

DEREE COLLEGE SYLLABUS FOR:	
CL 2010 ANCIENT GREEK AND ROMAN EPIC POETRY	
(Previously: Greek and Roman Epic Literature in Translation) (Updated Fall 2025)	
UK LEVEL:4 UK CREDITS: 15 US CREDITS:3/0/3	
PREREQUISITES:	n/a
CATALOG DESCRIPTION:	Engagement with three major epics in their entirety, in English translation: the <i>Iliad</i> ; the <i>Odyssey</i> ; and Vergil's <i>Aeneid</i> ; examination of epics as a window into the perspectives of their earliest audiences or readerships, and also with a view to their powerful and ongoing influence on Western thought and literature; attention given to current scholarly debates surrounding the epics.
RATIONALE:	Through close reading and analysis of ancient epic, students hone their critical thinking skills, while gaining an enhanced understanding of cultural differences and a broader historical perspective. These epics have long been central to the self-conception of the West, and remain among the world's most influential works of literature. Through discussion, written assignments and exams, students study, and learn to articulate their own views on, the 'big questions' central to all three epics. These include: what is justice? How do individual values relate to communal values? What is the place of humans in relation to the animal world, and to the divine?
LEARNING OUTCOMES:	As a result of taking this module, the student should be able to: <ol style="list-style-type: none"> 1. Engage in close reading analysis of the material both orally and in writing. 2. Discuss the epic genre as it was understood in antiquity and as it is understood today. 3. Discuss these epics within their cultural context. 4. Explain how the issues raised by these epics relate to debates in contemporary scholarship and to questions confronting individuals and societies today.
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures and seminar-style discussions of assigned readings • Periodic quizzes and exercises in written analysis and interpretation • Homework assignments. • Office hours held by the instructor to provide further assistance to students. Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final assessment • Use of library facilities for further study and for preparation for the exams • Use of the Blackboard site to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.

ASSESSMENT:	<p>Summative:</p> <table border="1" data-bbox="587 181 1385 331"> <tr> <td data-bbox="587 181 1193 293">1st assessment: Portfolio of Assessments, including short essays and quizzes spaced throughout the semester</td> <td data-bbox="1193 181 1385 293">50%</td> </tr> <tr> <td data-bbox="587 293 1193 331">2nd assessment: Final Examination</td> <td data-bbox="1193 293 1385 331">50%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="587 398 1385 479"> <tr> <td data-bbox="587 398 1193 436">Participation in classroom and online discussion</td> <td data-bbox="1193 398 1385 436">0%</td> </tr> <tr> <td data-bbox="587 436 1193 479">Practice of written analysis in and out of class</td> <td data-bbox="1193 436 1385 479">0%</td> </tr> </table> <p>The 1 summative assessment tests LOs 1,2,3 The 2nd summative assessment tests LOs 2,3,4 The formative work aims to prepare students for the examination.</p> <p><i>Students are required to resit failed assessments in this module.</i></p>	1 st assessment: Portfolio of Assessments, including short essays and quizzes spaced throughout the semester	50%	2 nd assessment: Final Examination	50%	Participation in classroom and online discussion	0%	Practice of written analysis in and out of class	0%
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2 nd assessment: Final Examination	50%								
Participation in classroom and online discussion	0%								
Practice of written analysis in and out of class	0%								
INDICATIVE READING:	<p>REQUIRED READING:</p> <p><i>Homer. The Iliad of Homer.</i> trans by R. Lattimore. Chicago. 978-0226470498</p> <p><i>Homer. The Odyssey of Homer.</i> trans. by R. Lattimore. Harper. 978-0061244186</p> <p><i>Virgil. The Aeneid of Virgil.</i> trans. by A. Mandelbaum. Bantam. 978-0553210415</p> <p>RECOMMENDED READING:</p> <p>Burkert, W. <i>Greek Religion.</i> Translated by J. Raffan. Cambridge: Harvard University Press 1985.</p> <p>Dodds, E. R. <i>The Greeks and the Irrational.</i> Berkeley: University of California Press 1951.</p> <p>Emlyn-Jones, C., L. Hardwick and J. Purkis eds. <i>Homer: Reading and Images.</i> London and Milton Keynes: Duckworth in association with the Open University 1992.</p> <p>Foley, J. <i>How to Read an Oral Poem.</i> Carbondale: University of Illinois Press 2002.</p> <p>Fowler, R. ed. <i>A Cambridge Companion to Homer.</i> Cambridge: Cambridge University Press 2004.</p> <p>Galinsky, G.K. <i>Augustan Culture: An Interpretive Introduction.</i> Princeton: Princeton University Press 1996.</p> <p>Hardie, P. <i>Virgil, Greece and Rome New Surveys in the Classics,</i> Oxford: Oxford University Press 1998.</p> <p>Harrison, S.J. ed. <i>Oxford Readings in Vergil's Aeneid.</i> Oxford: Oxford University Press 1990.</p> <p>Martindale, C. ed. <i>The Cambridge Companion to Virgil.</i> Cambridge: Cambridge University Press 1997.</p>								

	<p>McAuslan and P Walcot eds. <i>Virgil</i> (Greece and Rome Studies), Oxford: Oxford University Press 1990.</p> <p>Morris, I. and B. Powell ed. <i>A New Companion to Homer</i>. Leiden and Boston: Brill Press 1997.</p> <p>Shapiro, H.A. <i>The Cambridge Companion to Archaic Greece</i>. Cambridge: Cambridge University Press 2007.</p> <p>Whitman, C. <i>Homer and the Heroic Tradition</i>. Cambridge: Harvard University Press 1958.</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL:</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Ability to communicate clearly in English, both oral and written.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>MSOffice Blackboard CMS</p>
<p>WWW RESOURCES:</p>	<p>https://homer.library.northwestern.edu/splash.html https://classicalstudies.org/ http://www.annee-philologique.com/aph/ http://www.perseus.tufts.edu/ https://pharos.vassarspaces.net/ https://wccaucus.org/ https://diotima-doctafemina.org/</p>
<p>INDICATIVE CONTENT:</p>	<ol style="list-style-type: none"> 1. Historical and cultural background 2. Significance of oral poetry for ancient societies. 3. The place of epic narratives in larger mythological and historical traditions. 4. Exploration of ethical questions and how they reflect on societal values 5. Questions of form and composition 6. Interpretations of the epics in the passage of time 7. Examination of people, societies and eras doing the interpreting. 8. Relevance of these epics to contemporary scholarship and to questions confronting individuals and societies in the 21st century.

