

Greek Poetry: Euripides' *Medea*

MTh2 (D/C) 10:55am – 12:15 pm ~ Ruth Adams Building 003

Instructor: Professor Emily Allen-Hornblower ~ emiallen@rci.rutgers.edu

Course description and goals:

Reading Greek: This course will increase the speed and ease with which you are able to read and translate Ancient Greek through the intensive reading of one of Euripides' most famous dramas, the *Medea*. The regular and intensive reading will also enable you to develop greater familiarity with Greek grammar, syntax and style. In class, we will read aloud, discuss any grammatical and syntactical issues, and translate. Your goal: to move beyond strictly translating to actually reading and understanding the text *in the Greek*. This will make for less stilted translations: the same word will not always be translated in the same way, as you get a better sense of each term's semantic range.

Note: do not read aloud a written translation of your own in class – tackle the Greek hands-on once again. Try to memorize as much of the vocabulary as you can.

Greek tragedy in context:

- Throughout our reading, as time allows, we will address broader questions raised by the *Medea*, such as structural elements of Greek tragedy; aspects of ancient Greek theater, and dramatic performance and conventions. We will also discuss major issues raised in Euripides' *Medea* – including that of treason, boundary transgression and murder of kin in Greek tragedy, Greek self-definition and the concept of the “Other,” and questions of gender and barbarity.
- We will be reading some other Greek literary texts pertaining to *Medea* in translation, to develop a sense of intertextuality through literary



The “Medea Krater” by the Policoro painter. Italian, late 5th –early 4th c. Cleveland Museum of Art

comparanda (Homer, Pindar, Apollonius of Rhodes). Time allowing, we may examine the heritage of *Medea* to our day.

- You may also be doing some secondary reading, mainly of articles. We will determine how much outside reading is appropriate based on how the first few weeks go. Student suggestions as to secondary reading or listening (*Medea*'s musical heritage is considerable) are also encouraged.

Requirements:

- Regular attendance and active participation: 30%
- Prepared readings in Greek (again: *do not* read aloud your translation in class – tackle the Greek hands-on) – included in the 30% above
- 10-20 minute translation and grammar quizzes: 20%
- midterm quiz – a longer version of the earlier quizzes: 20%
- final examination: 30%

Office hours:

Thursday 3-4pm and by appointment. Please always let me know whether you intend to come to office hours so you do not overlap with each other or students from another class.

Texts to be purchased from the university bookstore:

- 1) Kwinter, M. (1999). *Euripides' Medea*. Bryn Mawr, PA: Bryn Mawr Commentaries. ISBN 0929524926. Required.
- 2) J. Morwood (translator) and E. Hall (introduction). (2009, reissue edition). *Medea and Other Plays (Oxford World's Classics)*. Chicago and London: University of Chicago Press. ISBN 978-0199537969 (pbk.) Required.
- 3) Mastronarde, D.M., ed. *Euripides: Medea*. Cambridge University Press. ISBN 0521643864 (pbk.)

Suggested translations for additional background reading, also available at the university bookstore, as well as at RUL:

- 1) *Iliad*. Homer. Tr. Stanley Lombardo. Hackett Publishing 1997. ISBN 0-87220-352-2
- 2) *Odyssey*. Homer. Tr. Stanley Lombardo. Hackett Publishing. 2000. ISBN 0-87220-484-7

Additional Reading, which I can put on reserve at Alexander Library at your request:

- Ahl, F. (1986). *Seneca: Medea. Translated with an Introduction*. Ithaca and London: Cornell University Press
- J. J. Clauss and S. I. Johnston eds. (1997) *Medea: Essays on Medea in Myth, Literature, Philosophy, and Art* Princeton: Princeton University Press
- Green, P. (1997). *The Argonautika: The Story of Jason and the Quest for the Golden Fleece. Translated, with introduction and glossary*. Berkeley: University of California Press
- Grene, D. and R. Lattimore (1953) *Aeschylus I. Oresteia: Agamemnon, The Libation Bearers, The Eumenides*. Chicago : The University of Chicago Press
- Mastronarde, D. J. (2002). *Euripides: Medea*. Cambridge: Cambridge University Press

⇒ You should own **Hansen and Quinn's Greek: An Intensive Course** and **North and Hillard** (if not, you can order HQ online - used and new - fairly easily, and should do so asap). <http://www.amazon.com/Greek-Intensive-Course-Revised-Edition/dp/0823216632>
For North and Hillard (NH) see online textkit and on our website.

- Liddell and Scott's** *Intermediate Greek-English Lexicon* (so-called "Middle Liddell") is useful, but can be accessed through Perseus: <http://www.perseus.tufts.edu/>
- ⇒ Feel free to use **Perseus** as a tool **if you are stuck on a form**. However, keep in mind the text is different from ours at times, and that you should be using it as a rapid lexicon, **not** as a grammar crutch. Only use it to identify a form if you are stumped; otherwise, take the time to figure out the morphology on your own.

