

Ancient Greek 101: Fall 2010

University of Hawai'i at Mānoa

Teacher: Lloyd Hamasaki

Office: Moore Hall 496

Office Phone: 956-4191

Office Hours: MWF 1:30-2:30 pm,

Email: hamasaki@hawaii.edu

and by appointment.

Textbook

Ellsworth, J. D., *Reading Ancient Greek: A Reasonable Approach*, 2nd ed.

Grimal, Pierre, *The Penguin Dictionary of Classical Mythology*.

Learning Outcomes

Upon successfully completing this course, students will be able to

- read and understand selections from the epitome of the work entitled Περὶ ἀπίστων by the fourth century (B.C.E.) writer Palaephatus.
- demonstrate a knowledge of inflections, grammatical constructions, and vocabulary items found on the average page of a classical literary text.

Objectives

If you study ancient Greek for four semesters at the University of Hawaii, you will work towards competency at the intermediate level. Greek 101 is the introductory course in which you will learn the simplest grammatical concepts and proceed step by step to the more abstruse. No prior knowledge of grammar or any other language except English is required. All technical terms will be explained and illustrated when they first appear. All rules are stated with a view toward the recognition of forms and the constructions, not their production.

Since the ultimate purpose of this course is to teach you to read ancient Greek, a passage for translation follows the explanatory/exercise sections. Real Greek is read from the beginning: complete selections from the epitome of the work entitled Περὶ ἀπίστων by the fourth century (B.C.E.) writer Palaephatus. This writer attempts to explain the myths rationally, and his arguments are not difficult to follow. The explanations are usually interesting, and occasionally funny. They frequently involve word play and puns, which emphasizes the advantage of reading the original. The material as a whole is divided into separate sections, each one consisting of a short summary of a myth, a statement that it cannot be true, and the rational explanation. The result is that you will soon be reading ancient Greek within a familiar context: you will know the subject matter, how it is arranged, what false leads to ignore, and what guidelines to follow into unknown territory.

The material is distributed evenly in the first year among the 78 lessons (39 lessons in Greek 101) in small, easily absorbed units—there are no surprise assignments asking you to memorize massive amounts of information at one sitting.

You will learn less than 50% of all forms a verb possesses, but from the viewpoint of reading, approximately 90% of the forms encountered on the average page of a Greek text. In addition, since the process of verb formation is thoroughly explained, you will quickly master the less common tenses and moods early in the second semester.

Each lesson is designed for a single class period of 50 minutes, with a preparation time of two hours.

Daily Assignment and Exam Schedule

Aug.	23	M	Orientation	Oct.	1	F	Lesson 15	8	M	Lesson 28	
	25	W	Lesson 1		4	M	Exam 2	10	W	Lesson 29	
	27	F	Lesson 2		6	W	Lesson 16	12	F	Lesson 30	
	30	M	Lesson 3		8	F	Lesson 17	15	M	Lesson 31	
Sept.	1	W	Lesson 4		11	M	Lesson 18	17	W	Lesson 32	
	3	F	Lesson 5		13	W	Lesson 19	19	F	Exam 5	
	8	W	Lesson 6		15	F	Exam 3	22	M	Lesson 33	
	10	F	Lesson 7		18	M	Lesson 20	24	W	Lesson 34	
	13	M	Lesson 8		20	W	Lesson 21	29	M	Lesson 35	
	15	W	Lesson 9		22	F	Lesson 22	Dec.	1	W	Lesson 36
	17	F	Exam 1		25	M	Lesson 23		3	F	Lesson 37
	20	M	Lesson 10		27	W	Lesson 24		6	M	Lesson 38
	22	W	Lesson 11		29	F	Lesson 25		8	W	Lesson 39
	24	F	Lesson 12	Nov.	1	M	Lesson 26				
	27	M	Lesson 13		3	W	Exam 4		13	M	Final Exam
	29	W	Lesson 14		5	F	Lesson 27				noon-2:00 pm

Attendance and Preparation

Careful preparation and constant review are important features in language learning. Develop good study habits and see your instructor for support as needed. You are responsible for completing all work assigned on the day that it is due. Work may be submitted one class day late, but will automatically be docked 50% (without written proof of an emergency or, in the case of athletes, appropriate prior documentation from the UH Athletic Department). Thereafter, your work will be reviewed, but no credit will be granted.

