

CLCV 4800: *Seminar* Homer in the past one hundred years

Time & Location

T 11:35-2:25

PA 246

Instructor

Yukai Li

Email

yukai.li@carleton.ca

Office Location

Paterson 2A56

Office Hours

TBD

Course Overview

This course will introduce students to key developments in Homeric studies in the past hundred years, focusing on the *Iliad*. We will be reading and discussing the poem alongside topics in scholarship, including the historical and literary problems of the authorship and oral poetic traditions.

This seminar aims to develop students' skills in engaging with scholarly and critical literature in the classics. There will be many opportunities for presenting a scholarly argument and responding to it, both verbally and in writing. The main assessment will be a final paper due one week after the last meeting (due December 10).

Texts

Lattimore, R. 1951. *The Iliad of Homer*. Chicago, IL.

Other texts will be distributed as PDFs on CULearn:

Allan, W. 2008. "Performing the will of Zeus: the Διὸς βουλή and the scope of early Greek epic". in M. Revermann and P. Wilson (eds), *Performance, iconography, reception: studies in honour of Oliver Taplin*. Oxford. 204–16

Arthur, M. B. 1981. "The divided world of *Iliad* VI". *Women's Studies* 8: 21–46

Bakker, E. J. 2005. *Pointing at the past: from formula to performance in Homeric poetics*. Washington, DC.

Dowden, K. 1996. "Homer's sense of text". *The Journal of Hellenic Studies* 116: 47–61

Foley, J. M. 1999. *Homer's traditional art*. University Park, PA.

Fowler, R. L. (ed.). 2004a. *The Cambridge companion to Homer*. Cambridge. --- 2004b. "The Homeric question". in R. L. Fowler (ed.), *The Cambridge companion to Homer*. Cambridge. 220–32

Griffin, J. 1980. *Homer on life and death*. Oxford : New York.

Jong, I. J. F. de 2004. *Narrators and focalizers: the presentation of the story in the Iliad*. Bristol.

Kakridis, J. T. 1987. *Homeric researches*. New York.

Kullmann, W. 1984. "Oral poetry theory and neoanalysis in Homeric research". *GRBS* 25: 307–23

- Lardinois, A. and McClure, L. (eds). 2001. *Making Silence Speak: Women's Voices in Greek Literature and Society*.
- Lattimore, R. 1951. *The Iliad of Homer*. Chicago, IL.
- 1967. *The Odyssey of Homer*. New York, NY.
- Lord, A. B. 1964. *The singer of tales*. Cambridge, MA.
- Morris, I. and Powell, B. B. (eds). 1997. *A New Companion to Homer*. New York, NY.
- Morrison, J. V. 1997. "Kerostasia, the dictates of fate, and the will of Zeus in the Iliad". *Arethusa* 30: 276–96
- Murnaghan, S. 1997. "Equal honor and future glory: the plan of Zeus in the Iliad". in D. H. Roberts, F. M. Dunn and D. Fowler (eds), *Classical closure: reading the end in Greek and Latin literature*. Princeton, NJ. 23–42
- Nagy, G. 1979. *The best of the Achaeans: concepts of the hero in Archaic Greek poetry*. Baltimore, MD.
- Parry, M. 1971. *The making of Homeric verse*. Oxford.
- Russo, J. A. 1968. "Homer against His Tradition". *Arion* 7: 275–95
- Scully, S. 2003. "Reading the Shield of Achilles: Terror, Anger, Delight". *Harvard Studies in Classical Philology* 101: 29–47
- Squire, M. 2013. "Ekphrasis at the forge and the forging of ekphrasis: the 'shield of Achilles' in Graeco-Roman word and image". *Word & Image* 29: 157–91
- Taplin, O. 1980. "The Shield of Achilles within the 'Iliad'". *Greece & Rome* 27: 1–21
- Vernant, J. P. 1991. "A 'Beautiful Death' and the Disfigured Corpse in Homeric Epic". in *Mortals and immortals: collected essays*. Princeton, N.J. 50–74
- Willcock, M. M. 1997. "Neoanalysis". in I. Morris and B. B. Powell (eds), *A New Companion to Homer*. New York, NY. 174–89
- Wolf, F. A. 1985. *Prolegomena to Homer*. A. Grafton G. W. Most and J. E. G. Zetzel (eds. and tr.). Princeton, NJ.
- Woman, N. 2001. "This voice which is not one: Helen's verbal guises in Homeric epic". in A. Lardinois and L. McClure (eds), *Making Silence Speak: Women's Voices in Greek Literature and Society*: 19–37

