

PROFESSOR HANNAH SILVERBLANK (hsilverb@haverford.edu) **Office: Hall 204.**

GREK101

Intermediate Greek: Worlds of Wonder

Class Time: MWF 10:30am-11:30am (Lutnick 002)

Syllabus, Fall 2019



In this semester of **Inter-
mediate Greek**, our shared
goal is to gain proficiency at

reading various dialects of ancient Greek and to apply tools of critical literary analysis to our reading. Building upon your previous reading in Attic Greek, you will encounter and learn to understand texts in the Koine, Ionic, and Homeric **dialects** (and a bit of Aeolic too). You will continue to develop your familiarity with Greek **syntax**, **morphology**, and **vocabulary**, and you will develop your readerly skills and your awareness of Greek literary history as we read extensive passages from a wide-ranging group of ancient authors.

You will also explore various representations of **wonder**, **awe**, and **marvel** in the ancient Greek imagination, across literary works, philosophical texts, histories, prose fiction, and fables. From divine miracles to marvelous monstrosities, from strange animals to floating islands, we will examine the ways in which various Greek authors conceptualize that which provokes awe, admiration, terror, and marvel. The nature of our discussions will be guided by the interests of the members of the class; I encourage you to express your enthusiasms and sources of curiosity to guide our shared inquiry.

DAILY IN-CLASS ACTIVITIES AND GOALS

In class, we will translate as a group, as individuals, and in small groups,

we will develop reading practices *beyond translation*,

we will, nevertheless, utilize translation as an **interpretive practice**,

we will develop our **grammatical** and **syntactical** toolkits for practical application,

we will learn about **Koine**, **Ionic**, **Attic**, and **Homeric dialects**.

θαῦμα, ατος, τό, Ion. θῶμα (cf. θαυμάζω): (ν. θεάομαι):

I. of objects, wonder, marvel; freq. c. inf., θ. ιδέσθαι a wonder to behold; θαῦμ' ὅτι . . . strange that; οὐ θαῦμά [έστι] no wonder
θαυμάτων κρείσσονα or πέρα things more than wondrous; in pl.,
also, puppet-show, toy theatre, θ. δεικνύναι, ἐπιδεικνύναι; of
menageries, Isoc. 15.213; of mechanical devices, Arist. Mech.; sg.,
puppet, Pl. Lg. 644d; trick, τὸ τῆς σοφιστικῆς δυνάμεως θ.

II. wonder, astonishment; θαύματος ἄξιος worthy of wonder; ἐν
θῶματι εἶναι to be astonished

GOALS, ACTIVITIES, AND PRACTICES OUTSIDE OF THE CLASSROOM

I will ask you to do the following:

Each class: read the assigned passage in Greek, with use of a lexicon, vocabulary lists, commentaries, and reference grammars. You may collaborate with classmates if you like (I encourage this!), and I will create an online forum for optional discussion of interesting and/or tricky passages. You can use this platform to help one another with homework or seek help.

- ⇒ Note: **Don't use Perseus to prepare your readings!** I strongly recommend that you avoid using web tools like Perseus, because these tools deprive you of long-term learning and sustainable study skills. If you have concerns about reading Greek without the aid of Perseus or a similar tool, I'd be more than happy to talk to you about how to break the habit while retaining the less damaging advantages it offers. Nevertheless, I trust you to have a good understanding of your own best learning practices, and I am always open to dialogue about methods and strategies you apply to your own language acquisition.

Daily: review vocabulary. Customized vocabulary sets for individual readings are available on Quizlet.

Each class: review your notes and reread the assigned passage after our class session is complete. This practice enables the following:

You strengthen your reading comprehension.

You solidify your vocabulary.

You allow yourself to address moments in class in which you were confused, take another stab, or reach out for help.

You reflect on what you did well and on the areas you'd like to develop your Greek comprehension further.

You keep your brain working in Greek at different levels of familiarity: first reading, second in-class reading, third reading (with faster review of familiar passages).

Note: This post-class recommendation is optional, but if you keep it organized in a document, notebook, or some legible other format, and turn it in at the end of the semester, you will receive a full grade boost of +0.15. The grade boost will undoubtedly be larger than that, though, since the review will strengthen your command of the language and the texts!

Each week: complete the assigned Greek grammar/syntax exercise. These exercises will be announced and distributed in advance, and they are due in classes on Friday. You may work on the assigned exercises throughout the week, but they must be submitted each Friday.

Each week: take a vocabulary quiz. These quizzes will be made available and distributed online in advance of each week. You must take the quiz and submit it in class each Friday, though you may take the quiz any day of the week that suits your schedule.

Textbooks

All course materials will be made available as PDFs on the course website.

