

Spring 2-1-2016

CLAS 160.01: Classical Mythology

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Recommended Citation

Gillison, Linda W., "CLAS 160.01: Classical Mythology" (2016). *Syllabi*. 7322.
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CLAS/LS 160: Classical Mythology Spring 2016

Course objectives:

This term we will examine the nature of myth and the way it can speak to people in the culture which created it and other cultures like our own. Through study of Greek didactic, epic, and celebratory poetry as well as parallels from Roman verse, you will become acquainted with some of the myths of the Greeks (used by the Romans) and the deities and heroes who inhabit them. You will investigate some of the patterns which inform various mythologies around the world and see how myth formed the basis for various literary works of the Greco-Roman world. You will read some of the variants of “mythic accounts” to examine their origins and functions and consider how Classical myth has influenced the literary and artistic traditions of the western world. You will complete a visual art project in which you represent an element which we have studied in the texts for the semester in visual form.

Learning outcomes:

By the end of the course, the successful student will be able to:

1. define “myth” as we have conceived it for purposes of this course and understand the ramifications of that definition;
2. list and understand the importance of the specific characteristics which mark Greek mythology in particular;
3. identify the gods and goddesses of the Greek pantheon, recognize the “attributes” of each deity, and discuss the functions of that individual deity;
4. tell the characteristics of the various literary genres which we will study as they appear in the Greek and Roman worlds;
5. talk about the nature of the hero and the heroic myth as illustrated in Homer’s *Iliad*;
6. identify the major frameworks, ancient and modern, by which Greek myth has been interpreted in later times;
7. apply various interpretative frameworks to major myths as appropriate;
8. say something about the legacy of classical mythology in the western tradition of culture, thought, and art;
9. say something about the myths of modern society;
10. think about how “myth” impacts and is acted out in his/her own life.

Calendar

M1	1/25	Introduction: syllabus, Moodle, requirements, weekly writing assignment; Terms: Myth/mythology/legend
W	1/27	Nature of Greek mythology; interpretive terms
*F	1/29	Talking about beginnings: Hesiod, didactic verse; Ovid, epic verse; Hesiod, <i>Theogony</i> lines 1-210: invocation, first gods, Ouranos, Titans, birth of Aphrodite
M2	2/1	

W	2/3	<i>Theogony</i> lines 458-509: birth of Olympians
For exam #1, memorize stanza 3, lines 1-3 of “Prometheus” by Lord Byron		
*F	2/5	Ovid, <i>Metamorphoses</i> pages 1-3 [moodle]
By 6:00 p.m. today, send electronic confirmation that you have done the Moodle tutorial. This is your first weekly assignment.		
M3	2/8	Terms: charter myth/aetiology <i>Theog.</i> 509-725: Prometheus, Pandora, clash of the Titans; 826-1030: Typhoios, Zeus in power
W	2/10	
*F	2/12	What is the human condition? Hesiod, <i>Works and Days</i> ; Ovid, <i>Metamorphoses</i> <i>W&D</i> lines 1-429: Muses, Strife, Perses, why life is hard, Justice, rules; 430-466 more rules; 514-537: agricultural year; 553-564: seasonal work and temptations; 635-644: more days; 926-928: summary <i>Metam.</i> pp. 3-14 [moodle]
M4	2/15	holiday: no class meeting
W	2/17	
F	2/19	mid-term exam #1
For exam #2, learn the deities (Greek and Roman names, responsibilities, attributes [document posted on Moodle]		
M5	2/22	How do humans act in the world? <i>HH</i> “Hestia” (## 24, 29) Term: attribute <i>HH</i> “Hermes” (## 4, 18, 29)
W	2/24	
*F	2/26	return mid-term exam # 1
M6	2/29	What is the human psyche like? <i>HH</i> “Apollo” (## 3a, 3B, 21)
W	3/2	<i>Metam.</i> pp. 14-18: Daphne [moodle]
*F	3/4	<i>HH</i> “Dionysus” (## 7, 26)
M7	3/7	<i>Metam.</i> pp. 66-73: Pentheus [moodle]
W	3/9	What are the “powers” like? <i>Metam.</i> pp. 18-23: Io/ Zeus [moodle]
*F	3/11	
M8	3/14	Terms: historico-political myth, <i>HH</i> “Demeter” (## 2, 13) “the great goddess” <i>HH</i> “Mother of the Gods” (#14)
W	3/16	
F	3/18	mid-term exam # 2
M9	3/21	How did the “ancients” talk about their “history”? Homer, <i>Iliad</i> ; <i>Iliad</i> : the prequel **Research at home the Marriage of Peleus and Thetis and the Judgment of Paris
For exam #3, memorize lines 1-8 of Homer’s <i>Iliad</i> (Lombardo translation)		
W	3/23	Why? (the plague, the rage) <i>Iliad</i> 1
*F	3/25	return mid-term #2
M10	3/28	
W	3/30	single combat; the Olympians <i>Iliad</i> 3, 4
*F	4/1	in Troy; the gods again <i>Iliad</i> 6, 8
M 4/4-F 4/8		spring break—no class meeting
M11	4/11	
W	4/13	embassy to Achilles; <i>Iliad</i> 9, 11

		Hektor, Agamemnon, the plan
*F	4/15	
M12	4/18	Hera's trick; Patroklos in battle <i>Iliad</i> 14, 16
W	4/20	
*F	4/22	Achilles's new shield; reconciliation <i>Iliad</i> 18, 19
M13	4/25	
W	4/27	rage of Achilles; Achilles and Hektor <i>Iliad</i> 21, 22
*F	4/29	
M14	5/2	Games, ransom, ritual <i>Iliad</i> 23, 24
W	5/4	visual art day
F	5/6	wrap-up
Final exam: 3:20-5:20, Thursday, May 12. Please note: the final exam will NOT be given early.		

