

## Advanced Ancient Greek GK2000, Fall/Winter 2024-2025



*Image: Attic red-figure hydria (water-jar), c. 450 BC.  
British Museum 1885,1213.18.*

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<https://www.britishmuseum.org/collection/image/400574001>,  
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*A seated woman (sometimes identified as Sappho, due to similarities  
of the scene to another hydria in Athens), reading from a book-scroll  
while surrounded by three companions.*

### OVERVIEW

#### Course Information

*Where/When* see Brightspace

*Instructor* Dr Il-Kweon Sir

*E-Mail*

*Office*

*Student Hours* Thursdays 10.30-11.30 am and by appointment.

Please come to student hours (also called “office hours”)! They exist to help you – both regarding this course and for your broader academic development. Drop in if you have questions, but also if you want to talk to me about something in class, in your reading, or even on TV that’s inspired you.

*Course Website* see Brightspace

#### Course Description

Is everything Greek to you? No matter – this course, a continuation of Greek 1000, will equip you with the linguistic foundations of grammar and syntax for you to approach original Greek texts on your own. We will cover the second half of the Hansen & Quinn textbook over the Fall term and the beginning of the Winter term, before starting to read and analyse continuous passages of original Greek texts: Lysias’ *On the Murder of Eratosthenes* and Homer’s *Iliad* Book 1. Lysias’ speech was written on behalf of his client Euphiletus, who was accused of murdering his wife’s adulterer, Eratosthenes; in clear and accessible Attic prose, this text offers a fascinating insight into everyday life in classical Athens, particularly on marriage, adultery, and honour, but amped up in a high-stakes court drama. The opening of Homer’s Trojan epic is perhaps the most famous and influential piece of Greek literature, introducing the key themes of the poem and of Greek literature more broadly from the nature of humans to honour, memory, politics, and all-consuming emotions.

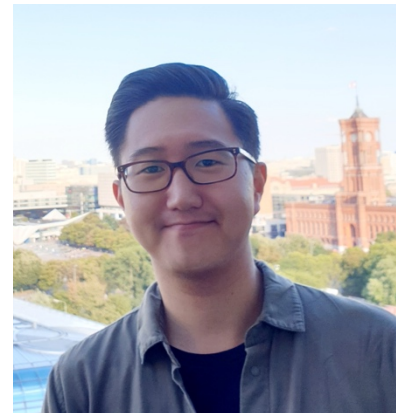
## Learning Objectives

Students who complete this course will:

- be able to recognise, explain, and use the major grammatical constructions found in Classical Greek;
- be able to translate original Greek prose and verse texts independently;
- be able to translate short English texts into ancient Greek;
- be able to recognise, describe, and analyse the linguistic, stylistic, and literary features of the set texts;
- be able to recognise and describe three basic Greek metres (dactylic hexameter, elegiac couplet, and iambic trimeter);
- have improved their presentation and writing skills.

## Instructor

Hello! I'm Il-Kweon Sir (my first name is pronounced in two syllables and rhymes with "one"; "Sir" is pronounced like the title). I hail from Korea via the UK and I'm very glad to be joining Western this year from the University of Cambridge, where I have researched and taught since receiving my degrees from the University of Oxford. My teaching and research are closely aligned, focused on the study of the ancient Greek and Roman world through its languages and literature with a special interest in lyric poetry. I'm really excited to be your guide into the world that ancient Greek language can open up: by learning this language, you will be able to appreciate the literature, history, and culture of Greek-speaking peoples on a new level and access the materials on your own.



## Prerequisites

Greek 1000 or the permission of the department.

If the texts in this course appeal to you, you might also enjoy the "Greek Epic" (Fall), "The 'Good Life' in Greek Poetry" (Fall), "Ancient Greek Religion" (Fall), "Women in Ancient Greece" (Fall), and "Classical Mythology" (asynchronous) courses in the Department of Classical Studies as well as the "Study Tour to Greece".

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## Required Books

H. Hansen and G. M. Quinn, *Greek. An Intensive Course*. 2<sup>nd</sup> edition. (New York, 1992).

## Technical Requirements

This course will be conducted in person. However, you will need access to a computer and internet access to access the course website for course materials and notices.

## COURSE STRUCTURE AND EVALUATION

### Grading Structure

Preparation and Participation	20%	Throughout the year (+ self-reflection reports at the end of each term)
Homework	15%	Throughout the year
Surprise Quiz	15%	Winter Term
In-Class Test	20%	Monday 18 <sup>th</sup> November
Final Examination	30%	April Final Examinations Period

The evaluation is structured to reward both consistency and improvement.

### Assessment Details

#### *Preparation and Participation*

The success of the class discussions depends largely on the level of your preparation. You are expected to attend all classes and participate fully in every class.

