

## Advanced Ancient Greek GK2000, Fall/Winter 2025-2026



*Image: Attic red-figure hydria (water-jar), c. 450 BC.  
British Museum 1885,1213.18.*

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<https://www.britishmuseum.org/collection/image/400574001>,  
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*A seated woman (sometimes identified as Sappho, due to similarities  
of the scene to another hydria in Athens), reading from a book-scroll  
while surrounded by three companions.*

### OVERVIEW

#### Course Information

*Where/When*

*Instructor*

*E-Mail*

*Office*

*Student Hours*

Please come to student hours (also called “office hours”)! They exist to help you – both regarding this course and for your broader academic development. Drop in if you have questions, but also if you want to talk to me about something in class, in your reading, or even on TV that’s inspired you.

#### Course Description

Is everything Greek to you? No matter – this course, a continuation of Greek 1000, will equip you with the linguistic foundations of grammar and syntax for you to approach original Greek texts on your own. We will cover the second half of the Hansen & Quinn textbook over the Fall term and the beginning of the Winter term, before starting to read and analyse continuous passages of original Greek texts: Lysias’ *On the Murder of Eratosthenes* and Homer’s *Iliad* Book 1. Lysias’ speech was written on behalf of his client Euphiletus, who was accused of murdering his wife’s adulterer, Eratosthenes; in clear and accessible Attic prose, this text offers a fascinating insight into everyday life in classical Athens, particularly on marriage, adultery, and honour, but amped up in a high-stakes court drama. The opening of Homer’s Trojan epic is perhaps the most famous and influential piece of Greek literature, introducing the key themes of the poem and of Greek literature more broadly from the nature of humans to honour, memory, politics, and all-consuming emotions.

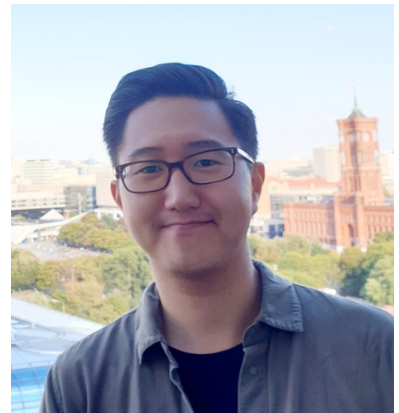
## Learning Objectives

Students who complete this course will:

- be able to recognise, explain, and use the major grammatical constructions found in Classical Greek;
- be able to translate original Greek prose and verse texts independently;
- be able to translate short English texts into ancient Greek;
- be able to recognise, describe, and analyse the linguistic, stylistic, and literary features of the set texts;
- be able to recognise and describe three basic Greek metres (dactylic hexameter, elegiac couplet, and iambic trimeter);
- have improved their presentation and writing skills.

## Instructor

Hello! I'm Il-Kweon Sir (my first name is pronounced in two syllables and rhymes with "one"; "Sir" is pronounced like the title). I hail from Korea via the UK and I joined Western in 2024 from the University of Cambridge, where I researched and taught since receiving my degrees from the University of Oxford. My teaching and research are closely aligned, focused on the study of the ancient Greek and Roman world through its languages and literature with a special interest in lyric poetry.



I'm really excited to be your guide to the world that ancient Greek language can open up: by learning this language, you will be able to appreciate the literature, history, and culture of Greek-speaking peoples on a new level and access the materials on your own.

## Prerequisites

Greek 1000 or the permission of the department.

If the texts in this course appeal to you, you might also enjoy the following courses in the Classical Studies department: CS2200-650 "Classical Mythology" (1.0), CS2301B-650 "Crime and Punishment in Ancient Greece and Rome" (Winter), CS2810A "Ancient Greeks on Film" (Fall), CS2904B-650 "The Trojan War" (Winter), and CS3636F "Athenian Democracy in Crisis" (Fall).

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## Required Books

1. H. Hansen and G. M. Quinn, *Greek. An Intensive Course*. 2<sup>nd</sup> edition. (New York, 1992).  
<https://www.fordhampress.com/9780823216635/greek/> [Please only use the 2<sup>nd</sup> edition.]
2. P. A. Draper, *Iliad. Homer. Book 1, with Notes and Vocabulary*. (Ann Arbor, 2002).  
<https://press.umich.edu/Books/I/Iliad-Book-12> [There is only 1 edition.]

