

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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*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

Instructor Dr Il-Kweon Sir

E-Mail isir@uwo.ca

Office

Student Hours

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 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*. 2nd 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 th 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 you have found difficult, 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. To that end, 50% of the homework grade lies in its completion, and 50% of the remaining grade depends on execution. Your lowest 2 homework assessments per term will be dropped.

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. This assessment requires supporting documentation in requests for academic consideration.

In-Class Test

Towards the end of the Fall Term (Monday 18th 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.** This assessment requires supporting documentation in requests for academic consideration.

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 9th Sept, Wed 11th Sept, Fri 13th 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 16th Sept, Wed 18th Sept, Fri 20th Sept)

Unit 11

Week 3 (Mon 23rd Sept, Wed 25th Sept, Fri 27th Sept)

Unit 11-12

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

Unit 12

Week 5 (Mon 7th Oct, Wed 9th Oct, Fri 11th Oct)

Unit 13

FALL READING WEEK

Week 6 (Mon 21st Oct, Wed 23rd Oct, Fri 25th Oct)

Unit 13-14

Week 7 (Mon 28th Oct, Wed 30th Oct, Fri 1st Nov)

Unit 14

Week 8 (Mon 4th Nov, Wed 6th Nov, Fri 8th Nov)
Unit 15

Week 9 (Wed 13th Nov, Fri 15th Nov) [N.B. no class on Monday (Remembrance Day).]
Unit 15-16

[MON 18th NOV: IN-CLASS TEST]

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

Week 11 (Mon 25th Nov, Wed 27th Nov, Fri 29th Nov)
Unit 17

Week 12 (Mon 2nd Dec, Wed 4th Dec, Fri 6th 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 6th Jan, Wed 8th Jan, Fri 10th Jan)
Unit 18-19

Week 2 (Mon 13th Jan, Wed 15th Jan, Fri 17th Jan)
Unit 19

Week 3 (Mon 20th Jan, Wed 22nd Jan, Fri 24th Jan)
Unit 20

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

Week 5 (Mon 3rd Feb, Wed 5th Feb, Fri 7th Feb)
Lysias, On the Murder of Eratosthenes

Week 6 (Mon 10th Feb, Wed 12th Feb, Fri 14th Feb)
Lysias, On the Murder of Eratosthenes

SPRING READING WEEK

Week 7 (Mon 24th Feb, Wed 26th Feb, Fri 28th Feb)
Lysias, On the Murder of Eratosthenes

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

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

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

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

Week 12 (Mon 31st Mar, Wed 2nd Apr, Fri 4th 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.

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.

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), 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. If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

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. 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 and the Use of AI

No electronic devices are permitted in tests or examinations.

However, in this course, the use of AI tools (e.g. ChatGPT) are strictly prohibited for the purposes of gathering information or generating ideas: not only do such uses of AI tools go against and hinder the aims of this course, but the issues of large language models fabricating (or “hallucinating”) facts and sources are also well known, making them unhelpful as sources of information in an academic setting. For what it's worth, no essay that I have generated using ChatGPT as a test case (even with further prompts) seemed likely to achieve a B grade. AI tools (e.g. Grammarly, or ChatGPT with commands such as “reword”) may only be used to edit work in a limited way (e.g. to check grammar or as a thesaurus) – that is, they may only be used as a linguistic aid; they may not be used to produce partial or entire drafts and they may not be used to generate, inspire, or alter your argument in any way. (A very limited exception is the use of AI image tools to create images for illustrative purposes – for example, memes – in informal presentations, as long as the use of AI is acknowledged; these cases are clearly contributing to the presentation of your thinking and not replacing thinking.) All uses of AI tools contrary to this policy will be treated as cases of academic dishonesty.

Absences and Assessments Policies

Please see the Policy on Academic Consideration – Undergraduate Students in First Entry Programs: https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf.

In keeping with the new policy, this course uses flexible assessments for the homework component of the grade (explained above) and both the In-Class Test and the Surprise Quiz are designated as assessments that require formal supporting documentation in requests for academic consideration.

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.

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) 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 (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or 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, at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact 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/>.