ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 27 Jan 2011

1. ACADEMIC UNIT: School of International Letters and Cultures

2. COURSE PROPOSED: SLC 294 Ancient Greek Literature: A Survey 3
   (prefix ) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Michael A. Tueller Phone: 480-965-4873
   Mail Code: 0202 E-Mail: mike_tueller@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry–L [ ]
   - Mathematical Studies–MA [ ] CS [ ]
   - Humanities, Fine Arts and Design–HU [ ]
   - Social and Behavioral Sciences–SB [ ]
   - Natural Sciences–SQ [ ] SG [ ]

   Awareness Areas
   - Global Awareness–G [ ]
   - Historical Awareness–H [ ]
   - Cultural Diversity in the United States–C [ ]

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [ ] No [ ] Yes; Please identify courses: SLC 294 / GRK 294

Is this a multisection course?: [ ] No [ ] Yes; Is it governed by a common syllabus? ____________

[Signature: Julianne Vitallo] (Print or Type)
Chair/Director
Date: 1-28-2011

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

HUMANITIES, FINE ARMS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
</tr>
</tbody>
</table>

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.  

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.  

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:  
   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.  
   b. Concerns aesthetic systems and values, literary and visual arts.  
   c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.  
   d. Deepen awareness of the analysis of literature and the development of literary traditions.

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted *primarily* to developing a skill in the creative or performing arts, including courses that are *primarily* studio classes in the Herberger College of the Arts and in the College of Design.
- Courses devoted *primarily* to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**
- Courses which emphasize the acquisition of quantitative or experimental methods.
- Courses devoted *primarily* to teaching skills.
### Course Prefix | Number | Title | Designation
---|---|---|---
SLC | 294 | Ancient Greek Literature: A Survey | HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions</td>
<td>The course is a survey of a literary tradition, and thus concerns itself primarily with understanding the development of that tradition, and with comprehending and interpreting the texts in it.</td>
<td>Syllabus: learning outcomes (all) (p. 2), readings schedule (pp. 6–10)</td>
</tr>
<tr>
<td>4b: Concerns aesthetic systems and values, literary and visual arts.</td>
<td>Specifically, the course concerns itself with the aesthetic system of the literary arts in ancient Greece. Not only do we read representative works from this system, which will be analyzed in lecture and in papers, but we also read two works of ancient literary criticism: Aristotle's Poetics and Plato's Ion. We will also find critical material in Callimachus's works, and in Lucian's True History.</td>
<td>Syllabus: learning outcomes 1 &amp; 2 (p. 2); reading schedule (pp. 6–10)</td>
</tr>
<tr>
<td>4d: Deepen awareness of the analysis of literature and the development of literary traditions.</td>
<td>Students will &quot;practice&quot; analyzing literature for their online responses, and will write two papers. One of these papers is dedicated to analysis of a short passage. The other addresses the continuation of the Greek literary tradition into today's Western culture. There will also be essay portions on the examinations requiring analysis.</td>
<td>Syllabus: learning outcomes 2–4 (p. 2); course requirements 1, 2, 4, and 5 (pp. 2–4)</td>
</tr>
</tbody>
</table>
Instructor: Mike Tueller
mike_tueller@asu.edu
(480) 965-4873
LL 415D
Office hours 9:40 AM – 11:00 AM MT,
10:00 AM – 11:00 AM Th

It is easiest, and most effective, to contact me by e-mail. Please allow 24 hours for a response.

Course website: You will need to be familiar with the “SLC/GRK 394” website on Blackboard. What will you find there? Well, first of all, that is where you will find all your readings for the course: you will not have to purchase a textbook. In addition to that, you will find more complete versions of the selected readings (helpful for writing your papers), and links to reference works (for those days when you can’t tell your Aristotle from your Aristophanes). As you can see below, you will be writing occasional short responses to the literature you read, and that will be done on the website as well. If you have any problems accessing the website, please e-mail me and let me know.

Textbooks:
Now, I’ve already said above that you won’t need to buy a textbook, but it might be worthwhile to describe exactly what it is I’m having you read. The Greek classics have been around for a long time, so most of them have translations available in the public domain. Others I have translated myself. The older translations I have also adapted, both to remove archaisms and to fit the purposes of the course. I would not recommend these translations to anyone reading on their own; they are a bit inaccessible for the modern reader. Their advantage for this course is that they are fairly close translations, and thus, when I want to emphasize some point of ancient culture, it is clearly expressed there, rather than being analogized to some modern equivalent. I am trying to get you as close as possible to reading in ancient Greek, yet without actually learning the language. (That said, you’ll still be missing a lot, as with any translated work. Feel free to sign up for my Greek class next year!)

