

**University of Waterloo**  
**Department of Classical Studies**  
**GRK 102 Section 001 Class Number 3091/3597**  
**Introduction to Classical Greek II**  
**Winter Term 2019**

**Lecture: MWF 11:30-12:20, DWE 1502; Tutorial Th 11:30-12:20, DWE 1502**

**Instructor and T.A. Information**

Instructor: Prof. Riemer Faber

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T.A: Matt Coleman

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Office Hours: Thursday 10:20-11:20

**Course Description**

The purpose of this course is to further introduce the student to the basic rules of ancient Greek, augmenting the vocabulary, grammar and syntax learned in GRK 101. The goal is to develop the ability to read adapted and simple Greek texts with the aid of the grammar book. As an intensive introduction, this course offers the student a rapid yet thorough exposure to classical Greek by means of teaching forms, rules and functions. Students are expected to have read the assigned chapters and reading passages in advance of each class, and to participate in and contribute to each meeting. Consequently we hope to gain a basic knowledge of the ancient Greek language and grammar, and also to gain a deeper appreciation of ancient Greek culture and history.

**Course Goals and Learning Outcomes**

Upon completion of this course, students should be able to:

- a. Conjugate Greek verbs, decline nouns and adjectives
- b. Demonstrate a knowledge of Greek vocabulary
- c. Read, understand and translate simple Greek sentences and stories as well as a few unabridged texts
- d. Possess an appreciation for the history, culture and language of ancient Greece
- e. Have a better understanding of the rules of English grammar and syntax

**Required Texts**

- M. Balme & G. Lawall. *Athenaze Book One*. 3rd Edition. Oxford: Oxford University Press, 2016.
- M. Balme & G. Lawall. *Athenaze Book Two*. 3rd Edition. Oxford: Oxford University Press, 2016.

**Optional Text**

- J. Morwood, *Oxford Grammar of Classical Greek*. Oxford: Oxford University Press, 2003.

## Online Resources:

*Ketos: Online Exercises to Accompany Athenaze an Introduction to Ancient Greek:*

<http://arts.uwaterloo.ca/~ketos/>

*Ancient Greek Tutorials:* [http://socrates.berkeley.edu/~ancgreek/ancient\\_greek\\_start.html](http://socrates.berkeley.edu/~ancgreek/ancient_greek_start.html)

*Athenaze Greek Exercises:* <http://web.uvic.ca/hrd/greek/>

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Class Participation	Throughout Term	10%
5 Quizzes/Assignments (best 5 of 7)	Jan. 14, Jan. 16, Jan. 25, Feb. 11, Mar. 8, Mar. 22, Apr. 4	40%
Mid-Term Test	February 15	20%
Final Examination	Scheduled by Registrar	30%

### Assessment 1

Class Participation. As a major component of the course is the translation of texts, the completion of exercises, and the learning of grammar, students are expected to prepare for each meeting, and to contribute to the discussions. The grade for class participation (10%) is based on attendance and on active participation in translating the prescribed texts, answering the assigned questions, etc.

### Assessment 2

Quizzes and Assignments. There will be 7 quizzes/assignments throughout the term, based on the vocabulary, grammar, and readings covered since the previous quiz. They may include Greek to English and English to Greek translation, grammatical explanations, vocabulary, and forms. Assignments may vary in form and may include translation of set passages, exercises based on the textbook, grammar (parsing, etc.), syntax, and translation of English into Greek. The 5 best assignments / quizzes will be counted. Each quiz is worth 8% of the final grade.

### Assessment 3

Mid-Term Test. On **February 15** there will be a 50-minute, in-class mid-term test on Chapter 11-15. It may include vocabulary, grammar, forms, translation from Greek into English and *vice versa*, and translation of assigned readings. The test is worth 20% of the final grade.

### Assessment 4

Final Examination. The final exam will be scheduled by the Registrar's Office. It will cover materials treated from the beginning of the term, and may include vocabulary, grammar, syntax, morphology, translation of sentences from Greek into English (and *vice versa*), and translation of longer passages. Please note that student travel plans are not acceptable grounds for granting an alternative final examination time (see Exam Regulations). The exam is worth 30% of the final grade.

