

CLCV 4800

**Reception and the Classical Tradition:****The Case of Homer**

W 8:35 – 11:25, Paterson Hall 234

Yukai Li

yukai.li@carleton.ca

Office Location

Office Hours: TBD

(123) 867-5309

**Course description**

What does classical reception have to do with classics? How can we think about the mutual relationships between a literary text, the tradition that produced it, and the the tradition it produces? In this course, we will think broadly and comprehensively through the questions and provocations of reception and the classics, using Homer and the Homeric tradition as our testbed. The choice of Homer is not an indifferent one. The unique position of the Homeric poems and what is known about their genesis over a period of centuries make impossible our usual assumptions of an individual poet finding expression in a creative work. The Homeric poems, then, have always already been in a process of reception, and provide the ground not only for studying reception theory in classics, but also for expanding and critiquing it.

The course is structured in two parts. In the first half, we introduce the idea of reception and trace the reception of the Homeric poems through various moments: from the epic cycle and archaic lyric, through the comic and the Vergilian sites of Homeric reception, to Homer in twentieth century poetry and translation and contemporary Hollywood cinema. In the second half, we think through different conceptions of reception and try to expand what reception can include. We examine the Homeric poems and Greek epic more broadly as themselves ways of receiving older traditions. Then, we read influential twentieth century works of Homeric scholarship to see how they reflect the Homeric poems' own desires, preoccupations, and self-conceptions, and think about how scholarship forms part of the always already underway reception that is the Homeric tradition.

**Prerequisite(s):** Knowledge of Greek and familiarity with the Homeric poems. Latin and German will be occasionally helpful but not essential. Please come to the first class having read the first week readings and re-read the Homeric poems recently.

**Readings**

(On library reserve and/or to be distributed as PDFs)

Anderson, W. S. 1957. 'Vergil's Second Iliad'. *TaPhA* 88: 17–30

- Arnold, M. 1896. *On translating Homer*.
- Auerbach, E. 1953. *Mimesis*. W. R. Trask (tr.). Princeton, NJ.
- Bakker, E. J. 2002. 'Khronos, kleos, and ideology'. in M. Reichel and A. Rengakos (eds), *Epea pteroenta: Beiträge zur Homerforschung* Stuttgart. 324-43
- 2005. *Pointing at the past: from formula to performance in Homeric poetics*. Washington, DC.
- Borges, J. L. and Levine, S. J. 1992. 'Some Versions of Homer'. *PMLA* 107: 1134-38
- Derrida, J. 1981. *Dissemination*. B. Johnson (tr.). Chicago.
- Dowden, K. 1996. 'Homer's Sense of Text'. *The Journal of Hellenic Studies* 116: 47-61
- Eliot, T. S. 1934. *The sacred wood; essays on poetry and criticism*. London.
- Foley, J. M. 1999. *Homer's traditional art*. University Park, PA.
- (ed.). 2005. *A companion to ancient epic*. Malden, MA.
- Fowler, R. L. (ed.). 2004. *The Cambridge companion to Homer*. Cambridge.
- Graziosi, B. 2002. *Inventing Homer: the early reception of the epic*. Cambridge ; New York.
- Graziosi, B. and Greenwood, E. (eds). 2010. *Homer in the twentieth century*. Oxford ; New York.
- Green, P. 2004. 'Heroic Hype, New Style: Hollywood Pitted against Homer'. *Arion* 12: 171-87
- Hardwick, L. and Stray, C. (eds). 2008. *A companion to classical receptions*. Malden, MA ; Oxford.
- Heinze, R. 1993. *Virgil's epic technique*. Berkeley.
- Jong, I. J. F. de 1987. *Narrators and focalizers: the presentation of the story in the Iliad*. Amsterdam.
- Kakridis, J. T. 1987. *Homeric researches*. New York.
- Kullmann, W. 1984. 'Oral poetry theory and neoanalysis in Homeric research'. *GRBS* 25: 307-23
- Lord, A. B. 1964. *The singer of tales*. Cambridge, MA.
- Lynn-George, M. 1988. *Epos: word, narrative and the Iliad*. Basingstoke.
- Martindale, C. and Thomas, R. F. (eds). 2006. *Classics and the uses of reception*. Malden, MA ; Oxford.
- Nagy, G. 1996. *Poetry as performance: Homer and beyond*. Cambridge.
- Nietzsche, F. 1869. 'Homer and Classical Philology'.
- Parry, M. 1971. *The making of Homeric verse*. Oxford.
- Pestalozzi, H. 1945. *Die Achilleis als Quelle der Ilias*. Zürich.
- Porter, J. I. 2002. 'Homer: the very idea'. *Arion* 10: 57-86
- Purves, A. C. 2010. 'Wind and time in Homeric epic'. *TaPhA* 140: 323-50
- 2015. 'Ajax and other objects: Homer's vibrant materialism'. *Ramus* 44: 75-94
- Reichel, M. and Rengakos, A. (eds). 2002. *Epea pteroenta: Beiträge zur Homerforschung*. Stuttgart.
- Saussure, F. de 1974. *Course in general linguistics*. C. Bally A. Sechehaye and A. Riedlinger (tr.). London.
- Schadewaldt, W. 1938. *Iliasstudien*. Leipzig.
- Solomon, J. 2007. 'The Vacillations of the Trojan Myth: Popularization & Classicization, Variation & Codification'. *International Journal of the Classical Tradition* 14: 482-534
- Weil, S. 1965. 'The Iliad, or the Poem of Force'. *Chicago Review*. 18: 5-30
- West, M. L. 1997. *The east face of Helicon: west Asiatic elements in Greek poetry and myth*. Oxford ; New York.
- Winkler, M. M. (ed.). 2007. *Troy: from Homer's Iliad to Hollywood epic*. Malden, MA.
- Wolf, F. A. 1985. *Prolegomena to Homer*. A. Grafton, G. W. Most and J. E. G. Zetzel (tr.). Princeton, NJ.