Oh, and also: that means the texts are free. Despite appearances, I do remember what it’s like to be a student.

Description: This course is a survey of ancient Greek literature, with readings in English translation. Covering about a thousand years (from the 8th century BCE to the 2nd century CE), we read representative samples from most of the genres of Greek literature, including epic, lyric, elegy, tragic and comic drama, history, and more. This class goes a bit farther than most courses of its type, in that it also includes the ancient novel and even something that we might call “science fiction” (you decide). The course has two emphases. The first emphasis is the ideas found within this literature—how their development proceeds through history and in the minds of prominent writers. Second is the evolution of style and genre. In both cases, we will keep our eyes on the past (naturally), but also on the present, as we will find here the seeds of much of today’s Western thought and literature.
Student Learning Outcomes:
Upon successful completion of this course, students will be able to:

• Know the basic facts about Greek literary history, including its periodization, genres, a few poetic meters (dactylic hexameter, iambic trimeter, elegiac couplets), major authors, and major works. Know the salient characteristics and associations of these.
• Comprehend and interpret ancient Greek literature, placing it within the framework of its literary history, and analyzing the meaning of individual passages.
• Discern the classical roots of modern texts, and plumb what effects a text gains by accessing those roots.
• Think critically about the effect of a text upon its audience, including how it deploys rhetorical and poetic strategies to achieve that effect.

Components of your grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
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<tbody>
<tr>
<td>Response posting</td>
<td>20%</td>
</tr>
<tr>
<td>Paper: modern works</td>
<td>10%</td>
</tr>
<tr>
<td>Paper: passage analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Final examination</strong></td>
<td><strong>25%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Now, what does this all mean?

1. **Response posting.** In the first week of the course, I will divide the class into five groups. For each class day thereafter, the members of one of these groups must post a reading response. (See the schedule below; each person will have seven days on which he/she must post.) This response will be to the reading for the following day, and it must be posted at least 24 hours before the class at which we will be covering that reading. It must be at least 100 words long, and should feature at least 1) a quotation from the reading exemplifying what you find significant, and 2) an explanation of how you think the text achieves its effect. (The quotation, incidentally, does not count toward the 100 word requirement.) I have included the posting dates on the complete schedule below, but, just for your convenience, I give a brief synopsis here. Remember, the posting must be by 12:55 pm on each of the below dates:

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>8 Sep</td>
<td>11 Sep</td>
</tr>
<tr>
<td>20 Sep</td>
<td>22 Sep</td>
</tr>
<tr>
<td>2 Oct</td>
<td>4 Oct</td>
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<tr>
<td>15 Nov</td>
<td>3 Nov</td>
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</tbody>
</table>

27 January 2011
### Group III

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Aug</td>
<td>Homer, <em>Iliad</em> books 16–18</td>
</tr>
<tr>
<td>13 Sep</td>
<td>Archaic poetry (Alcaeus through Hipponax)</td>
</tr>
<tr>
<td>25 Sep</td>
<td>Sophocles, <em>Antigone</em> and <em>Oedipus at Colonus</em></td>
</tr>
<tr>
<td>6 Oct</td>
<td>Aristophanes, <em>Lysistrata</em></td>
</tr>
<tr>
<td>25 Oct</td>
<td>Plato, <em>Apology of Socrates</em></td>
</tr>
<tr>
<td>6 Nov</td>
<td>Hesiod; Callimachus, <em>Aetia</em></td>
</tr>
<tr>
<td>20 Nov</td>
<td>Menander, <em>Dyscolus</em></td>
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</tbody>
</table>

### Group IV

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sep</td>
<td>Homer, <em>Iliad</em> books 19–21</td>
</tr>
<tr>
<td>15 Sep</td>
<td>Choral lyric</td>
</tr>
<tr>
<td>27 Sep</td>
<td>Sophocles, <em>Oedipus Tyrannus</em></td>
</tr>
<tr>
<td>16 Oct</td>
<td>Herodotus, <em>Histories</em> book 1</td>
</tr>
<tr>
<td>27 Oct</td>
<td>Plato, <em>Ion</em></td>
</tr>
<tr>
<td>8 Nov</td>
<td>Epigrams</td>
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<tr>
<td>23 Nov</td>
<td>Chariton, <em>Callirrhoe</em></td>
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</tbody>
</table>