## Schedule of Lectures and Topics

<b>Week:</b>	<b>Dates:</b>	<b><i>Athenaze</i> Chapter; Readings; Exercises</b>
Week 1	January 7	Introduction Chapter 11α (203-208): Vocabulary; The Aorist Tense: Thematic 2 <sup>nd</sup> Aorist Active and Middle; Aspect (indicative; imperative; infinitive)
	January 9	Chapter 11α (208-215): Aspect cont'd (participles); Thematic 2 <sup>nd</sup> Aorist Active and Middle Participles; Common Verbs with Thematic 2 <sup>nd</sup> Aorists Exercise 11δ (odd numbers), 11ε (odd numbers)
	January 10	Read and Translate 'The Doctor' (203-205) Exercise 11ζ (even numbers), 11η (odd numbers)
	January 11	Chapter 11β (216-224): Vocabulary; Verbs with Thematic 2 <sup>nd</sup> Aorists from Unrelated Stems; Augment Read and Translate 'The Doctor' (216-217)
Week 2	January 14	Chapter 12α (225-229): Vocabulary; Sigmatic 1 <sup>st</sup> Aorist; Sigmatic 1 <sup>st</sup> Aorist Middle <b>Assignment 1</b> (Ex. 11θ; 11ι; 11μ; 11ν, even numbers only for all)
	January 16	<b>Quiz 1 (Ch. 11)</b> Read and Translate 'To the Piraeus' (225-227)
	January 17	Chapter 12α (230-231): Sigmatic 1 <sup>st</sup> Aorist Active and Middle Participles Exercise 12ζ; 12η
	January 18	Chapter 12β (236-244): Vocabulary; Asigmatic 1 <sup>st</sup> Aorist (Nasal/Liquid Stem Verbs) Exercise 12κ, 12λ (even numbers for both) Read and Translate 'To the Piraeus' (237-238)
Week 3	January 21	Chapter 13α (245-251): Vocabulary; Imperfect (past progressive) Tense, Regular/Contract Verbs, Active and Middle Forms, Irregular Verbs; Irregular Augment, Aspect of Imperfect Tense Exercise 13γ
	January 23	Read and Translate 'To Salamis' (245-246)

		Chapter 13β (256-262): Vocabulary; Relative Clauses; 3 <sup>rd</sup> Declension Nouns/Adjectives with -εσ- stems Exercise 13ε
	January 24	Read and Translate 'To Salamis' (256-257) Exercise 13ι, 13κ (odd numbers for both)
	January 25	<b>Quiz 2 (Ch. 12-13)</b>
Week 4	January 28	Chapter 14α (267-274): Vocabulary; Comparison of Adjectives, Adverbs; Irregular Comparison of Adjectives; Use of Comparatives and Superlatives Exercise 14β
	January 30	Read and Translate 'The Battle at Thermopylae' (268-269) Exercise 14γ
	January 31	Chapter 14β (281-286): Demonstrative Adjectives; Interrogative and Indefinite Pronouns, Adjectives and Adverbs Exercise 14δ
	February 1	Read and Translate 'The Battle at Thermopylae' (282-283) Exercise 14ε, 14ζ (even numbers for both)
Week 5	February 4	Chapter 15α (290-299): Vocabulary; Athematic 2 <sup>nd</sup> Aorists Exercise 15β
	February 6	Read and Translate 'The Battle at Salamis' (290-291) Exercise 15γ; Reading Luke 2:1-14 (p.298)
	February 7	Chapter 15β (300-306): Vocabulary; Contract verbs in -ο; Contract Nouns (2 <sup>nd</sup> declension); Numbers Exercise 15ζ
	February 8	Chapter 15b (306-308): Uses of ὥς (and compounds) Read and Translate 'The Persians Capture Athens' (307-308)
Week 6	February 11	Review for Mid-Term Test (Ch. 11-15) <b>Assignment 2</b> (Exercise 15η)
	February 13	Reading Herodotus <i>Histories</i> 1.131-133 (Persian Customs – handout)
	February 14	Review for Mid-Term Test (Ch. 11-15)
	February 15	<b>Mid-Term Test: Chapter 11-15</b>
Week 7	February 18-22	Midterm Study Break