Texts:

You **MUST** have these editions/translations of the Greek texts.

- Hesiod, *Works and Days and Theogony* (Hackett, tr. Lombardo, 1993)
- Sargent, Thelma (tr.), *The Homeric Hymns* (W.W. Norton, 1973)
- Homer, *The Iliad* (Hackett, tr. Lombardo, 1997)

Grading

Grade scale: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

Grade calculation:

mid-term exam score (higher of the two mid-term exam grades)	25%
Final exam grade	25%
Electronic assignment average	25%
Visual art project	25%

Faculty contact:

Office hours:

Mondays 2-3
 Wednesdays 4-5
 Fridays 2-3
 and by appointment

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Exam policy

There will be no make-ups given on mid-term exams. I will not change the date of any exam, so you may make your plans accordingly. The exams will take place as scheduled in the calendar above.

Electronic assignments

Eleven times during the semester—on weeks where the “F” is preceded in the assignment calendar by an “*” and never on weeks when we have an exam—you will need to turn-in an electronic assignment. On Monday mornings of those weeks, I will post on Moodle the prompt for the week’s assignment. You will need to submit your response by 6:00 p.m. on Friday: **after that, the assignment will close and you will not be able to submit a response.** You will not be allowed to submit assignments after the system closes for the week’s assignment at 6:00 p.m. on Friday.

The goals of this assignment are two: to keep you thinking about the readings and discussions during the week and to give you a chance to answer a question which does not have a right or wrong answer but only a well-thought-out or not well-thought-out answer. The questions will just require that you have thought about the readings and class material for the week and have taken time to get to the computer and submit a response. **Your response should be one to two (well-developed) paragraphs long.** I will not grade on writing—spelling, punctuation, etc.—since we do not work on writing in this course. I just need to be able to understand your response and see that you have given thought to that. A few excellent, experienced, senior students will be assisting me (as my “Muses”) in the grading of your responses. We will rotate regularly through the roster, so I will read each student’s response in a regular rotation.

I/we will grade the assignments by the following rubric:

5 points: an excellent, well-thought-out response which indicates that you have given serious thought to the question and the pertinent class materials and that you have done your best to express your response clearly and coherently to me. (5 points=100%)

3 points: a thoughtful response to the prompt which indicates that you have given some thought to the question but possibly not associated it clearly with the pertinent course materials. You have, though, done your best to express your response clearly and coherently to me. (3 points=90%)

1 point: a response which is only a response, not showing thought given to the pertinent course materials or any successful attempt to express a response clearly and coherently (1 point=80%)

0 points: no response submitted (0 points=0%)

Please note that, by just submitting a response which reflects some thought and some pertinence, you will receive at least an 80%.

Please remember that these responses are academic communication and that they should be written in an appropriate voice. Offensive responses will receive 0 points. I do not need to agree with what you say: but you must use the kind of voice which shows appropriate respect for another person with whom you are involved in a serious and meaningful academic undertaking.

Visual art project:

25% of your grade will be based on a visual art project which you will prepare and submit by “visual art day” on the calendar above. You may choose any visual medium—legos, paint, crayon, video, pick-up sticks, PlayDoh, iron—for this project. **The goal of this project is to get you to think in a visual way about our most complex text for the semester: Homer’s *Iliad*.** Some of you are not practiced or natural or enthusiastic readers, I know. This project will give you a chance to “shine” in another area as we think about the text. Also, there is an advantage to *anyone* in thinking in a non-verbal mode about a work of literature. **I will not grade you on the success of your visual art project: like many of you, I myself am no visual artist.** I will want to see that you have thought carefully about the text, chosen a passage which interests you most and which is appropriate for visual presentation, and then tried to render that passage in a visual way. You will attach to your work an “artist’s statement” that tells which passage you have chosen and why—why it interests you enough to get your attention and time for this project. We always have a great time on Visual Art Day: you will have the chance to present your work to the class, if you would like to, and I will encourage you to do so.

Cell phone use:

Please turn your cell phone off in class or, if you absolutely must be available to take a call, set it on vibrate. Consistent abuse of or interruption by a cell phone will have an effect on your grade.

Special accommodations:

If you will need special accommodations due to a situation which has been verified by DSS, please see me early in the course—or send me an email about it. We can come up with appropriate accommodations.

Academic integrity:

Academic honesty is an expectation of all of us here at The University of Montana. Any violation of the standards of academic honesty—cheating, plagiarism, etc.—will have consequences as detailed in the Student Conduct Code—which is posted online and with which you are expected to familiarize yourself.