You should complete each lesson assignment before the class meets, writing out the exercises, a translation of the reading selection from Palaephatus, and responses to the questions and instructions in the Notes and Queries section. When the class meets, the lesson should be gone over in detail, each student correcting his or her own homework as other students respond. The corrected homework assignment should then be turned in at the end of class.

Exams

The class exams, based on the material from the textbook and daily class discussions, provide feedback about your progress, allow you to demonstrate what you have learned, and indicate to your instructor where review may be needed.

These exams will include the production of forms and vocabulary that have been marked for memorization, identification of forms and vocabulary, relating of forms to models, a translation of a passage in Greek based on the reading selections, and answering questions about the forms and/or syntax used in the passage.

Exams must be taken at the scheduled times and dates, so make your travel arrangements accordingly (see the calendar for dates). In event of an emergency, you must contact your instructor prior to any exam or no makeup exam will be administered. No makeup exam of any kind will be given without written proof of an emergency (e.g., doctor, police, etc.) or, in the case of athletes, appropriate prior documentation from the UH Athletic Department.

Kokua

Students with disability-related needs or concerns are invited to contact the Kokua office in Student Services, room 13, 956-7511.

Grades

Daily homework (averaged):	40 points	100-97	A+
6 Exams:	60 points	96-93	A
Total:	100 points	92-90	A-
		89-87	B+
A final course grade of C- or better is		86-83	B
required to proceed to the next course.		82-80	B-
		79-77	C+
		76-73	C
		72-70	C-
		69-67	D+
		66-63	D
		62-60	D-
		59-0	F

Extra Credit

You may earn extra credit during the semester for attending or participating in designated cultural events related to the Classics department. These events will be announced in class. Speak with your instructor about how to earn these extra credits.

Note

As a courtesy to others, always turn off phones, beepers and other noisy devices until you have left the classroom.

Corrections to *Reading Ancient Greek, A Reasonable Approach, 2nd ed.*

Page 29, Section E, new note to line 3:

τινός: Modifies κώμης.

Page 37, Section D, Sentence 2:

The ball was thrown to the catcher.

This sentence should be changed to

It was thrown to the catcher.

Page 52, Section C, line 17:

Add 'or λύη' after λύει

Page 61, Section F, line 4:

The interlinear for πολεμισταί should be *warriors* or *combatants*.

Page 79, Section G, new note to line 4:

ὃν ἦκεν ... ἄγων: The participle may show any attendant circumstance, the participle being merely descriptive. The participle here can be translated by a verb. I.e., *which she had when she came*.

Page 138, Section D, Reading, line 4:

ού should be οὔ

Page 192, Section E, 3:

εἶλομεν should be εἶλομεν

Page 234, Section F, s.v. Καρκηδών:

Καρκηδών should be Καρχηδών

Page 314, Epigraph, line 2:

The interlinear for the first word ἐπίστανται should be *they feel sure*

Page 455, last line on page:

σωμάτων should be σωμάτοιιν

Page 493, line 10:

About Europe should be *About Europa*

How to write Greek letters

The arrows show you where to start when you write Greek letters. Always remember to write the breathing marks, as well as the iota subscripts!



Accents

Accents tell you which syllable is stressed when the word is pronounced. There are three different accents, but by the time of the New Testament, they were all pronounced the same. Here are the three kinds of accents, with a Greek word to illustrate each:

acute

circumflex

grave

λόγος

ἀρχῆ

θεὸς

lo gos

ar chē

the os

Breathings

The rough breathing is pronounced like an "h", and looks like a backwards comma written over a vowel. The smooth breathing is not pronounced at all, and looks like a regular comma written over a vowel. Note the difference between "en" and "hen":

smooth

rough

ἐν

ἥν

en

hen

There are two marks over the epsilon in "hen"; the first is the rough breathing, the second is the accent.