If you wish to acquire a print lexicon to support your reading this semester, please purchase or otherwise acquire Liddell and Scott's *An Intermediate Greek Lexicon*. (ISBN-10: 1849025959 | ISBN-13: 978-1849025959)

No specific grammar book is required for the course, but it is highly recommended that you acquire a copy of Hansen & Quinn's *Greek: An Intensive Course* (ISBN-10: 0823216632 | ISBN-13: 978-0823216635).

If purchasing books for this course will impose a financial strain on you, please consider reaching out to the Sportula, a microgrants organization that provides financial support for Classics students (no questions asked!), or by looking into Haverford's LITFAR program to find financial support in other ways. You can also use copies of each of these texts on Reserve in the library. Professor Silverblank also sometimes has spare copies that she can lend to students, so don't hesitate to ask for help!

The Sportula (resources for Classics students): <https://thesportula.wordpress.com/>

LITFAR (financial assistance for Haverford students): <https://www.haverford.edu/deans-office-student-life/litfar-program>

Grading Formula:

Class community and contribution: 25%

Grammar/syntax homework: 10%

Vocabulary Quizzes: 15%

Tests (3): 30%

Essay or commentary (4-5 pages): 20%

This is the standard formula I use for calculating your grade at the end of the semester. Although I will calculate your grade based on these numbers, I will also consider **improvement over the course of the semester** as an opportunity to boost the grade slightly. In other words, if you find that you are bombing the early quizzes but make great strides by the end of the semester, your

happy progress will be reflected in your grade. This is not designed as an excuse to slack at the beginning (please don't! you'll set yourself up for failure very quickly), but rather as an opportunity to allow for exploration of learning styles and growing pains, and to reward hard work and dedicated improvement.

You do have an option of **proposing an alternative grade calculation** to me, if this one does not seem like a good fit for your strengths and goals. You can send me your schema by the end of the second week of classes (**Friday, September 13**), with an explanation of why your grade formula will improve your learning experience and your overall competence in the Greek language. We will meet to discuss whether we are in agreement about this. This is not an option to be taken up flippantly, but rather you should apply careful thought about your own learning and your individual goals for the course.

Technology policy:

You may bring tablets, laptops, phones, and all sorts of devices to class **if they are instrumental and essential to your learning experience**. I encourage you to analyze your own practices for ideal learning, and I trust you to make the right decision for yourself about whether a laptop will be an aid or a hindrance to your level of engagement, comfort, and comprehension in the class. Please consider how your device will affect your focus and attention, and consider how it will affect the experience of your classmates, before you decide to bring a laptop or tablet for use in class. **Perseus or other online parsing tools are not permitted in class (nor outside of class).**

Attendance and Absences:

I hope that you come to each class with **strong preparation** and a **willingness to contribute to our intellectual community**. Each class session will include valuable coverage of textual material, syntax/grammar review, vocabulary building, and critical analysis of texts. Consistent and routine attendance will support your overall learning process; constant contact with a language is essential for advancing your proficiency.

What if I'm sick, or have a religious holiday, or have an unexpected emergency?

You are permitted **three excused absences** over the course of the semester (i.e., the number of class meetings in a week), if you get in touch with me over email to announce that you will miss class. Other professors tend to expect explanations for absences, but I don't need to know the reasons for your absences unless you want to share.

What should I do if I accidentally sleep through my alarm?

If you accidentally slept in a bit and would be late to class, please come anyway, but understand that it is inappropriate to ask questions that would've been addressed in the section of class that you missed. You can catch up by asking me after class if you missed any important announcements, and you can get notes from your classmates. **Three late arrivals to class count as an unexcused absence.**

If you are **well enough to come to class but for some reason could not complete your homework**, I encourage you to attend class anyway (particularly if you can inform me over Slack or in person in advance of class/at the start of class that you are unprepared).

Evaluation of Class Participation

Your **class participation grade** should be fairly transparent to yourself and to me. Every day of class, you have the opportunity to gain THREE points towards your class participation grade:

If you miss class and do not have an excused absence, you will gain 0 points for this day.

If you come to class on time, you will gain 1 point.

If you come to class on time and you show that you are engaged and moderately prepared (by answering/asking questions, sharing ideas, working collaboratively in small group discussion, sharing ideas in larger group discussion, etc.), you can gain 2 points.

If you do all of this in a way that shows collaborative thinking, deep thought, thorough preparation, and engagement with the material, you will gain 3 points. To gain a high mark in this component of your grade, make sure that you come to class with a thorough understanding of what you've read, points of curiosity, and responses to the readings.

Contacting and addressing the professor:

My pronouns are she/her/hers, and I prefer to be addressed as Professor Silverblank (not Miss/Ms./Mrs. Silverblank) or Professor in person and in online communication.

Want to set up a meeting during office hours?

⇒ I encourage but do not require you to send a Slack message to let me know you're coming and what you'd like to discuss! (Helps prevent waiting times & traffic jams!)

Can't meet during my office hours, but want to talk anyway?