### Group V

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Sep</td>
<td>Homer, <em>Iliad</em> books 22–24</td>
</tr>
<tr>
<td>18 Sep</td>
<td>Aeschylus, <em>Seven against Thebes</em></td>
</tr>
<tr>
<td>29 Sep</td>
<td>Euripides, <em>Medea</em></td>
</tr>
<tr>
<td>13 Nov</td>
<td>Apollonius of Rhodes, <em>Argonautica</em> part 1</td>
</tr>
<tr>
<td>27 Nov</td>
<td>Plutarch, <em>Life of Alexander</em></td>
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</tbody>
</table>

2. **Papers.** You must write two short papers for this class. They are of different kinds. I will explain them briefly below. Your first paper is due on 30 September and your second on 18 November, but you may choose which of the two you wish to write first and which second. Your papers must be submitted electronically to my e-mail address by 10 AM on the day it is due. If, for some reason, you cannot submit the paper electronically, contact me and I can arrange to take a physical copy. Please bear in mind that, while I accept electronic submissions, I do not accept electronic excuses of any kind.

I give you a fair amount of latitude for your subjects in these papers, but I do require that you have your topics approved in advance. Your first paper topic must be submitted to me by 16 September at 10 AM; your second must be submitted by 4 November at 10 AM. While this topic approval is not itself graded, failure to get a topic approved in a timely manner, or failure to write on an approved topic, may result in a failing grade on the paper itself.

Please bear in mind that I have no problem with accepting early submissions. Turning in your paper early will result in my giving it closer attention when I read it; additionally, I will probably have a better attitude, since I will be less pressed for time. If you think you can run that risk, turn in your paper early, by all means.

Now, about the individual papers.
a. In your “modern works” paper, you will find a modern work that makes interesting use of themes we find in ancient Greek literature. Analyze how this modern work makes contact with those themes, and what effect they have on the audience. Differentiate between audiences that consciously understand the classical connection and those that do not. This paper must be between 1,500 and 2,500 words. A brief warning as you pick your topic: you would be wise to pick something where the ancient connection is not immediately obvious. Why should I give you a top grade for something that requires no effort?

b. In your “passage analysis” paper, you will pick a short passage (about a half-page or less) from one of our readings and analyze it critically. Pick apart the author’s goals in deploying language in the way he does; show how the ideas and the style of the passage connect with historical events, or with the literary inheritance of the author’s time. In short, coherently display that you know how the passage “works” to establish meaning, assert its authority, and persuade the reader. This paper must be between 2,000 and 3,000 words. Again, a brief warning: simple repetition of things heard in class, especially if performed on the same passages as I highlight in class, are unlikely to earn top marks.

If you would like to have additional guidance on how to write a good paper, I have extensive notes on the course website, and I am available in office hours to discuss your paper with you.

3. Quizzes. Quizzes will be given approximately every Friday. (See the schedule below.) Quizzes will be short (5 minutes) and will test knowledge of the material for the week. At my discretion, I may give some quizzes in addition to those listed on the schedule.

4. Midterm examination. A one-hour midterm will be given on 14 October. This midterm will be administered during class time and in the usual classroom. The midterm will consist of short questions about facts, reading passages for longer analysis, and essay questions. If you cannot take the midterm at the designated date and time, please let me know well in advance; I will then determine if and how it can be made up.

5. Final examination. The final examination will be administered in our usual classroom from 9:50 to 11:40 AM on 9 December. It will be similar in format and content to the midterm. I will not and cannot make exceptions to the time or place of this exam; you are obligated to be present for it on the 9th. Please make any vacation plans accordingly.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>More than 100%</td>
</tr>
<tr>
<td>A</td>
<td>93%–100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%–92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87%–89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83%–86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80%–82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77%–79.99%</td>
</tr>
<tr>
<td>C</td>
<td>70%–76.99%</td>
</tr>
<tr>
<td>D</td>
<td>60%–69.99%</td>
</tr>
<tr>
<td>E</td>
<td>Less than 60%</td>
</tr>
</tbody>
</table>

As you can see, I award an A+ only for more than 100%. Is this even possible? It is, but only by carefully shepherding extra credit points. I never plan to offer any extra credit, but invariably some extra credit opportunities pop up during the semester. If you’re doing your work
carefully and paying attention in class, chances are that some will come your way.

Caveat discens: The culture you are studying is foreign to us in many ways. In understanding a culture so different from our own, you will learn new ways of thinking and organizing your understanding of the world. I find this possibility very exciting, but I will admit that it can also be deeply unsettling. Since Greek culture is so different, it certainly cannot be expected that it will be supportive of the values that typify the western U.S. In some respects the Greeks are more “conservative,” such as in their attitudes toward aristocracy, war, and women; in others they are more “liberal,” especially in their attitudes toward religion, sexuality, and permissible speech. The truth is, the labels “conservative” and “liberal” scarcely apply here, because the Greeks divided up the world of ideas very differently, but my point is that study of this very different culture may bring you into contact with concepts that you may find offensive. It is never my goal to offend, but it would be irresponsible of me to avoid all potentially offensive material, especially when some of it strikes to the core of Greek culture.

