MINI PROJECTS

ASSIGNMENT: In each of Weeks 4, 6, 8 and 10 you will complete one mini-project from the list below. Some will provide experience with elements of the Commentary Project that you will complete in the second half of the semester; others will provide venues to consider Homer from different perspectives. During the semester, you will complete one of each type, but you can determine the order in which you would like to complete them.

DUE DATE: Every other week, beginning in Week 4.

TYPES OF MINI-PROJECTS

1) Artistic Translation: you are aiming to produce a translation that you feel captures the artistry of Homer's poetry. Your translation could be stylized and poetic (in meter or not), or more abstract.
   a) Select a passage of ~10 lines that we have prepared in class or a passage from the Odyssey that you find compelling (you need not inform me of the passage).
   b) Compare how at least four translator have rendered the passage. You should read at least: Chapman, Pope, a translation more than 30 years old, and a translation less than 30 years old (note, a list of English translations of Homer is available at: http://en.wikipedia.org/wiki/English_translations_of_Homer).
   c) Create an evocative, artistic translation your passage. In your translation, you are not aiming to help someone understand the grammar of the Greek. Rather you are aiming to capture the essential meaning and power of your selection.
   d) Preface your passage with a brief paragraph in which you list the translations that you consulted and the aspects of Homer that you strove to capture.

2) Commentary on short passage (3–4 lines), in which you explicate notable grammatical, stylistic (e.g. poetic devices, structure, narrative devices, etc.), and interpretative elements in the passage.
   A successful commentary will include a balance of elements, providing critical linguistic information to enable a student reader to understand the passage, as well as literary and historical commentary to better understand the significance and meaning of the passage. You should consult other scholarly commentaries while working on your commentary, and these should be included in your bibliography, with citations as appropriate. You should also consult the TLG (Thesaurus Linguae Graecae) to compile comparative information about key words and phrases in your passage.

3) Infographic (a graphical representation of complex information) or brief analytical essay (~2-pages) on an aspect of the Iliad (stylistic, cultural, etc.).
   If you decide to make an infographic, it should be Focused, Ordered, and Graphic. It should be evocative, even provocative, and can employ symbolic imagery—all in order to intrigue, attract, and educate your audience. You might use different types of visual elements. Visual information is paramount, with text used to contextualize and explain the image. I strongly recommend that you look at Beautiful Evidence (P93.5.T84 2006) by Edward Tufte, the alpha and omega of advice about the visual display of information.

4) Creative response (artistic or literary). You could paint a picture, draw a comic, record a song, compose a poem. Almost any project that displays a creative spark is acceptable.

As always, don’t hesitate to see me with questions or concerns.