Week 8	February 25	Chapter 16α (309-317): Vocabulary; the Passive Voice Exercise 16β
	February 27	Chapter 16β (318-326): Vocabulary; Verbs with Athematic Presents/Imperfects Read and Translate ‘After the Battle of Salamis’ (319-320) Exercise 16ε
	February 28	Chapter 16β Read Luke 2:15-20 (p.326) Exercise 16γ, ε
	March 1	Reading: Herodotus <i>Histories</i> 1.135-136 (Persian Customs cont’d – handout)
Week 9	March 4	Chapter 17α (Bk 2.1-10): Vocabulary; Passive Voice: -θη- 1 <sup>st</sup> Aorist Passive and -θη- 1 <sup>st</sup> Future Passive Exercise 17γ
	March 6	Chapter 17β (11-17): Vocabulary; Passive Voice -η- 2 <sup>nd</sup> Aorist Passive, and -η- 2 <sup>nd</sup> Future Passive; Aorist of Deponent Verbs; Read and Translate ‘Epidauros’ (1-3) Exercise 17ζ
	March 7	Read and Translate ‘Epidauros’ (12-13) Exercise 17η
	March 8	<b>Quiz 3 (ch. 16-17)</b>
Week 10	March 11	Chapter 18α (20-26): Vocabulary; Verbs δίδωμι and τίθημι Reading: Homer’s <i>Iliad</i> 18.478-489 (Shield of Achilles – handout) Exercise 18δ
	March 13	Chapter 18β (30-41): Vocabulary; Principal Parts (α-, ο- contract verbs); the verb τίθημι Read and Translate ‘Asklepios’ (20-21) Exercise 18ε
	March 14	Read and Translate ‘Asklepios’ (31-32) Exercise 18ι
	March 15	Read and Translate ‘The Battle at Plataia’ (37-38) Reading: Homer, <i>Iliad</i> 18.607-617 (Shield of Achilles - handout)
Week 11	March 18	Chapter 19α (42-51): Vocabulary; Genitive Absolute; The Verb ἵστημι Exercise 19α, γ
	March 20	Chapter 19β (52-63): Forms of the Verb ἵστημι (and compounds);

		Read and Translate 'The Return' (43) Exercise 19ζ, 19η
	March 21	Read and Translate 'The Return' (53-55) Exercise 19ε, 19θ
	March 22	<b>Quiz 4 (ch. 18-19)</b>
Week 12	March 25	Chapter 20γ (64-70): Vocabulary; the Verb δείκνυμι Read and Translate 'The Return' (65-66)
	March 27	Reading: Plutarch, <i>Life of Antony</i> 84-5 (Cleopatra's death: handout)
	March 28	Chapter 20δ (71-76): Vocabulary; the Verb ἴημι; Exercise 20ζ
	March 29	Reading: Plato, <i>Phaidon</i> 116 (Death of Socrates: handout)
Week 13	April 1	Chapter 20δ (76-81) Exercise 20η
	April 3	Reading: Plato, <i>Phaidon</i> 116 (Death of Socrates: handout)
	April 4	<b>Quiz 5 (Ch. 20)</b> Review; Preparation for Final Exam
	April 5	Make-up class (if necessary) Review; Preparation for Final Exam

### **Late Work**

Late assignments or test deferrals will not normally be accepted except for serious, documentable reasons. Extensions are not granted under normal circumstances.

### **Information on Plagiarism Detection**

No software will be used for Plagiarism Detection for this course.

### **Electronic Device Policy**

Laptop computers and tablets may be used in class as long as they are not a distraction to the user or other students. For in-class activities and tasks students are encouraged to use their laptops and tablets.

### **Attendance Policy**

See Assessment 1 above.

### **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

#### **Other sources of information for students:**

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

#### **Accommodation for Students with Disabilities**

Note for students with disabilities: The AccessAbility Services office, located on the first floor of Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

#### **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

##### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

##### **Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).