GREK 3390, Homer's *Iliad,* and the Homer Multitext
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In the spring of 2015, I revised our advanced Greek course, GREK 3390 – Homer's *Iliad*, so that students enrolled in it could participate in an interdisciplinary and multi-institutional research project, the *[Homer Multitext](link)*, based at the Harvard Center for Hellenic Studies in Washington, DC. Students were involved in two ways: 1) they learned how to produce an electronic edition of the manuscript assigned to us, the so-called *Geneva Iliad* (*Genavensis,* Bibliothèque de Genève, ms. gr. 44) using protocols developed by the *Homer Multitext*; and 2) they worked on a research assignment that required them to learn how to read manuscripts in order to produce a transcription, translation, and commentary of a *scholion* (an ancient commentary) taken from the margins of the *Genavensis*.

The first task, to create a model of the page sequences of the manuscript was straightforward. We used Github.com to work in a common repository and successfully created a model of the manuscript. We hit some difficulties in the second stage of this process when we started to work on an index of the *Iliad* lines on each page of the manuscript. Because the Genavensis also include an interlinear translation, we could not just count lines, but had to read each line (at least partially) to figure out how many lines of the poem are included on each page. The task was also made more difficult because this manuscript's pages were also shuffled out of order so that the text suddenly jumps to Book 2 on folio 8. Because of these issues, we were not able to complete the index during the course.

For their research project, the students also worked in two stages. First we all read Eleanor Dickey's *Ancient Greek Scholarship: A Guide to Finding, Reading, and Understanding Scholia, Commentaries, Lexica, and Grammatical Treatises, from Their Beginnings to the Byzantine Period* together, with each student taking responsibility to present on a chapter and provide a summary on a handout. This was essential in giving the students the necessary background and tools so that they could start reading the commentaries inscribed in the margins of our manuscript, and the presentations were very successful. Later when the students started working on their individual research project, I made some changes as it turned out be too difficult for them to work on the basis of a single manuscript. I allowed them to double check their transcription with already published scholia in H. Erbse's *Scholia Graeca in Homeri Iliadem* (which records most, though not all, the commentaries inscribed in the margins of manuscripts of the *Iliad*). The quality of the final projects varied. One student who was a graduating senior and had more experience with the language unsurprisingly did the best final project.

While we had some unanticipated difficulties, the course was successful in getting the students interested and skilled in reading and studying manuscripts, something that is typically done in graduate school. Currently and in future courses, I plan to continue introducing students to manuscripts, in hope of recruiting some of them to participate in the yearly workshop of the Homer Multitext in Washington DC (Trinity students will be participating again this summer for the fifth time!). I would also like to find ways of getting students interested in working with manuscripts outside of courses, and this may happen in the near future as some of our majors are in the process of creating a club devoted to manuscripts, the HOMER (Hub of Manuscript Education and Research) Society!