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: HU

Mandatory Review: (Choose one)

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

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Nina Berman
Date: 1/9/21
Chair/Director (Signature):
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

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 *either* 1, 2 or 3 *and* 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.

3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.

4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:
   a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.
   b. Concerns aesthetic systems and values, especially in literature, arts, and design.
   c. Emphasizes aesthetic experience and creative process in literature, arts, and design.
   d. Concerns the analysis of literature and the development of literary traditions.

**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.
<table>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>2, 4d</td>
<td>This course examines all of the major ancient Greek literary sources for the Trojan War and the archaic period of Greek history. Critical analysis of these texts is enabled by lecture and in-class discussion, and forms a major focus of daily homework quizzes, discussion assignments, and examinations.</td>
<td>The course begins by examining in detail the ancient Greek source material for the Trojan War, including Homer's Iliad and Odyssey, the earliest ancient Greek literature. It then moves on to other primary sources from the Greek archaic period such as Hesiod, the Homeric Hymns, and a selection of the earliest lyric poets. The last few weeks of class are devoted to studying large selections of Herodotus, the first historian in the Greek tradition, and discussing in class and in group discussions online the development of the literary tradition of historiography (see week 11 in particular and weeks 11-15 secondary readings on historiographic topics, on pages 7-8 of the syllabus). Lectures will provide students with concepts and analytical structures to approach these texts (such as oral transmission and the changes that happen with the rise of written literature). Students will be encouraged to engage with the primary sources by means of reading quizzes, participation in class discussion, and weekly online group discussions facilitated by secondary (modern) sources (see &quot;participation&quot; and &quot;discussion&quot; on page 2 of the syllabus). Tests and final paper will require students to synthesize their encounters with these texts by means of critical analysis and discussion of the primary sources (see &quot;tests&quot; and &quot;final paper&quot; on page 2-3 of the syllabus, as well as the primary source readings in the right-hand column of the itinerary on page 6-8 of the syllabus).</td>
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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.
| 2, 4a | A secondary focus of the course will be on the art, archaeology, and architecture of the archaic Greek period, with a particular interest in the ability of these material culture primary sources to supplement the texts and enhance our understanding of the major social, religious and political developments of the archaic Greek period. |
| Extensive consideration will be given in lectures to the significant development of art and architecture in the archaic Greek period, including the development of black-figure and the innovation of red-figure pottery styles, the re-introduction of figural sculpture that was lost in the dark age of Greece leading to life-sized human sculpture in the form of kore and kouros figures, and the rise of monumental architecture in the development of temple building. These changes reflect major social, political, military, and religious developments in the archaic period of Greece. In addition, the role of art historical and archaeological material as primary sources, and how they can be used in conjunction with primary literary texts, are a focus of lectures (see the itinerary on pages 6-7 of the syllabus, particularly weeks 5, 6 and 11 that focus specifically on these topics). Assessments of this material will also occur in tests and participation assessments (see “participation” on page 2 of the syllabus.) |
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 Classic, 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

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<td>Test 1</td>
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<td>Test 2</td>
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<td>Test 3</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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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](http://my.asu.edu) or the Canvas home page at [https://myasucourses.asu.edu](https://myasucourses.asu.edu). To monitor the status of campus networks and services, visit the System Health Portal at [http://syshealth.asu.edu](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](https://provost.asu.edu/academicintegrity): Accommodations for Religious Practices) or due to participation in university-sanctioned activities ([ACD 304–02](https://provost.asu.edu/academicintegrity): 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](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...
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
*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
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" WorldArch29.3 (1998) 380-392

Iliad Books 1-3, 7, and 9

Week 2: September 2-6 Dark Age of Greece

Iliad books 19-21, 22-24

8th century: population, colonization, trade

Odyssey books 1-3, 6, and 7

Week 4: September 16-20
8th century: synoikism and the beginnings of the polis

Exam 1 Thursday September 19
Week 5: September 23-27
8th century: art, literature, and the alphabet

Odyssey Books 9-11, 17-19

Week 6: September 30 – October 4
7th century changes (art, poetry, hoplites, poleis)
Secondary source (online discussion) reading: ML West, Introduction, in Hesiod's Theogony and Works and Days, p. vii-xxi

Hesiod, Works and Days
Homeric Hymns to Hermes & Apollo

Week 7: October 7-11
7th c. Tyrants

Hesiod, Theogony
Homeric Hymns to Demeter & Bacchus

Week 8: October 14-18
7th c. Athens (Cylon & Draco)
October 12-15 Fall Break (no class)
Final Paper topic brainstorming

Week 9: October 21-25
7th c. Sparta (Lycurgus)
Final paper topic due

Sappho and Alcaeus in Greek Lyric Poetry

Week 10: October 28-November 1
Exam 2 Thursday October 31
Selections from Plutarch Life of Lycurgus

Week 11: November 4-8
6th century innovations: art, historiography, triremes
Final paper bibliography due

Herodotus, The Histories Book 1

Week 12: November 11-15 Solon
November 11 Veterans Day
Final paper thesis and outline due
Secondary source (online discussion) reading: Harvey, David "Herodotus becomes interested in history." G&R 61.1 (2014) 1-6

Herodotus, The Histories
Selections from books 5 and 6

Week 13: November 18-22
The Peloponnesian League
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

Herodotus, The Histories
Selections from books 5 and 6
Week 14: Peisistratids and tyrannicides
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

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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