If you judge that the material of this class may be excessively challenging for you, I urge you to discuss your concerns with me as soon as possible—either when those concerns arise, or, even better, at the beginning of the semester. I promise to listen sympathetically and work to resolve your concerns. In the vast majority of cases, a resolution can be found relatively easily. If not, then this course may not be right for you; it is better to discover this sooner, rather than later.

That said, I can say from long experience teaching this material that I do not often encounter problems: people seeking titillation usually come away disappointed, and those fearing it usually come away relieved that it was not so bad as they had feared. But I think it is fair to give warning. Getting an education is all about coming to know things you haven’t known before, so the student can never predict the results in advance.

Policy on gadgets in the classroom: The lecture format that this class takes assumes that class members will derive some value from hearing and seeing the instruction presented in class. I recognize that some people digest this information most easily by taking notes on laptop computers, and I have no problem with this, provided that it does not disrupt other students. “Disruption,” as I see it, includes using the computers in ways that are loud or otherwise distracting, playing games, and viewing websites. It may also include other things. Other devices, as far as I can tell, are not well fitted to note-taking, and must be primarily disruptive. Thus, you must refrain during class time from using cellphones, PDAs, music players, and whatever other new-fangled doo-hickey has just been marketed this week by our ever-innovative technology industry. Use of these items—including audible cellphone rings, which are distracting—may result in a penalty assessed to your grade. Additionally, use of any of these items (including, in this case, laptop computers) during a quiz or examination is strictly forbidden and may result in a score of zero for the quiz or examination.

Academic Dishonesty: All work in this class that is submitted for a grade must be entirely your own work. In the case of quizzes and tests, you are not permitted to seek or accept help from any person, text, or other source while taking the test or quiz. For your papers and response postings, you may consult, and cite with attribution, from other sources; you may not copy words or even ideas without attribution. More detailed standards may be found in the
writing guide on the course website. If you still have any questions, please ask me. The university’s guide to issues of academic dishonesty may be found at http://provost.asu.edu/academicintegrity.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (voice) or 480-965-9000 (TTY). For additional information, visit http://www.asu.edu/studentaffairs/ed/drc. The DRC’s hours are 8:00 AM to 5:00 PM, Monday through Friday.

A schedule follows. The schedule is subject to modification during the semester, but this represents a close approximation of my expectations for the course.

Schedule

F 19 Aug Introductory lecture

M 22 Aug Reading: Homer, Iliad books 1–3

W 24 Aug Reading: Homer, Iliad books 4–6

F 26 Aug Quiz day
    Reading: Homer, Iliad books 7–9
    Posting: Group I posts by 25 Aug at 12:55 PM.

M 29 Aug Reading: Homer, Iliad books 10–15 (12–15 to be read in selections)
    Posting: Group II posts by 28 Aug at 12:55 PM.

W 31 Aug Reading: Homer, Iliad books 16–18
    Posting: Group III posts by 30 Aug at 12:55 PM.

F 2 Sep Quiz day
    Reading: Homer, Iliad books 19–21
    Posting: Group IV posts by 1 Sep at 12:55 PM.

M 5 Sep No classes held; Labor Day holiday
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Reading</th>
<th>Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Sep</td>
<td>W</td>
<td>Homer, <em>Iliad</em> books 22–24</td>
<td>Group V posts by 6 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>9 Sep</td>
<td>F</td>
<td>Quiz day</td>
<td>Group I posts by 8 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>12 Sep</td>
<td>M</td>
<td>Archaic poetry (Archilochus through Solon)</td>
<td>Group II posts by 11 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>14 Sep</td>
<td>W</td>
<td>Archaic poetry (Alcaeus through Hipponax)</td>
<td>Group III posts by 13 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>16 Sep</td>
<td>F</td>
<td>Quiz day</td>
<td>Group IV posts by 15 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>19 Sep</td>
<td>M</td>
<td>Aeschylus, <em>Seven against Thebes</em></td>
<td>Group V posts by 18 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>21 Sep</td>
<td>W</td>
<td>Aristotle, <em>Poetics</em></td>
<td>Group I posts by 20 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>23 Sep</td>
<td>F</td>
<td>Quiz day</td>
<td>Group II posts by 22 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>26 Sep</td>
<td>M</td>
<td>Sophocles, <em>Antigone</em> and <em>Oedipus at Colonus</em> (brief excerpts)</td>
<td>Group III posts by 25 Sep at 12:55 PM.</td>
</tr>
<tr>
<td>28 Sep</td>
<td>W</td>
<td>Sophocles, <em>Oedipus Tyrannus</em></td>
<td>Group IV posts by 27 Sep at 12:55 PM.</td>
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<tr>
<td>30 Sep</td>
<td>F</td>
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*First paper due by 10 AM.*
M 3 Oct  **Reading:** Aristophanes, *Clouds* (up to line 868, when Socrates enters)
   **Posting:** Group I posts by 2 Oct at 12:55 PM.