Course website: The course website is accessible through the Sakai homepage:

<https://sakai.rutgers.edu/> where you can log in with your NetID and password. The website will likely be used for communication purposes and for posting of any digital materials.

Throughout the term, resources and announcements will be posted to this site. You will receive notification by e-mail each time a new item is posted. Our Sakai website will also be the primary way in which I will communicate with you outside of class. Go to our site to find anything you may have missed or lost: syllabus, etc. Assignments will be posted on the site, as will Resources (grammar tools, study tips, articles) and any review material for tests and the final exam. **Please check both your e-mail and the "Announcements" and "Resources" sections regularly.** You are responsible for any information I send to that address. Check it frequently.

For all course-related e-mail, please use your Rutgers e-mail account, or **notify me asap of your preferred e-mail address**. As soon as possible, **exchange contact information** with another student or students in the class. Use this in the unlikely event you must miss a class. You will need to find out what you missed and get the notes as well as find out the homework for the next session. Please let me know in advance if you absolutely must miss a class (religious or medical reasons only).

Schedule of Meetings and Readings:

- This is a *tentative schedule*. Depending on how much reading we are able to get through as a class in the first couple of weeks, we will alter the amount of weekly reading as we see fit. The amount of reading indicated thus far is a target we can aim for, but we may increase (or decrease) the readings as is appropriate. So far I have included a *tentative outline* until the midterm. The rest will follow as we go.
- Please note the dates of the **quizzes and midterm**. The midterm will be on Th, March 10th. The syllabus does not include ALL forthcoming **Hansen and Quinn (HQ)** and **other** assignments, since these will partly be determined based on what class needs become apparent. You will be informed of these as we go along.
- The lines indicated for each day must be prepared for that day.

Week 1: (half-week)

First meeting. Introduction to the course and its goals. Introductory discussion of the play. Sight reading of the beginning of the prologue of *Medea*.

Week 2:

M: Read to line 35, using Kwinter and Mastronarde (the latter is more thorough, the former may have some grammatical points the latter doesn't have). (2) Review HQ # 41 : conditional sentences (pp.93-98); #135: unattainable wish. Exs p.108: II. 1-3 (English to Greek). (3) Read Mastronarde pp.74-80: Structural elements of Greek tragedy.

N.B. The Mastronarde should be available at the RU bookstore. Please let me know if you do not have the book yet, ask me, and/or check our course website under "Resources" as "DM Medea Intro."

Th: (1) Read lines 36-66. (2) Do a first reading of Mastronarde 81-96, "Introduction to language and style" – this is a section you will want to refer back to regularly (see below). (3) Learn HQ #159: peithô p.592.

Week 3: We have our first quiz in week 3.

Monday: (1) Read lines 67-95. (2) Read Mastron. 97-103, notes 1-20: Introduction to prosody and meter (focus on the iambic trimeter). (3) Principal parts in NH pp.223ff = North and Hillard Appendix, available online from Textkit or on our website (the last element posted under "Resources"); memorize 1/afikneomai 2/gignomai 3/(pro-)didômi 4/gameo 5/aisthanomai. *These are based on the 1st 100 lines of Medea.* (4) Review the declension of eudaimôn in HQ #83 p.263 and HQ #159: peithô. Your knowledge of these and of the principal parts may be tested in class, orally.

Thursday: (1) Read lines 96-130. (2) Review Mastronarde on "language and style" (pp.81-96) (3) Go over sheet on conditional clauses (posted under "Resources") (4) review/learn the supplementary participle in HQ pp. 401-3 and 468-9 (#111 and 125). Also turn to p.728f for a useful recapitulation. Exs. p. 408: 1-5, 7, 11, 14.

The conditional sheet is under "Resources." Keep referring back to it if you need to.

(5) **QUIZ 1. See "Announcements" for details.**

Make sure you cover all the principal parts given up until last class. Also Peithô. Eudaimôn.**3rd declension nouns following genos (not on syllabus but announced in class). NH p.170. And all the lines of Medea up to the point we reached.

Note on principal parts: learn one verb a day, and learn it impeccably. Re-learn it several times over the course of the day. Aim to sit down, recite out loud, and write out the principal parts of the verb of the day about 5 times. That's less than 25 minutes total in one day. It WILL sink in by the end of the day. Start the next day by reciting the previous day's principal parts, then move on to the next verb.

Week 4:

Monday: (1) Read lines 131-172. (2) 6/(ep-) airô 7/akouô 8/gignôskô 9/(eis-/ek-)bainô 10/agô (3) Review usages of the optative and put together a sheet for yourself using HQ 718-21 (4) Reread Mastronarde pp. 97-103, notes 1-20: introduction to prosody and meter - focus on iambic trimeter.