Iota subscripts

A vowel at the end of a word will sometimes have an "iota subscript" underneath it; here is an alpha with an iota subscript:

α̣

The iota subscript is not pronounced, but it can be helpful for identifying certain grammatical forms that we will learn about later (especially the dative case).

Punctuation

The period and comma are the same as in English. The semicolon is a raised dot, and is also used as a colon. The question mark looks like an English semicolon:

Period: .

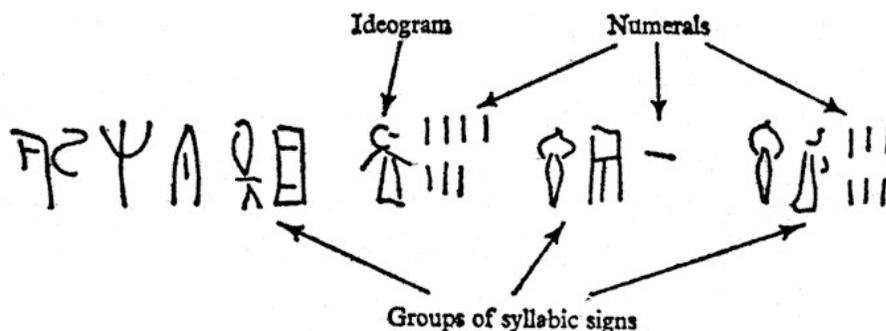
Comma: ,

Semicolon: ·

Question Mark: ;

The History of the Greek Language

The earliest records of written Greek are inscribed on baked mud tablets found at the beginning of the present century in the ruins of the palace of Knossos on Crete and, later, at sites on the Greek mainland. Written in a syllabic script known as Linear B in which each symbol represents a consonant plus vowel combination, they can be dated to the period immediately before the demise of the Minoan civilization of Knossos which occurred in about 1450 B.C. Unfortunately their decipherment has not revealed any great works of early literature; most of the tablets are inventories of property or deal with agricultural production and produce. However they represent the earliest records of any European language.

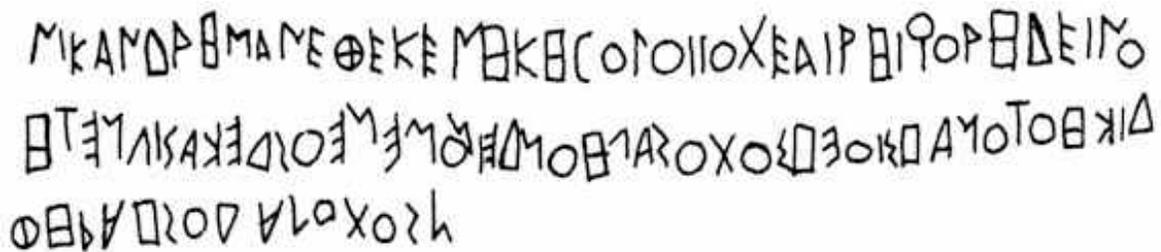


Linear B was essentially a syllabic script with each symbol representing a consonant-vowel combination

The dating of the Knossos tablets does not of course tell us anything of when Greek was first spoken in the Balkan Peninsula and in the lands around the Aegean Sea. Archaeological evidence and the development of dialects would indicate this predated the Knossos tablets by at least five hundred years.

The earliest inscriptions in the forerunner of today's Greek alphabet date from about 750 B.C., long after the Mycenaeans, mainland successors to the Minoans and heroes of the Trojan wars, had declined in influence and at about the time the poet Homer is said to have lived.

Homer, together with Hesiod the earliest of the famous writers of ancient Greece, is the subject of a vast scholarly literature. Some deny the existence of an individual poet and see the man as a personification of a long tradition of oral poetry while others have gone as far as to identify him with the "inventor" of the Greek alphabet, using his innovation to record the oral poetry of a long bygone age. Whatever the truth may be, it is generally held that parts of the Iliad use language that long predates the eighth century B.C. and that some of the descriptions of weapons and fighting techniques are consistent with the archaeological evidence from Mycenaean sites contemporary with the fall of Troy in about 1250 B.C. (according to archaeological evidence; 1184 B.C. according to the scholar Eratosthenes).



