

Greek 502: Greek Poetry, the *Oresteia*

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Office Hours: Tues. 1-3 p.m., and by appointment.

Class Website: D2L

Official Dates of course: Jan. 23 – May 10

Required Texts:

Denniston, J.D, and Denys Page. 1987. *Aeschylus: Agamemnon*. Oxford: Clarendon Paperbacks.

Kells, J. H. 1973. *Sophocles: Electra*. Cambridge Greek and Latin Classics. Cambridge: Cambridge University Press. The second book is available at Panther Books.

(You are also expected to have access to Smyth.)

- Please also sign out an English copy of Aeschylus's whole *Oresteia* in English from the library, and other reading materials as required. There are also web resources found on the Links page of the class website, including links to free copies in the common domain.)

Recommended Text:

Raeburn, David and Oliver Thomas. 2011. *The Agamemnon of Aeschylus: A Commentary for Students*. Oxford: Oxford University Press.

Currently On Reserve at Library:

- Sandys, Sir John, trans. 1915. *The Odes of Pindar*. Loeb Classical Library. Cambridge, MA: Harvard University.
- Smyth, Herbert Weir, trans. 1926. *Aeschylus*. Loeb Classical Library. Cambridge, MA: Harvard University.
- Storr, F. trans. 1912. *Sophocles*. Loeb Classical Library. Cambridge, MA: Harvard University.
- Liddell, Henry, and Robert Scott. 1968. *Greek-English Lexicon*. Revised and Edited by Sir Henry Jones and Robert McKenzie, with supplement. Oxford: Clarendon Press.

Texts are on reserve at the library and available for two day loans. Other texts are available through UWM System and interlibrary loans.

A Poetic Reading of the *Oresteia*

The *Oresteia*, although used of Aeschylus' trilogy, is a story that spans a much larger segment of time. It begins in Homer and continues past Aeschylus. Our focus will be on the Archaic and Classical representation of this myth. Our texts for translation will center upon Aeschylus and Sophocles, however.

Course Goals:

The goal of this class is threefold: 1. To help you become more competent in reading, interpreting, and translating Greek poetry, its style, grammar, syntax, devices, vocabulary, and meter; 2. To assist you to become thoughtfully conversant with a central story of the Greeks, the *Oresteia*, in its earliest form(s); and 3. To have you conduct research, pose a research question, and find a thesis, culminating in a paper suitable for presentation at a conference. To this end, our class will spend most of its time reading the larger portion of the Greek text from Aeschylus' *Agamemnon* and a good portion of Sophocles' *Electra*. We shall also read pertinent passages in translation from the *Odyssey*, Pindar, and related dramas, including the other plays of Aeschylus' *Oresteia* in English. Select articles and book chapters on the *Oresteia* will introduce you to important scholarship, and you will work on a research paper of your own.

Grade

1. Daily attendance and preparedness (15%). Please come prepared to translate. You may bring vocabulary notes (only the dictionary form, please) or brief grammar notations, but you may not read from a translation. Each of 30 classes is worth ½ pt. Two absences or lack of preparation are allowed without loss of points, to allow for sickness or family emergencies. Translations will be done in class out of order. We will read between 60 lines per class (undergrads should prepare 40), and time translating will be spent in Greek on Aeschylus' *Agamemnon* (attempting to get to line 1100) and Sophocles' *Electra* 1/3 (to approx. line 600).

2. 3 Reading Quizzes on D2L (10%). These will be on readings from primary source English texts. These reading quizzes will be available in Week 2 on D2L, and will be open until the end of week 6. You will be tested on one Pindaric ode *Pyth.* 11 and *Odyssey* 11, and the two other plays of the *Oresteia*: *Libation Bearers*, *Eumenides*. (Undergrads are exempt from these.)

3. 3 Brief Article Summaries (10%) and 1 Class Presentation (5%). Articles will help us talk intelligently about secondary literature. Place your summaries in the Drop Box on D2L. The articles will be available under Contents on D2L in Week 2. They are to be dropped in the Drop Box on the day before the class, at the latest (by 11:59 p.m.). See Article Summaries, available under Resources on the course Content page of D2L, for instructions for the summary. You will also be responsible for presenting one article to the class (see course schedule). The presenter must place the article summary in the Drop box on D2L, as usual, but also hand in lecture notes. Lecture notes may be laid out in any fashion suitable for oral presentation, but must be free of careless errors. The point of lecture notes is to have enough information to cue your memory; they should be a condensation of a full essay you have already prepared. Keeping to the time limit is important, since at a conference, you would have time limits. (Undergrads prepare two.)