Thursday: (1) Read lines 173-203. (2) Learn NH p.170 by heart (posted under "Resources")

Week 5:

Monday: (1) Read lines 204 - 234. (2) Go over HQ #162 p. 594, where you will see that your learning of the Attic declension actually has a use beyond recognizing certain rare nouns: adjectives! (3) Principal parts: 1/ dokeô 2/ boulomai 3/(h)aliskomai 4/ paschô 5/ legô 6/chraomai 7/ (kata-)luô 8/ echô 9/ (pro-, apo-)leipô

Thursday: (1) Read lines 235 - 270. (2) Read the entire play in translation. (3) Indirect statement: go over and start learning by rote #125 pp.465-70. Exs. I.1 through 5 and 8 p.480.

Week 6:

Monday: Read lines 271 - 315. (2) If you have not done so yet - finish reading the play in English in full. (3) Read E. Bongie, "Heroic Elements in the Medea of Euripides," *Transactions of the American Philological Association* 107 (1977) 27-56 (posted on the website under "Resources") (4) Review the third declension charts and verb charts, also posted under "Resources" (5) Remember we have a quiz next Wednesday, on all of Medea that we have read up until now, and all grammar points (including principal parts). You have no new principal parts for this week - just review the verb charts posted carefully!

Thursday: (1) Read lines 316 - 347. (2) **QUIZ 2** on grammar and what we have read up until now. For Wednesday, please do the following: 1. Indirect statement: go over and continue learning by rote #125 pp.465-70. < 2. Review the third declension charts and verb charts, posted under "Resources." 3. In terms of reading, go up to line 251. 4. Principal parts: 1/ dokeô 2/ boulomai

For the quiz:

1. Review the verbs above in 4.(4. Principal parts: 1/ dokeô 2/ boulomai 3/(h)aliskomai 4/ paschô 5/ legô 6/chraomai 7/ (kata-)luô 8/ echô 9/ (pro-, apo-)leipô)- in spurts of 10 minutes, 3 times a day. Orally and in writing. It's the only way.
2. In terms of translation, focus on lines 160-227. You will not be tested on any other lines. Review these carefully.
3. Go over HQ #162 p. 594
4. Third declension: see above, third declension charts and verb charts, also posted under "Resources."

HINT: nouns of the hê polis,poleôs variety should be reviewed particularly carefully.

Week 7:

Monday: Read lines 348 – 386 (2) Read and be prepared to discuss S. A. Barlow, "Stereotype and Reversal in Euripides' *Medea*," *Greece & Rome* 36 (1989) 158-171 (3) Grammar:

- a. principal parts of 1/dunamai 2/ ethelô 3/(en-)deô 4/(h)oraô 5/ erchomai 6/ ergazomai 7/ (ap-) ollumi 8/ zaô 9/ chraomai 10/ kteinô
- b. Review the declensions of adjectives (regular in os, ê, on) and comparatives such as meizôn; eudaimôn etc.

(4) Keep in mind we have a midterm the week after next (just before break), so go over the lines we have done so far in case you have any questions you would like to go over. E-mail me morphology questions; syntactical ones we will address together in class.

Thursday: Read lines 387 – 420.

Week 8:

1/ Monday: (1) Read lines 298-386 in English – that's right, **just in translation**. If you have already tackled the Greek from these lines, please e-mail me to let me know.

In Greek, focus on lines 364-386.

(2) Prepare for midterm on Thursday: review the grammar and p. parts listed under "Announcements," as well as what we have read so far from *Medea*.

Thursday Mar. 10: MIDTERM EXAMINATION: see outline of what to review under "Announcements."

Week 9: NO CLASS on MAR 14 or 17 - SPRING RECESS.

****** Weeks 10 and forward: will be adapted based on class progress and comfort to date ******

FINAL EXAMINATION:

The final exam will occur during exam period at the time scheduled by the registrar's office:

May 9, 8-11am. We will go over what to review and any remaining questions during our review session.

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Classics Learning Goals:

Students will be able to demonstrate mastery of ancient classical languages (in this case, Greek) and a broad knowledge of the ancient world. Students will be able to appreciate the interdisciplinary nature of the classics; make connections between the ancient and modern world; read critically; construct an original thesis statement and support it with logical evidence using several classical research databases.

Academic integrity:

General Academic Integrity Link:

<http://academicintegrity.rutgers.edu/>

Resources for instructors (and students) can be found at:

<http://academicintegrity.rutgers.edu/resources>

The Camden Plagiarism Tutorial (INTERACTIVE):

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

<http://academicintegrity.rutgers.edu/resources-for-students>

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.