

**Greek 390 (unique 32445): Archaic Greek Poetry
W 3-6**

**Fall 2010
WAG 10**

Instructor: Deborah Beck
E-mail: deborah.beck [at] mail.utexas.edu
Course Web page: on Blackboard
Office phone: 232-5834
Office location and hours: WAG 223 – MW 1:15-2:45 and by app't

Course description: This course provides a survey of the various genres of Greek poetry that flourished prior to the appearance of Athenian tragedy in the fifth century. We will spend five weeks on the various genres of hexameter poetry (Homer, Hesiod, and Homeric Hymns), five weeks on monodic and choral lyric (Sappho, Alcaeus, Alcman, Archilochus, Solon, Simonides, Bacchylides, Pindar) and the last three meetings of the semester will focus entirely on final papers. This course aims both to read as a group a variety of broadly contemporary poetic genres that are not usually read together, and to focus throughout the semester on the range of functions and attributes of the narrating “I” in these different genres.

Course goals: The class will have several interrelated parts, as follows.

i) Read lots of Greek. “Lots” will mean “a lot of verses” – about 500-700 – during the hexameter part of the course, and “fragmentary verses in unfamiliar meters with strange vocabulary” (i.e. fewer verses) during the lyric portion.

ii) Get a sense of the range of different genres of archaic poetry. The course falls into two broad halves, lyric and hexameter, but both of those two large categories contain many subcategories. By the end of the semester, you will have a clearer sense of what the different genres of archaic poetry are, their characteristics, their similarities and differences, etc.

iii) Become familiar with a range of modern interpretive questions related to archaic poetry and to narrative presentation. Each week we will read one or two works of modern scholarship that relate to one or both of these topics.

iv) Practice your own analytical skills in writing and in speaking through class presentations, short papers, and a long research paper that will be the focus of your attention during the last month of the course.

Textbooks:

The Co-op bookstore was asked to order the following texts; a selection of books will be on reserve in the Classics library and many scholarly readings will be available as links on Blackboard. If you already own copies of any or all of these poems, you do not have to buy these editions. Conversely, there are fine commentaries that I didn't order but are in print and not too expensive; if you want to buy some of these, I can give suggestions.

- Homeric epics and hymns, OCT: Homeri *Opera* vol. i-v (vol's i-ii are the *Iliad*; iii-iv are the *Odyssey*; v contains the Hymns and assorted other stuff)
- Hesiod, OCT (eds. Solmsen, Merkelbach, West)
- Pindar, OCT: *Pindari Carmina*
- Other lyric poets: Campbell, *Greek Lyric Poetry*

Components of course grade: these are split more or less equally between oral and written work, with a slight tilt in favor of the latter. You will receive regular detailed feedback from me on both your oral and written work.

1. *Class attendance and participation* 15%
Self-explanatory: come to class on time and prepared; offer comments on the readings and on other students' comments and presentations. Well-expressed comments consisting of "this didn't make sense to me" are expected and welcome.

2. *Short presentations during the semester* 10%
Several informal brief (ca. 10 minutes) reports to the class on specific passages assigned for that day, scholarly articles, etc.

3. *Presentations of final research paper results* 5 each% (10% total)
You will give two presentations of your developing research paper on November 10 (developing a topic) and 17 (work in progress).

4. *Two short papers* (3-5 pages) 5% each (10% total)
Paper #1, a close reading of a passage of the *Odyssey* (due Sept. 8)
Paper #2, a critique of an assigned scholarly article (due on date of your choice: options are Sept. 15, 22, or 29)

5. *Regular translation quizzes* (15-20 minutes each) 15%
These quizzes will not be announced in advance. 3-4 times during the semester, we will begin class with a passage from that week's reading to translate and answer one or two questions about. It will *not* be the same as any of the passage students have chosen for presentations, providing you with an important incentive not to read only those passages to prepare for class.

6. *Final research paper* (due 12/8 at noon) 40%
Interim deadlines for final paper:
Initial presentation to develop your idea, 11/10
Paper proposal (thesis paragraph, outline, annotated bibliography), 11/15 MON
Follow-up presentation to present work in progress, 11/17
Rough draft due 11/22 MON
Peer editing in class 12/1

Your grade on the final paper will start from 90 instead of 100 if interim deadlines for paper proposal and required rough draft are not met, or are not met on time.