4. Research Paper Idea (3%) and Research Paper (17%). Research is a central goal of this course, and it helps the works you read come alive. It is also part of mastering a subject area. The research paper, of at least 3,500 words (2,500 for undergrads in the course), is to be written on some theme of the *Oresteia*. This paper should be philological in nature. The topic is one that you will choose and have approved by me. You are to have your paper idea to me, with a preliminary research bibliography of at least 8 items, by March 26th. For guidelines on the Paper Idea and Final Paper, see Course Resources under Contents on D2L. After I have received your

paper idea, we will set up appointments to meet about it, and for me to give you formal feedback on April 3rd. The paper is due on May 7nd, at the latest. Class presentations on your research findings will take place on the last day of classes.

5. In-Class Quizzes (3) (10%). Short quizzes, testing work we have done to that point, and encouraging of review as preparation for exams, will be given on three dates as listed on the course schedule.

6. Exams (3) (30%). Each exam will be based upon work done in class, plus one passage not seen. Some vocab. assistance will be given for the unseen passage. The exam will include translation, grammar, and vocabulary questions. The final exam will be the same as the two exams during the semester, except that it will be longer, and essay writing will be involved. The final exam will cover only a set amount of text (the passages probably will be drawn just from Sophocles), but the English essay can cover any work done in the course, since the class creates a cumulative knowledge base.

Course Schedule

Week 1: Jan. 23 and 25

Week 2: Jan. 31 and Feb. 1 (Readings, Article, and Online Reading Quizzes available)

Week 3: Feb. 6 and 8

Week 4: Feb. 13 (In-Class Quiz #1) and 15

Week 5: Feb. 20 (Article 1) and 22 (Exam 1)

Week 6: Feb. 27 and 29 (Reading Quizzes Close)

Week 7: Mar. 5 (Article 2) and 7

Week 8: Mar. 12 and Mar. 14

- March Break

Week 9: Mar. 26 (In-Class Quiz 2; Paper Idea due) and 28

Week 10: Apr. 2 and 4 (Exam 2)

Week 11: Apr. 9 (Article 3) and 11

Week 12: Apr. 16 and 18

Week 13: Apr. 23 and 25

Week 14: Apr. 30 (In-Class Quiz 3) and May 2

Week 15: May 7 (Paper due) and 9 (Presentation of research findings)

Final Exam (Exam 3): Friday, May 18, 3-5 p.m.

Late policy: Quizzes and exams cannot be made up except with a medical excuse for the day missed. Exceptions will not normally be made. If you have a chronic medical condition that may impede your attendance or participation, please arrange to meet with me during my office hours during the first two weeks of class, so that we can consider alternatives.

Use of class time: Since I have a class immediately preceding this one, could I ask that you visit me at office hours, email me, phone me, or post any question (of a non-personal nature) on the Mundane Matters Question open forum on D2L (I usually check this daily), rather than ask questions of a mundane nature (about testing, website, dates, etc.) before or even during class time. Such questions can rob us of our time to deal with the central questions we are addressing together. Please also know that I would be glad to sit with you to go over passages of Greek that you found difficult, after we have seen them in class together. I am in my office to serve you.

Special Learning Needs: If you have special learning needs, including special accommodations, please communicate these with me in the first week or two of the course. It is my goal to help you succeed! If you are having difficulties in the course, whether or not you have a diagnosed physical or mental condition, I would be more than happy to meet with you and discuss your options.

Surveys: You will be asked to take a few minutes to fill out an anonymous survey in week ten and week fifteen of the course. If 80% of the class does so, I will add 1 point directly onto the end of term mark.

Syllabus Policy: This syllabus and course schedule is subject to change. Notice of change will normally be posted in the course “News” on the homepage on D2L or through an email.

Other Policies: For policies governing participation by students with disabilities, accommodation for religious observances, academic misconduct, complaint procedures, grade appeal procedures, sexual harassment, incompletes, and financial obligation, please see the Classics bulletin board outside the offices of the Department of Foreign Languages and Linguistics, eighth floor, Curtin Hall, or the full explanation maintained by the Secretary of UWM at <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

Why not consider Classics as a major, minor, or career? Speak with Prof. David Mulroy (dmulroy@uwm.edu), Curtin Hall 803, to find out about all the possible ways you can study ancient Greek and Roman society in more detail. The study of classics can include a major in Classics or Classical Civilization, and a major, minor, or language requirement in Greek or Latin. **The department also participates in the Certificate Program in Ancient Mediterranean Studies (CAMS)**, designed to encourage students to pursue a serious interest in the ancient Mediterranean world in a structured way. A variety of disciplines are concerned with reconstructing various aspects of ancient civilizations, including linguistics, history, archaeology, art history, anthropology, philosophy, and literary studies. Classics 170 counts. For more information on the CAMS program, be sure to check our website: <http://www.uwm.edu/Dept/CAMS/index.html> If you have any questions, or would like to sign up as a CAMS student right away, please contact the CAMS Program Coordinator: Prof. Elisabetta Cova, Asst. Professor of Classics Curtin 814 covae@uwm.edu.

Religious Studies Academic Advising in Religious Studies. If you are thinking about a major or a double major in Religious Studies, please contact Dr. Judith Beall, Interim Director of Religious Studies, at jbeall@uwm.edu