## Grading

Attendance & participation	20%
In-class presentation	20%
Final paper	60%

## Evaluation guidelines

- The final paper will be on a topic of your choice related to course materials. It will be between 15 and 20 double spaced pages, not including bibliography, with 1 inch margins and set in 12 point font. Please refer to university guidelines on citation and plagiarism.
- There are no exams.

## Course Policies

- This is a seminar and every part of the course outline can be modified according to the needs and interests of the participants. We will discuss this in the first class and throughout the term.
- Assigned readings should be completed before the class for which it was assigned. Students should come to class prepared for discussion. Students will take it in turns to introduce the week's readings and guide discussion.
- One unexcused absence during the semester is allowed without penalty. Further absences will result in grade deductions of 2% per class missed.

## Course Schedule

\* indicates optional readings. More readings will be designated optional as the course progresses.

WEDNESDAY	
Sep 6th	<p><b>The problem of reception</b>            *Jauss, "Literary history as a challenge to literary theory"            *Eliot, "Tradition and the individual talent"            Budelmann and Haubold, "Reception and tradition" (in Hardwick and Stray)            Batstone, "Provocation: the point of reception theory" (in Martindale and Thomas)</p>
13th	<p><b>The Homeric Question</b>            from Wolf, <i>Prolegomena to Homer</i>            Nietzsche, "Homer and classical philology"            from Graziosi, <i>Inventing Homer</i>            Porter, "Homer: the very idea"            Turner, "The Homeric question" (in Morris and Powell)</p>
20th	<p><b>The ancient reception of Homer</b>            summaries and fragments from the Epic Cycle            from Aristotle, <i>Poetics</i>            Sappho 16 and 44            Burgess, "The epic cycle and fragments" (in Foley 2005)            Graziosi, "The ancient reception of Homer" (in Hardwick and Stray)            Hunter, "Homer and Greek literature" (in Fowler 2004)</p>

