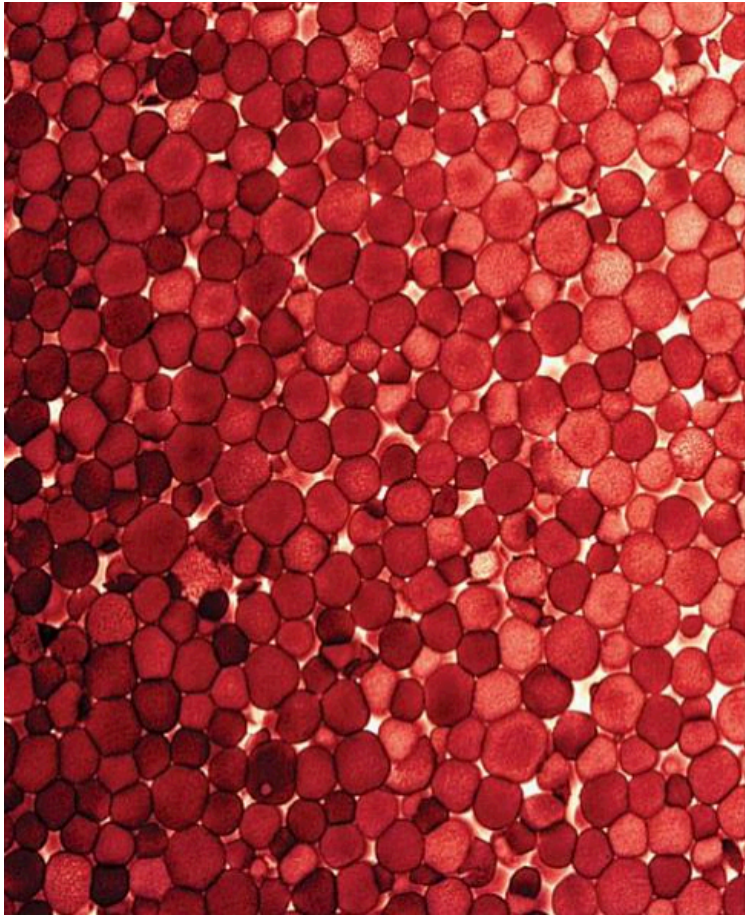
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