W 5 Oct  **Reading:** Aristophanes, *Clouds* (the rest)
   **Posting:** Group II posts by 4 Oct at 12:55 PM.

F 7 Oct  **Quiz day**
   **Reading:** Aristophanes, *Lysistrata* (up to line 705, when Lysistrata enters)
   **Posting:** Group III posts by 6 Oct at 12:55 PM.

M 10 Oct  **Reading:** Aristophanes, *Lysistrata* (the rest)

W 12 Oct  Midterm review

F 14 Oct  **Midterm examination**

M 17 Oct  **Reading:** Herodotus, *Histories* book 1 (selections)
   **Posting:** Group IV posts by 16 Oct at 12:55 PM.

W 19 Oct  **Reading:** Herodotus, *Histories* book 7 (selections)
   **Posting:** Group V posts by 18 Oct at 12:55 PM.

F 21 Oct  **Quiz day**
   **Reading:** Thucydides, *Histories* book 1 (selections)
   **Posting:** Group I posts by 20 Oct at 12:55 PM.

M 24 Oct  **Reading:** Thucydides, *Histories* book 2 (selections)
   **Posting:** Group II posts by 23 Oct at 12:55 PM.

W 26 Oct  **Reading:** Plato, *Apology of Socrates*
   **Posting:** Group III posts by 25 Oct at 12:55 PM.

F 28 Oct  **Quiz day**
   **Reading:** Plato, *Ion*
   **Posting:** Group IV posts by 27 Oct at 12:55 PM.

M 31 Oct  **Reading:** Herondas, *Mimiambi* 6 & 7; Theocritus, *Idylls* 14–16
   **Posting:** Group V posts by 30 Oct at 12:55 PM.

W 2 Nov  **Reading:** Theocritus, *Idylls* 1, 3–7, 11, 13, 17
   **Posting:** Group I posts by 1 Nov at 12:55 PM.
F  4 Nov Quiz day
   Reading: Callimachus, *Hymns* 1, 2 (short excerpt), 5
   Posting: Group II posts by 3 Nov at 12:55 PM.
   Topic for second paper due by 10 AM.

M  7 Nov Reading: Hesiod (selections); Callimachus, *Aetia* (selections)
   Posting: Group III posts by 6 Nov at 12:55 PM.

W  9 Nov Quiz day
   Reading: Epigrams (selected)
   Posting: Group IV posts by 8 Nov at 12:55 PM.

F 10 Nov No classes held; Veterans Day holiday.

M 14 Nov Reading: Apollonius of Rhodes, *Argonautica* part 1 (abridged from books 1 & 2)
   Posting: Group V posts by 13 Nov at 12:55 PM.

W 16 Nov Reading: Apollonius of Rhodes, *Argonautica* part 2 (abridged from books 2 & 3)
   Posting: Group I posts by 15 Nov at 12:55 PM.

F 18 Nov Quiz day
   Reading: Apollonius of Rhodes, *Argonautica* part 3 (abridged from books 3 & 4)
   Posting: Group II posts by 17 Nov at 12:55 PM.
   Second paper due by 10 AM.

M 21 Nov Reading: Menander, *Dyscolus*
   Posting: Group III posts by 20 Nov at 12:55 PM.

W 23 Nov Reading: Chariton, *Callirrhoe* (selections)
   Posting: Group IV posts by 22 Nov at 12:55 PM.

24–25 Nov No classes held; Thanksgiving holiday.

M 28 Nov Reading: Plutarch, *Life of Alexander* (selections)
   Posting: Group V posts by 27 Nov at 12:55 PM.

W 30 Nov Reading: Lucian, *True History*

F  2 Dec Catch-up day

M  5 Dec Final exam review
W 7 Dec Reading day

F 9 Dec Final examination, 9:50–11:40 AM
Ancient Greek Literature
A Survey
SLC/GRK 294

Michael A. Tueller
Fall 2011
Arizona State University

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