WEDNESDAY	
27th	<p><b>Homer and the comic</b>  Euripides, <i>Cyclops</i>  Theocritus, <i>Idyll</i> 11  from Lucian, <i>True Histories</i></p>
Oct 4th	<p><b>Vergil</b>  <i>Aeneid</i> II, III, VIII  Anderson, "Vergil's second <i>Iliad</i>"  from Heinze, <i>Virgil's epic technique</i>  Bakker, "<i>Khronos, kleos, and ideology</i>" (in Reichel and Rengakos)</p>
11th	<p><b>Homer and twentieth century poetry</b>  Yeats, "Leda and the Swan" and "No Second Troy"  from HD, <i>Helen in Egypt</i>  Auden, "The Shield of Achilles"  from Walcott, <i>Omeros</i>  from Oswald, <i>Memorial</i>  Weil, "The <i>Iliad</i>, or the poem of force"  Martin, "Homer among the Irish" (in Graziosi and Greenwood)  Davis, "Homecomings without home" (in Graziosi and Greenwood)</p>
18th	<p><b>Homer on film: <i>Troy</i></b>  <i>Troy</i> (2004)  Green, "Heroic hype, new style"  Winkler, "The <i>Iliad</i> and the cinema" (in Winkler 2007)  Solomon, "Viewing <i>Troy</i>: authenticity, criticism, interpretation" (in Winkler 2007)  Solomon, "The vacillations of the Trojan myth"  Ahl, "<i>Troy</i> and the memorials of war" (in Winkler 2007)  Purves, "Wind and time in Homeric epic"</p>
25th	<p><b>Fall break</b></p>
Nov 1st	<p><b>Reception and translation</b>  from Logue, <i>War music</i>  from Arnold, "On translating Homer"  Borges, "Some versions of Homer"  Greenwood, "Logue's Tele-vision" (in Graziosi and Greenwood)</p>

WEDNESDAY	
8th	<p><b>Greek epic as reception</b>            Katz, "The Indo-European context" (in Foley 2005)            Burkert, "Near Eastern connections" (in Foley 2005)            from West, <i>The East Face of Helicon</i>            Morris, "Homer and the Near East" (in Morris and Powell)</p>
15th	<p><b>The Homeric poems as reception I: Orality, history, and linguistics</b>            from Saussure, <i>Course in general linguistics</i>            from Parry, <i>The making of Homeric verse</i>            from Lord, <i>The singer of tales</i></p>
22nd	<p><b>The Homeric poems as reception II: Traditional rewriting, rewriting tradition</b>            from Kakridis, <i>Homeric researches</i>            from Schadewaldt, <i>Iliasstudien</i> and Pestalozzi, <i>Die Achilleis als Quelle der Ilias</i> (translated)            Kullmann, "Oral poetry theory and neoanalysis in Homeric research"            Dowden, "Homer's sense of text"</p>
29th	<p><b>Homeric scholarship as reception: What does oral theory want?</b>            from Derrida, "Plato's pharmacy"            from Nagy, <i>Poetry as performance</i>            from Foley, <i>Homer's traditional art</i>            from Lynn-George, <i>Epos: word, narrative and the Iliad</i></p>
Dec 6th	<p><b>Homer without reception: The desire for immediacy</b>            from Auerbach, <i>Mimesis</i>            from de Jong, <i>Narrators and focalizers</i>            from Bakker, <i>Pointing at the past</i>            Purves, "Ajax and other objects"</p>



## University Regulations for All Humanities Courses

### Copies of Written Work Submitted

---

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Academic Integrity at Carleton

---

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

### Academic Accommodation Policy

---

#### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## Grading System at Carleton University

---

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System Chart](#)

## Course Sharing Websites and Copyright

---

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## Statement on Class Conduct

---

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

## Deferred Term Work

---

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

## Deferred Exams

---

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination;** and
2. be fully supported by appropriate documentation and in cases of illness by a medical certificate dated no later than one working day after the examination or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).



Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to: [Registrar's Office](#)

## Withdrawal From Courses

---

Withdrawn. No academic credit, no impact on the CGPA.

**NEW FALL 2017:** WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

**Dates can be found here:** <http://calendar.carleton.ca/academicyear/>

## Department Contact Information

---

**College of the Humanities** 300 Paterson Hall (613)520-2809

[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

**Greek and Roman Studies** 300 Paterson Hall (613)520-2809

[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

Drop Box is outside of 300 P.A.

**Religion** 2A39 Paterson Hall (613)520-2100

[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

Drop box for RELI Term Papers and assignments is outside of 2A39 P.A.

**Registrar's Office** 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

## Student Resources on Campus

---

[CUKnowHow Website](#)