Plus/minus grades will be used according to the following scale:

- 98-100, A+
- 93-97, A
- 90-92, A-
- 87-89, B+ [and so forth]

Course policies

Academic integrity

Please complete your own written work at all times. I assume that you informally discuss assignments with one another from time to time; I also assume that any written work you turn in is your own unless you expressly note otherwise. If at any time you are not sure whether or how to cite sources (these may include a classmate, me, a book, a Web site),

please ask me. For further information on the university's standards of academic integrity, please consult the Dean's Office: http://deanofstudents.utexas.edu/sjs/acint_student.php

Accommodation for disabilities: If you have a disability or special needs: UT Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Please present documentation to me as close to the beginning of the semester as possible. For more information, contact SSD at 471-6259, or go to <http://www.utexas.edu/diversity/ddce/ssd/>

Religious observance: If you need to miss a class or other required class activity for the observance of a religious holiday, you must notify me at least 14 days in advance so we can make alternative arrangements.

Note: the University's Religious Days Policy is online: http://www.utexas.edu/provost/policies/religious_holidays/

Late work: For short papers due during the semester, your work must be handed in on the date and time due in order to get full credit. It will be docked five points for each day late, including weekends. If you turn in the final paper late, I will read it as if I were refereeing a submission to a journal. So, if you think extra time will make a big improvement to the quality of your final paper, take some, but I strongly prefer that you hand in your paper on time.

Cell phones: Please turn off your cell phone before the start of class each day.

Class schedule: the schedule below includes the dates we meet, a general sense of the assignments for each week, and the due dates for written work.

date of class meeting	reading assignment	other
week 1, Aug. 25	Edwards, "Narrative" Kurke, "Archaic Poetry"	
week 2, Sept. 1	Homer <i>Iliad</i> 16.394-867	
week 3, Sept. 8	Homer <i>Odyssey</i> 1.1-31; book 22	close reading short paper (all)
week 4, Sept. 15	Hesiod <i>Theogony</i> 1-210, 404-735, 819-920	secondary lit paper, option a
week 5, Sept. 22	Hesiod <i>Works and Days</i> 1-413; 493-764	secondary lit paper, option b
week 6, Sept. 29	Homeric <i>Hymn to Apollo</i>	secondary lit paper, option c

week 7, Oct. 6	monodic melic poets: Sappho, Alcaeus, Alcman	
week 8, Oct. 13	iambic/elegiac: Archilochus, Mimnermus, Simonides, Solon	
week 9, Oct. 20	choral: Bacchylides	
week 10, Oct. 27	choral: Pindar	
week 11, Nov. 3	choral: Pindar	
week 12, Nov. 10	initial paper presentations	
week 13, Nov. 17	in-process paper presentations	proposals due MON 11/15 drafts due MON 11/22
finale, Dec. 1	rough draft peer editing	

We will not meet the day before Thanksgiving.

Detailed weekly reading schedule through week 6:

Assignment for week 2, Sept. 1: both articles are available on JSTOR and are directly linked to the “readings” tab in Blackboard.

Homer *Iliad* 16.394-867; all of *Iliad* 16 in English

Parry, A. 1972. “Language and Characterization in Homer.” *Harvard Studies in Classical Philology* 76: 1-22.

Porter, D. 1972. “Violent Juxtaposition in the Similes of the *Iliad*.” *Classical Journal* 68.1: 11-21.

Week 3, September 8:

Homer *Odyssey* 1.1-31 and book 22

Minchin, E. 1995. “The Poet Appeals to His Muse: Homeric Invocations in the Context of Epic Performance.” *Classical Journal* 91.1: 25-33. [JSTOR/Blackboard]

Short paper #1 due: everyone

Week 4, September 15:

Hesiod *Theogony* 1-210, 404-735, 819-92

Griffith, M. 1983. “Personality in Hesiod.” *Classical Antiquity* 2.1: 37-65. [JSTOR/Blackboard]

****NOTE**:** This is part of a special issue of *CA* that is devoted to Classical Lyric Poetry

****ALSO GOOD TO KNOW ABOUT**:** *Ramus* 21 (1992) is all about Hesiod [in classics library, PA9 R 2725]

Short paper #2a due

Week 5, September 22:

Hesiod *Works and Days* 1-413; 493-764

Vernant, J. P. 1983. "Hesiod's Myth of the Races: An Essay in Structural Analysis." pp. 3-32 in *Myth and Thought Among the Greeks*. London/Boston: Routledge & Kegan Paul. [pdf on Blackboard]

Short paper #2b due

Week 6, September 29:

Homeric *Hymn to Apollo*

Clay, J. S. 1983. "Introduction" in *The Politics of Olympus: Form and Meaning in the Major Homeric Hymns*. Princeton: Princeton University Press. [pdf on Blackboard; book on reserve]

Miller, A. M. 1979. "The 'Address to the Delian Maidens' in the Homeric Hymn to Apollo: Epilogue or Transition?" *TAPA* 109: 173-86.

Short paper #2c due