Grading

- Attendance and participation: 20%
- In-class presentations: 15%
- Reading responses: 15%
- Final paper: 50%

Notes

- Regular attendance is essential. Regular attendance includes the assumption that you come prepared to class and be actively engaged during class. You are allowed one unexcused absence before your grade starts to become affected.
- The in-class presentations or presentation (depending on enrolment) will be an opportunity for students to choose a week in which to present the week's reading, raise questions about it, and to take a leading role in the discussion to follow. Depending on numbers, there may be the possibility of working in pairs.
- Reading responses are three written responses to the secondary literature in weeks of the student's choosing, at least two of which are due before the midterm break. These are expected to be around 600 words long and include analysis of the argument of the reading, as well as critiques of it.
- The final paper can (although does not have to) build on issues raised in reading responses or presentations. The paper will be expected to engage with both primary texts and synthesise several of the secondary readings in order to make an argument. Students will make a preliminary presentation on the topics they would like to work on the week after the break, and a further presentation of their planned argument in the last session.

Course Schedule

Schedule is tentative and can change depending on interest. Some will be optional.

Week	Topic	Readings
Week 1	Introductions and organisation	None, but bring your <i>Iliad</i>
Week 2	Homer as a question	<i>Iliad</i> 1-2 Fowler, "Homeric question" Wolf, <i>Prolegomena</i> selections
Week 3	Theory of orality 1	<i>Iliad</i> 3-4 Saussure, <i>Course in general linguistics</i> Parry, <i>Making of Homeric verse</i> , 2-23, 118-45
Week 4	Theory of orality 2	<i>Iliad</i> 5-6 Lord, <i>Singer of tales</i> , ch. 5 Foley, <i>Homer's traditional art</i> , ch. 1 and 2 Russo, "Homer against his tradition"
Week 5	Nagy	<i>Iliad</i> 7-8 Nagy, <i>Homeric questions</i> , ch. 2 Nagy, <i>Poetry as performance</i> , ch. 2 (?)
Week 6	Fame and honour	<i>Iliad</i> 9-10 Vernant, "A 'beautiful death'" Nagy, <i>Best of the Achaeans</i> , TBD

Week	Topic	Readings
Week 7	Neoanalysis	<i>Iliad</i> 11-12 Dowden, "Homer's sense of text" Kakridis, <i>Homeric researches</i> , 65-75 Kullmann, "Oral poetry theory and neoanalysis" Willcock, "Neoanalysis"
Break (Oct. 21-5)		
Week 8	Paper topic presentations	<i>Iliad</i> 13-14
Week 9	Fate	<i>Iliad</i> 15-16 Allan, "Performing the will of Zeus" Bakker, <i>Pointing at the past</i> , ch. 6 Morrison, "Kerostasia" Murnaghan, "Equal honor and future glory"
Week 10	Ekphrasis	<i>Iliad</i> 17-18 Scully, "Reading the shield of Achilles" Squire, "Ekphrasis at the forge" Taplin, "The shield of Achilles"
Week 11	Narratology	<i>Iliad</i> 19-20 De Jong, <i>Narrators and focalizers</i> , ch. 2 & 4
Week 12	Gender	<i>Iliad</i> 21-22 Katz, "Divided world" Worman, "This voice which is not one"
Week 13	Overflow, paper presentations	<i>Iliad</i> 23-24 TBD



University Regulations for All College of the 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 [here](#).

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 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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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](#)

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 Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online 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](#).

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

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

Department Contact Information

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

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

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST 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](#)

[Academics: From registration to graduation, the tools for your success.](#)