Preparation and participation are key to success in this class. Learning any language to a high level requires good time management, self-discipline, patience, and regular practice and revision: by making preparation a graded element, I intend to reward this necessary effort. Preparing for class will include completing homework assignments, revision of course materials, and memorising and practising new materials. Class time is limited and better used for testing and practising (when I am present and offer immediate feedback) rather than memorising: I expect you to dedicate some time to learning and revising the course materials every day. The degree to which you prepare will also be evident from how well you do in regular in-class tests: these exist to help you and me see how well you've understood a topic, how well you are retaining earlier material, and how much you are progressing – they won't form part of your final grade because making mistakes is part of the learning process, but they will be considered in judging how well you have been preparing for class. Participating fully in class will also offer you the best chance of mastering the language by practising and consolidating the material.

I expect to be generous with this element of the grade. Language learning is not always easy and the rewards of the effort invested may come sooner for some than others: because of this, I will take a holistic view of your preparation and participation for the entire year and take into account how consistent you have been, how much you have improved throughout the course, and how helpful/willing to participate in class you have been. You will have an opportunity to influence this element of the grade with an informal self-reflection report at the end of each term (each contributing to 2.5% of the overall course grade, i.e. 5% for the two reports), explaining in 300-400 words what you have learned that term, what steps you have taken to improve your language, what effects these have had on your Greek as well as broader learning, and what you might do differently to address any weaknesses you might have identified.

#### *Homework*

There will be regular homework assignments, often from the textbook, which should not take longer than an hour per class (after learning/revising vocabulary and grammar). I intend to be generous with this element of the grade – the emphasis is on practice and learning from your mistakes.

#### *Surprise Quiz*

In the Winter Term, once we have finished with the textbook, you will have a “surprise” quiz testing your knowledge of Greek language. This is to incentivise you to keep up your revision of vocabulary and grammar after we have finished covering the textbook. I will give you 1 week's notice and we will do the 50-minute test

during one of our class sessions. It will consist of 3 sections: (1) morphology, (2) syntax, (3) translation into English of a short unseen passage of Greek prose.

*In-Class Test*

Towards the end of the Fall Term (Monday 18<sup>th</sup> November), we will have a 50-minute in-class test on all areas of Greek language we have covered up to that point, including material from Greek 1000 (or equivalent). It will consist of 3 sections: (1) morphology, (2) syntax, (3) translation into English of a short unseen passage of Greek prose. **Please note that there is no December examination.**

*Final Examination*

The Final Examination will take place during the April Final Examinations period after all our classes. It will consist of 5 sections: (1) morphology and syntax, (2) translation into English of unseen passages of Lysias and of Homer, (3) translation of short English sentences into Greek, (4) scansion, (5) a short commentary exercise on a passage of Lysias or Homer covered during the course.

## SCHEDULE

### FALL TERM 2024

Week 1 (Mon 9<sup>th</sup> Sept, Wed 11<sup>th</sup> Sept, Fri 13<sup>th</sup> Sept) [N.B. Friday is the last day to add this course and to drop this course without it showing on the transcript.]

Introduction and Revision of Units 1-10

Week 2 (Mon 16<sup>th</sup> Sept, Wed 18<sup>th</sup> Sept, Fri 20<sup>th</sup> Sept)

Unit 11

Week 3 (Mon 23<sup>rd</sup> Sept, Wed 25<sup>th</sup> Sept, Fri 27<sup>th</sup> Sept)

Unit 11-12

Week 4 (Wed 2<sup>nd</sup> Oct, Fri 4<sup>th</sup> Oct) [N.B. no class on Monday (National Day for Truth and Reconciliation)]

Unit 12

Week 5 (Mon 7<sup>th</sup> Oct, Wed 9<sup>th</sup> Oct, Fri 11<sup>th</sup> Oct)

Unit 13

### FALL READING WEEK

Week 6 (Mon 21<sup>st</sup> Oct, Wed 23<sup>rd</sup> Oct, Fri 25<sup>th</sup> Oct)

Unit 13-14

Week 7 (Mon 28<sup>th</sup> Oct, Wed 30<sup>th</sup> Oct, Fri 1<sup>st</sup> Nov)

Unit 14

Week 8 (Mon 4<sup>th</sup> Nov, Wed 6<sup>th</sup> Nov, Fri 8<sup>th</sup> Nov)

Unit 15

Week 9 (Wed 13<sup>th</sup> Nov, Fri 15<sup>th</sup> Nov) [N.B. no class on Monday (Remembrance Day).]

Unit 15-16

[MON 18<sup>th</sup> NOV: IN-CLASS TEST]

Week 10 (Mon 18<sup>th</sup> Nov, Wed 20<sup>th</sup> Nov, Fri 22<sup>nd</sup> Nov)  
Unit 16

Week 11 (Mon 25<sup>th</sup> Nov, Wed 27<sup>th</sup> Nov, Fri 29<sup>th</sup> Nov)  
Unit 17

Week 12 (Mon 2<sup>nd</sup> Dec, Wed 4<sup>th</sup> Dec, Fri 6<sup>th</sup> Dec) [N.B. Monday is the last day to drop this course with WDN on the transcript; drops after this date show as F.]  
Unit 17-18

***FESTIVE BREAK: No December Exam!***

**WINTER TERM 2025**

Week 1 (Mon 6<sup>th</sup> Jan, Wed 8<sup>th</sup> Jan, Fri 10<sup>th</sup> Jan)  
Unit 18-19