## Technical Requirements

This course will be conducted in person. However, you will need access to a computer and internet access to access the course website for course materials and notices.

## COURSE STRUCTURE AND EVALUATION

### Grading Structure

Preparation and Participation	30%	Throughout the year (10% Fall Term + 10% Winter Term + 2x 5% self-reflection reports at the end of each term)
Surprise Quiz	20%	Winter Term
In-Class Test	20%	Monday 10 <sup>th</sup> November
Final Examination	30%	April Final Examinations Period

The evaluation is structured to reward both consistency and improvement.

### Assessment Details

#### *Preparation and Participation*

The success of the class discussions depends largely on the level of your preparation. You are expected to attend all classes and participate fully in every class.

Preparation and participation are key to success in this class. Learning any language to a high level requires good time management, self-discipline, patience, and regular practice and revision: by making preparation a graded element, I intend to reward this necessary effort. Preparing for class will include completing homework assignments, revision of course materials, and memorising and practising new materials. Class time is limited and better used for explanations and reinforcement (when I am present and offer immediate feedback) rather than memorising: I expect you to dedicate some time to learning and revising the course materials every day. Participating fully in class will also offer you the best chance of mastering the language by practising and consolidating the material.

I expect to be generous with this element of the grade. Language learning is not always easy and the rewards of the effort invested may come sooner for some than others: because of this, I will take a holistic view of your preparation and participation for the two terms and take into account how consistent you have been, how much you have improved throughout the course, and how helpful/willing to participate in class you have been.

You will have an opportunity to influence this element of the grade with an informal self-reflection report at the end of each term (each contributing 5%, i.e. 10% for the two reports combined), explaining in 300-400 words what you have learned that term, what you have found difficult, what steps you have taken to improve your language, what effects these have had on your Greek as well as broader learning, and what you might do differently to address any weaknesses you might have identified.

#### *Surprise Quiz*

In the Winter Term, once we have finished the textbook, you will have a “surprise” quiz testing your knowledge of Greek language. This is to incentivise you to keep up your revision of vocabulary and grammar after we have finished covering the textbook. I will give you at least 1 week’s notice and we will do the 50-minute test during one of our class sessions.

Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to have a make-up quiz.

#### *In-Class Test*

Towards the end of the Fall Term (Monday 10<sup>th</sup> November), we will have a 50-minute in-class test on all areas of Greek language we have covered up to that point, including material from Greek 1000 (or equivalent).

Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to have a make-up quiz.

*Final Examination*

The Final Examination will take place during the April Final Examinations period after all our classes. **Please note that there is no December examination.**

**SCHEDULE**

**FALL TERM 2025**

Week 1 (Fri 5<sup>th</sup> Sept) [  
Introduction and Revision of Units 1-9

Week 2 (Mon 8<sup>th</sup> Sept, Wed 10<sup>th</sup> Sept, Fri 12<sup>th</sup> Sept)  
Revision of Units 1-9, Unit 10  
[Fri 12<sup>th</sup> Sept: last day to add/drop without showing on transcript]

Week 3 (Mon 15<sup>th</sup> Sept, Wed 17<sup>th</sup> Sept, Fri 19<sup>th</sup> Sept)  
Unit 10-11

Week 4 (Mon 22<sup>nd</sup> Sept, Wed 24<sup>th</sup> Sept, Fri 26<sup>th</sup> Sept)  
Unit 11-12

Week 5 (Mon 29<sup>th</sup> Sept, Wed 1<sup>st</sup> Oct, Fri 3<sup>rd</sup> Oct)  
Unit 12

Week 6 (Mon 6<sup>th</sup> Oct, Wed 8<sup>th</sup> Oct, Fri 10<sup>th</sup> Oct)  
Unit 13

Week 7 (Wed 15<sup>th</sup> Oct, Fri 17<sup>th</sup> Oct)  
Unit 13-14  
[Mon 13<sup>th</sup> Oct: Thanksgiving Day. No class.]