A very early Greek (around 650 BC) inscription with the text running from left to right then doubling back to run from right to left. This form of writing, resembling the path of the ox-drawn plough across a field, is known as *boustrophedon*. Unlike the example of linear B above, this is an early forerunner of the Greek script still in use today.

When considering ancient Greece it is important to be aware of the cultural and political background which was very different to that of a modern nation state. For much of this period Greece was fragmented into city states with their satellite colonies, each with its own political system and cultural values; these may, at various times, have traded with each other, fought each other or formed military alliances. In many cases they did all three. This separateness was reinforced by the Greek language which had evolved as a number of regional dialects through successive southern movements of Greek speaking peoples. The distribution of these dialects reflected patterns of migration and colonization and it did not follow that geographical closeness led to similarities in dialect. For example the Greek of Arcadia, the harsh mountainous interior of the Peloponnese, was closer to the Cypriot dialect than the Doric dialect used in the neighboring southern Peloponnese. This is usually explained in terms of colonization of Cyprus by Mycenaean Greeks from the Peloponnese in the late bronze age while the Doric Greeks who moved into the Peloponnese after the Mycenaean, never penetrated the inhospitable heartland of Arcadia. A further twist to dialect in ancient Greece is the practice of using a particular dialect for a particular literary form irrespective of the native speech of the author. Thus choral poetry is usually written in Doric even if written by a Boeotian such as Pindar or when used in Athenian (Attic) tragedy.

Bearing in mind that while Homer flourished in the 8th century B.C. (and some of his language was archaic even for that period) and Aristotle did not die until 322 B.C., not only do the texts popularly associated with ancient Greek writing span a considerable period of time (at least equal to the period between the present day and Shakespeare) but are composed in a number of distinct dialects. There is thus, at least in one sense, no such

thing as standard ancient Greek common to all speakers - although maybe one such candidate did emerge. During the classical period Athens acquired such political and cultural dominance among the Greek city states that the Attic dialect of the 4th century B.C. began to be accepted as the universal standard, at least for Greek prose.

However politics were soon to bring about further and more radical change to the Greek language, perhaps the most dramatic in its tortuous history. Philip II of Macedon (382 - 336 B.C.) followed by his yet more ambitious son, Alexander the Great (356 - 323 B.C.), a man whose ambition stopped at nothing short of becoming master of "all the known world", swept away the traditional city states, uniting Greece and the near and middle east into a massive empire extending south to Egypt and east into India. Although the Macedonian court was thought of by other Greeks of the time as provincial and only half civilized, Philip seems to have been a man of culture and used his wealth to bring to his court only the best money could buy (among his imports was the philosopher Aristotle as tutor for the young Alexander!) and adopted the Attic dialect as the language of his empire. The far reaching effect of this was, for the first time, to replace the dialects with a standard national language. However the extent of the empire also meant many people whose native tongue was not Greek attempted to express themselves through the medium of the classical Attic dialect resulting in an erosion and simplification of the language and changes in pronunciation that remain until this day. This form of Greek is known as the common language or *koine*. It is the language in which the Christian Gospels were originally composed and which is still used, largely unchanged, in the Greek Orthodox liturgy.

It may be supposed that when the Romans arrived in Greece (Greece became a Roman protectorate in 146 B.C.) and the near east, Greek would have been superseded by Latin. However if anything the reverse was true, the study of Greek being mandatory for the educated Roman, and the use of Greek was widespread throughout the eastern part of the Empire. The Empire itself was to divide in 395 A.D. with the eastern half being ruled from Constantinople (modern day Istanbul), the capital founded by the Emperor Constantine the Great in 330 A.D. In the 6th Century A.D. Greek became the official language of the Eastern or Byzantine Empire. Long after the Western Empire and Rome itself fell prey to invaders, the Byzantine Empire persisted under increasing pressure from Islam in the east and crusaders and avaricious Frankish and Italian princes in the west until the final fall of Constantinople to the Ottoman Turks in 1453. By this time most of present day Greece had been occupied and colonized by Franks and Venetians, themselves later to fall to the expanding Ottoman Empire. Thus just as western European was beginning to emerge with the start of the renaissance, a dark age finally descended on the Greek-speaking world.