Week 2 (Mon 13<sup>th</sup> Jan, Wed 15<sup>th</sup> Jan, Fri 17<sup>th</sup> Jan)  
Unit 19

Week 3 (Mon 20<sup>th</sup> Jan, Wed 22<sup>nd</sup> Jan, Fri 24<sup>th</sup> Jan)  
Unit 20

Week 4 (Mon 27<sup>th</sup> Jan, Wed 29<sup>th</sup> Jan, Fri 31<sup>st</sup> Jan)  
*Lysias, On the Murder of Eratosthenes*

Week 5 (Mon 3<sup>rd</sup> Feb, Wed 5<sup>th</sup> Feb, Fri 7<sup>th</sup> Feb)  
*Lysias, On the Murder of Eratosthenes*

Week 6 (Mon 10<sup>th</sup> Feb, Wed 12<sup>th</sup> Feb, Fri 14<sup>th</sup> Feb)  
*Lysias, On the Murder of Eratosthenes*

**SPRING READING WEEK**

Week 7 (Mon 24<sup>th</sup> Feb, Wed 26<sup>th</sup> Feb, Fri 28<sup>th</sup> Feb)  
*Lysias, On the Murder of Eratosthenes*

Week 8 (Mon 3<sup>rd</sup> Mar, Wed 5<sup>th</sup> Mar, Fri 7<sup>th</sup> Mar)  
*Lysias, On the Murder of Eratosthenes*

Week 9 (Mon 10<sup>th</sup> Mar, Wed 12<sup>th</sup> Mar, Fri 14<sup>th</sup> Mar)  
Homer, *Iliad* 1

Week 10 (Mon 17<sup>th</sup> Mar, Wed 19<sup>th</sup> Mar, Fri 21<sup>st</sup> Mar)  
Homer, *Iliad* 1

Week 11 (Mon 24<sup>th</sup> Mar, Wed 26<sup>th</sup> Mar, Fri 28<sup>th</sup> Mar)  
Homer, *Iliad* 1

Week 12 (Mon 31<sup>st</sup> Mar, Wed 2<sup>nd</sup> Apr, Fri 4<sup>th</sup> Apr)  
Homer, *Iliad* 1

[FINAL EXAM DURING EXAMINATION PERIOD]

This schedule is subject to revision.

## **POLICIES AND EXPECTATIONS**

### **Content Notice and Etiquette**

Like any course, this course can only succeed in a safe and inclusive community that learns from the many different perspectives of its participants. Ancient Greek literature often treats many topics which affected the daily life of people (ancient and modern) – including death, violence, sex and gender, sexuality, race, and age – in ways that appear to us to be insensitive or offensive. A Greek language class like this one that aims to equip students to read Greek literature on their own, therefore, will include texts that feature such topics in abundance; Lysias' *On the Murder of Eratosthenes* and Homer's *Iliad* are typical in this respect of broader Greek literature. All participants must be respectful of others in the classroom. If you ever feel that the classroom environment is affecting your participation and learning in a negative way, please do not hesitate to contact me.

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at: <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

### **Accessibility and Accommodation Policies**

I am committed to teaching a course that is fully inclusive of all students. Please let me know as soon as possible if you foresee or encounter any barriers and we will determine if there are any adjustments or accommodations that can be implemented. I am open to creative solutions and to work with you. I further encourage you, if relevant, to contact Westerns' accessibility services: <https://accessibility.uwo.ca/index.html>.

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Policies and Communications**

The website for the Office of the Registrar is <http://www.registrar.uwo.ca>. In accordance with policy ([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf)), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. For assistance with the course OWL site, see the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800, or with a support ticket: [create an OWL Brightspace service ticket](#).

### **Academic Integrity**

Academic integrity policies are about equity. Academic writing is a product of labour and so appropriating others' work without credit or attribution is theft. You can also see plagiarism as a form of censorship as incorrect citation or omission of authorship can amount to the silencing of scholarly perspectives and identity.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). You, as the student, are responsible for knowing and avoiding misconduct.

I encourage you to make sure you understand and know how to avoid plagiarism before submitting any work for assessment. The University offers an Academic Integrity Tutorial for Undergraduate Students on OWL; students who complete the tutorial will earn a certificate: <https://owl.uwo.ca/portal/site/dc11302e-3b48-41b2-bdf6-05a2d96c86cc>. Western Libraries also offers resources on plagiarism: <https://www.lib.uwo.ca/tutorials/plagiarism/index.html>.

### **Electronic Devices**

No electronic devices are permitted in tests or examinations.

### **Absences and Assessments Policies**

For work totalling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf). The Student Medical Certificate is available at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

## **SUPPORT SERVICES**

### **Academic Counselling**

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: [https://registrar.uwo.ca/faculty\\_academic\\_counselling.html](https://registrar.uwo.ca/faculty_academic_counselling.html).

### **Mental Health Support**

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

### **Gender-based and sexual violence**

Western University is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support

services for survivors, including emergency contacts, here. To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Learning Development and Success**

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

### **USC**

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.