Week 8 (Mon 20<sup>th</sup> Oct, Wed 22<sup>nd</sup> Oct, Fri 24<sup>th</sup> Oct)  
Unit 14

Week 9 (Mon 27<sup>th</sup> Oct, Wed 29<sup>th</sup> Oct, Fri 31<sup>st</sup> Oct)  
Unit 15

**3<sup>rd</sup>-9<sup>th</sup> November: FALL READING WEEK**

Week 10 (Mon 10<sup>th</sup> Nov, Wed 12<sup>th</sup> Nov, Fri 14<sup>th</sup> Nov)

Unit 15-16

[MON 10<sup>th</sup> NOV: IN-CLASS TEST]

Week 11 (Mon 17<sup>th</sup> Nov, Wed 19<sup>th</sup> Nov, Fri 21<sup>st</sup> Nov)  
Unit 16

Week 12 (Mon 24<sup>th</sup> Nov, Wed 26<sup>th</sup> Nov, Fri 28<sup>th</sup> Nov)  
Unit 17

Week 13 (Mon 1<sup>st</sup> Dec, Wed 3<sup>rd</sup> Dec, Fri 5<sup>th</sup> Dec)  
Unit 17-18

Week 14 (Mon 8<sup>th</sup> Dec)  
Unit 18

***FESTIVE BREAK: No December Exam!***

### **WINTER TERM 2026**

Week 1 (Mon 5<sup>th</sup> Jan, Wed 7<sup>th</sup> Jan, Fri 9<sup>th</sup> Jan)  
Unit 18-19

Week 2 (Mon 12<sup>th</sup> Jan, Wed 14<sup>th</sup> Jan, Fri 16<sup>th</sup> Jan)  
Unit 19

Week 3 (Mon 19<sup>th</sup> Jan, Wed 21<sup>st</sup> Jan, Fri 23<sup>rd</sup> Jan)  
Unit 20

Week 4 (Mon 26<sup>th</sup> Jan, Wed 28<sup>th</sup> Jan, Fri 30<sup>th</sup> Jan)  
Lysias, *On the Murder of Eratosthenes*

[Fri 30<sup>th</sup> Jan: Last day to drop this course with WDN on transcript. Drops after this date show as F.]

Week 5 (Mon 2<sup>nd</sup> Feb, Wed 4<sup>th</sup> Feb, Fri 6<sup>th</sup> Feb)  
Lysias, *On the Murder of Eratosthenes*

Week 6 (Mon 9<sup>th</sup> Feb, Wed 11<sup>th</sup> Feb, Fri 13<sup>th</sup> Feb)  
Lysias, *On the Murder of Eratosthenes*

### **SPRING READING WEEK**

Week 7 (Mon 23<sup>rd</sup> Feb, Wed 25<sup>th</sup> Feb, Fri 27<sup>th</sup> Feb)  
Lysias, *On the Murder of Eratosthenes*

Week 8 (Mon 2<sup>nd</sup> Mar, Wed 4<sup>th</sup> Mar, Fri 6<sup>th</sup> Mar)  
Lysias, *On the Murder of Eratosthenes*

Week 9 (Mon 9<sup>th</sup> Mar, Wed 11<sup>th</sup> Mar, Fri 13<sup>th</sup> Mar)  
Homer, *Iliad* 1

Week 10 (Mon 16<sup>th</sup> Mar, Wed 18<sup>th</sup> Mar, Fri 20<sup>th</sup> Mar)  
Homer, *Iliad* 1

Week 11 (Mon 23<sup>rd</sup> Mar, Wed 25<sup>th</sup> Mar, Fri 27<sup>th</sup> Mar)  
Homer, *Iliad* 1

Week 12 (Mon 30<sup>th</sup> Mar, Wed 1<sup>st</sup> Apr)  
Homer, *Iliad* 1  
[Fri 3<sup>rd</sup> Apr: Good Friday. No class.]

Week 13 (Wed 8<sup>th</sup> Apr)  
Homer, *Iliad* 1  
[Mon 6<sup>th</sup> Apr: Easter Monday. No class.]

[FINAL EXAM DURING EXAMINATION PERIOD]

This schedule is subject to revision.

## **POLICIES AND EXPECTATIONS**

### **Content Notice and Etiquette**

Like any course, this course can only succeed in a safe and inclusive community that learns from the many different perspectives of its participants. Ancient Greek literature often treats many topics which affected the daily life of people (ancient and modern) – including death, violence, sex and gender, sexuality, race, and age – in ways that appear to us to be insensitive or offensive. A Greek language class that aims to equip students to read Greek literature on their own, therefore, will include texts that feature such topics in abundance; Lysias' *On the Murder of Eratosthenes* and Homer's *Iliad* are typical in this respect of broader Greek literature. All participants must be respectful of others in the classroom. If you ever feel that the classroom environment is affecting your participation and learning in a negative way, please do not hesitate to contact me.

