The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Marta Oller Guzmán
Email: Marta.Oller@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Carlos Varias García

Prerequisites

It is highly recommended to have passed the subjects Elements of Greek Language and Greek Narrative Texts of the 1st year of the Degree in Sciences of Antiquity, as well as to have taken the subject Greek Historiography and Philosophy in the first semester of the 2nd year.

Objectives and Contextualisation

This subject belongs to the branch “Greek Philology”, and is a compulsory subject of the second year.

The subject deals withs the origins and characteristics of Greek epic poetry, and its continuity, through the study of the two major Greek epic poems in Antiquity: Homer's Iliad and Odyssey, which mark the beginning of Greek literature. A selection of passages from the Homeric poems, taken from the book: Antología de la Iliada y de la Odisea, by M. S. Ruipérez and collaborators, will be translated by students.

At the end of the semester students must be able to:

• translate and comment rightly passages from both Homeric poems,
• identify the thematic and formal characteristics of Greek epic poetry,
• appreciate what Homeric poems have contributed to western cultural legacy.

Furthermore, students will have to explain in detail the contents of the two compulsory readings in translation: Homer's Iliad and Hesiod’s Theogony, an author who will be explain more briefly at lectures.

Competences

• Apply grammatical knowledge acquired in the analysis and comprehension of Latin and Greek texts.
Learning Outcomes

1. Analyse the morpho-syntactic components of a Greek text, identifying those that are internal to a particular literary genre or dialect.
2. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Explain the context of the literary works whose characters, topics and clichés were passed down to the following tradition.
4. Extract information from the Greek and Latin texts on aspects of realia especially related to their historical and cultural context.
5. Identify in the Greek texts the characteristics of a particular literary genre.
6. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
7. Translate fragments of the Greek works proposed.
8. Write a metric commentary on a Greek text in verse.

Content

A. List of topics

1. Introduction to Greek epic poetry
   1.1. Origins of Greek epics. "Aoidoi" (singers) and "rhapsodes" (reciters).
   1.2. The oral tradition. The formular style.
   1.3. The epic language.
   1.4. The historical background of Greek epic poetry.
   1.5. The ‘Epic Cycle’ and other heroic poems.

2. The Homeric poems: Iliad, Odyssey
   2.1. The Homeric Question: The issue of the making of the Homeric poems.
   2.2. Structure and contents of Iliad.
   2.3. Structure and contents of Odyssey.
   2.4. The Homeric societies and their cultural values.
   2.5. Other poems ascribed to Homer.
   2.6. Transmission, modern editions and Homer's survival.

3. The Homeric Hymns

4. Hesiod

5. Apollonius of Rhodes and the renewal of the Epic in Hellenistic times.
B. Selection of passages to be translated

1. *Iliad* 1.1-244: Proem; a plague; quarrel between Akhilleus and Agamemnon; Akhilleus' wrath.


C. Reading of Homer's *Iliad* and Hesiod's *Theogony* in translation

Methodology

Attended lectures will be basically practical. The professor will devote time to:

1. Reading, translating and commenting the programmed texts' selection.

2. Giving to students means to can increase gradually the quantity of translated text.

3. Correcting the texts daily translated by the students, individually or in groups.

4. Commenting the linguistic, literary and sociocultural contents of the translated texts, focusing in particular on the aspects relating to their later tradition.

5. Explaining contents which help to contextualise the text.

Students will have to be responsible for bringing every day the text to be translated and commented.

Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Directed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises of translation and commentary</td>
<td>30.5</td>
<td>1.22</td>
<td>1, 2, 8, 6, 3, 4, 5, 7</td>
</tr>
<tr>
<td>Explanation of the subject's theoretical contents</td>
<td>15</td>
<td>0.6</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td><strong>Type: Supervised</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting additional bibliography</td>
<td>10</td>
<td>0.4</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Supervised translations</td>
<td>10</td>
<td>0.4</td>
<td>1, 8, 6, 7</td>
</tr>
<tr>
<td>Writing the review</td>
<td>5</td>
<td>0.2</td>
<td>2, 6, 3, 4, 5</td>
</tr>
<tr>
<td><strong>Type: Autonomous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises and translations</td>
<td>35</td>
<td>1.4</td>
<td>1, 2, 8, 6, 3, 4, 5, 7</td>
</tr>
<tr>
<td>Reading and review of Hesiod's <em>Theogony</em></td>
<td>20</td>
<td>0.8</td>
<td>2, 6, 3, 4, 5</td>
</tr>
<tr>
<td>Reading of Homer's <em>Iliad</em></td>
<td>20</td>
<td>0.8</td>
<td>2, 6, 3, 4, 5</td>
</tr>
</tbody>
</table>
Assessment

Evaluation

The evaluation of this subject is continuous and will be done according to the evaluation activities which are stated in the table below.

Given the eminently practical nature of this subject and in order to make a gradual learning of the contents, it is very important that the student considers the regular attendance at lectures and the execution and assessment of exercises, translations and several questions proposed in lectures within the periods stipulated by the professor, in order to show the understanding and use of the contents explained by the professor.

It is an essential requirement to obtain a minimum grade of 4 in each of the assessment activities to make a weighted average of all the grades that make up the final grade, an average that must reach 5 to pass the course.

In the event that the tests cannot be done in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and / or discussion discussions through Teams, ensuring that all students can access them.

The student will receive the grade of Not assessable as long as he / she has not completed more than 30% of the assessment activities.

Plagiarism

In the event that the student commits any irregularity that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final grade for this subject will be 0.

Procedure for reviewing grades

At the time of each assessment activity, the teacher will inform the students of the procedure and date of revision of the grades in the Moodle space of the classroom.

Reassessment procedure

To participate in the reassessment, students must have previously been assessed in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade.

Reaching a minimum mark of 4 in every evaluation activity is an essential requirement to do the final weighted average mark, which must be 5 or more to pass the subject. Only students who have failed an exam or a review with a mark below 4, or have not reach 5 in the final weighted average mark, can resit at the reevaluation. Only two exam's marks at the most, besides the review and the reading control, can be resitted.

Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in lectures</td>
<td>10%</td>
<td>0</td>
<td>0</td>
<td>1, 8, 4, 5, 7</td>
</tr>
<tr>
<td>Reading control of Homer's Iliad</td>
<td>15%</td>
<td>1.5</td>
<td>0.06</td>
<td>2, 6, 3, 4, 5</td>
</tr>
<tr>
<td>Review of Hesiod's Theogony</td>
<td>10%</td>
<td>0</td>
<td>0</td>
<td>2, 6, 3, 4</td>
</tr>
</tbody>
</table>
Written translation exam with dictionary and metrical, literary and sociocultural commentary of the Iliad (1st modular exam)  
30%  
1.5  
0.06  
1, 8, 6, 3, 4, 5, 7

Written translation exam with dictionary and metrical, literary and sociocultural commentary of the Odyssey (2nd modular exam)  
35%  
1.5  
0.06  
1, 8, 6, 3, 4, 5, 7

Bibliography

Compulsory handbook

Ruípérez, M. S. y colaboradores, Antología de la Iliada y de la Odisea, Madrid: Fundación Pastor de Estudios Clásicos 1990 [available at the web page: interclassica.um.es (secció "hemeroteca") or at fundacionpastor.e.telefonica.net].

Basic bibliography


Additional bibliography


Deger-Jalkotzy, Sigrid; Lemos, Irene (eds.), Ancient Greece: From the Mycenaean Palaces to the Age of Homer, Edinburgh 2006.


Finley, M. I., El món d'Ulisses, Barcelona 1985.


Catalan and Spanish translations of *Iliad* and *Theogony*