- ⇒ **Message me on Slack** with a request for a meeting and some days/times when you have availabilities.
- ⇒ In your message, **include information about your goals for the meeting and any questions or concerns** you want to address. This information helps us both stay organized!

Corresponding online: I check my Slack messages for the course twice daily: once in the mornings, and once in late afternoons. You can always expect a reply within 24 hours of messaging me, and I expect the same from you.

Anonymous contact: This course has an online suggestion box where you can provide anonymous feedback, accessibility requests, celebrations, and constructive criticisms. I will check the box weekly:

<http://freesuggestionbox.com/pub/ijjgdiy>

Note about disability & accessibility:

One of my goals as the professor of this course is to create an environment and a learning praxis that provides equal opportunities to grow for a variety of learning styles. Although I will always have more to learn as a teacher, I will strive to make this course as accessible and inclusive as possible for you all, and **I sincerely hope that you will consider yourselves my partners in this process. Your input helps to make these courses better and more accessible for students in the future.** If you know that you benefit from certain kinds of class activities, exercises, or learning formats, please do let me know, either anonymously online or by getting in touch with me directly.

"Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment - please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are **not retroactive** and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.”

Worlds of Wonder Course Calendar (subject to change)

Wk.	Date	Topics/Activities	Reading(s)	Assignments
1	W 9/4	Introduction	n/a	n/a
	F 9/6		Morice’s Stories: ‘The Chimaera’ & ‘The Talking Birds’	
2	M 9/9	Jesus’ miracles	Luke 8.1-16	
	W 9/11	Jesus’ miracles	Luke 8.17-36	
	F 9/13	Jesus’ miracles	Luke 8.37-56	-Vocab quiz -Syntax (H&Q)
	Su 9/15	<i>Penn Museum Trip (see handout for details)</i>	-	-
3	M 9/16	The adventures of Perseus & the Gorgon	Apollodorus, Bibliotheca II.iv.1-2	
	W 9/18	Perseus	Apollodorus, Bibliotheca II.iv.3-5	
	F 9/20	...Perseus	Apollodorus, Bibliotheca II.iv.3-5 (finishing up)	-Vocab quiz -Syntax
4	M 9/23	Heracles’ labors	Apollodorus, Bibliotheca II.iv.8-10	
	W 9/25	...Heracles	Apollodorus, Bibliotheca II.iv.11- II.v.1	

	F 9/27	...Heracles	Apollodorus, Bibliotheca II.v.2-4	-Vocab quiz -Syntax
5	M 9/30	...Heracles	Apollodorus' Bibliotheca 2.5.3-7	
	W 10/2	...Heracles	Apollodorus' Bibliotheca 2.5.8-9	
	F 10/4	Test	Review previous readings	-Vocab quiz -Syntax
6	M 10/7	Arion & the dolphin	Herodotus' Histories 1.23-24	
	W 10/9	Animal marvels: serpents, sheep, griffins, and one-eyed men	Herodotus 3.109, 113, 116	
	F 10/11	Animal marvels: Blemmyes, beasts, and a fishy portent	Herodotus 4.191; 9.120-121.1	-Vocab quiz -Syntax
Break	10/11-10/20	-	-	
7	M 10/21	ANTS! GIANT ANTS! GOLD-DIGGING GIANT ANTS!	Herodotus III.102.2-III.104.3	
	W 10/23	...ANTS!	Herodotus III.105-106	
	F 10/25	TBC	Herodotus TBC	-Vocab quiz -Syntax
8	M 10/28	Wonderful lies	Lucian's True History	
	W 10/30		Lucian	
	F 11/1		Lucian	-Vocab quiz -Syntax
9	M 11/4		Lucian	

	W 11/6		Lucian	
	F 11/8		Lucian	-Vocab quiz -Syntax
10	M 11/11		Lucian	
	W 11/13		Lucian	
	F 11/15	Test		-Vocab quiz -NO Syntax HW due
11	M 11/18	Typhon	Hesiod's Theogony	
	W 11/20	Typhon & other dragons	Homeric Hymn to Apollo	
	F 11/22	...	Homeric Hymn to Apollo	-Vocab quiz -Syntax
12	M 11/25	Typhon vs. Zeus	-Nonnus, Dionysiaca 1.145 -Apollodorus' Bibliotheca	
	W 11/27	Cassandra's terrible visions	Aeschylus, Agamemnon 1178-1202, 1214-1241	-
	F 11/29	No class (Thanksgiving)		-Vocab quiz -Syntax
13	M 12/2	The Pythia and the Erinyes	Aeschylus, Eumenides 34-63, 321-365	
	W 12/4	What is sublime?	Longinus, On the Sublime (selections)	
	F 12/6	...What is sublime?	Longinus, On the Sublime (selections)	-Vocab quiz -Syntax
14	M 12/9	Sublime desire	Sappho 31	
	W 12/11	Wiggle room/review		
	F 12/13	Test		