### **Religious Accommodation**

Students should review the policy for Accommodation for Religious Holidays: [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectCalendar=Live&ArchiveID=#Page\\_16](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectCalendar=Live&ArchiveID=#Page_16). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

### **Accessibility and Accommodation Policies**

I am committed to teaching a course that is fully inclusive of all students. Please let me know as soon as possible if you foresee or encounter any barriers and we will determine if there are any adjustments or accommodations that can be implemented. I am open to creative solutions and to work with you.

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Policies and Communications**

The website for the Office of the Registrar is <http://www.registrar.uwo.ca>.

In accordance with policy ([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf)), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. For assistance with the course OWL site, see the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800, or with a support ticket: [create an OWL Brightspace service ticket](#).

### **Academic Integrity**

Academic integrity policies are about equity. Academic writing is a product of labour and so appropriating others' work without credit or attribution is theft. You can also see plagiarism as a form of censorship as incorrect citation or omission of authorship can amount to the silencing of scholarly perspectives and identity.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). You, as the student, are responsible for knowing and avoiding misconduct.

I encourage you to make sure you understand and know how to avoid plagiarism before submitting any work for assessment. The University offers an Academic Integrity Tutorial for Undergraduate Students on OWL; students who complete the tutorial will earn a certificate: <https://owl.uwo.ca/portal/site/dc11302e-3b48-41b2-bdf6-05a2d96c86cc>. Western Libraries also offers resources on plagiarism: <https://www.lib.uwo.ca/tutorials/plagiarism/index.html>.

### **Electronic Devices and the Use of AI**

No electronic devices are permitted in tests or examinations.

However, in this course, the use of AI tools (e.g. ChatGPT) are strictly prohibited for the purposes of gathering information or generating ideas: not only do such uses of AI tools go against and hinder the aims of this course, but the issues of large language models fabricating (or "hallucinating") facts and sources are also well known, making them unhelpful as sources of information in an academic setting. The currently available AI models are also not trained on Ancient Greek in any meaningful way and even asking grammar questions to AI often leads to wrong answers; please come to me to ask questions instead of using AI tools. (A very limited exception is the use of AI image tools to create images for illustrative purposes – for example, memes – in informal presentations, as long as the use of AI is acknowledged; these cases are clearly contributing to the presentation of your thinking and not replacing thinking.) All uses of AI tools contrary to this policy will be treated as cases of academic dishonesty.

### **Absences and Assessments Policies**

Students must familiarise themselves with the University Policy on Academic Consideration – Undergraduate Students in First Entry Programs posted on the Academic Calendar:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf).



This policy does not apply to requests for academic consideration submitted for attempted or completed work, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult Accessible Education.

In keeping with the policy, both the In-Class Test and the Surprise Quiz are designated as assessments that require formal supporting documentation in requests for academic consideration.

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage: [https://registrar.uwo.ca/academics/academic\\_considerations/index.html](https://registrar.uwo.ca/academics/academic_considerations/index.html). All requests for Academic Consideration – including for class absence – must be made within 48 hours after the assessment date or submission deadline through the online “Student Absence Portal” found on the Registrar’s website (above).

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request without supporting documentation in this course. Remember: an Academic Consideration request without supporting documentation still has to be submitted through the Student Absence Portal. However, the following assessments are excluded from this and therefore always require formal supporting documentation:

- In-Class Test in Fall Term (designated above)
- Surprise Quiz in Winter Term (designated above)
- Final Examination (all examinations scheduled by the Office of the Registrar).

For all of these assessments that always require formal supporting documentation, a make-up examination will be offered in cases where Academic Consideration is granted. When a student misses the Final Exam and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam).

### **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents.

To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found here: [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=5&Command=showCategory&Keywords=spc&SubHeadingID=70&SelectedCalendar=Live&ArchiveID=#SubHeading\\_70](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=5&Command=showCategory&Keywords=spc&SubHeadingID=70&SelectedCalendar=Live&ArchiveID=#SubHeading_70).

## **SUPPORT SERVICES**

### **Academic Counselling**

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: [https://registrar.uwo.ca/faculty\\_academic\\_counselling.html](https://registrar.uwo.ca/faculty_academic_counselling.html).

### **Mental Health Support**



Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

### **Gender-based and sexual violence**

Western University is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, at the following website: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Learning Development and Success**

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

### **USC**

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.