

CLASSICAL MYTHOLOGY W

(CL HUM 1060H)

Section 1A

Spring 2017



Section Leader: Dr. (Maria) Silvia Sarais

Class location/hours: Strickland Hall 116 – F 2:00/ Neff 204 MW 2:00

Office location/hours: A&S 320; Friday 3-3.50 or by appointment.

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Course Description for This Section:

How did the Universe come into being? Who were Zeus, Hades, and Hera? Who were the swift-footed Achilles, the ruler of men Agamemnon, the strong Hercules, the cruel Medea, the unfortunate Oedipus? Why did the war of Troy take place, and why did Odysseus take ten years to return to his home country Ithaca? What was the intended function of these and other traditional stories in ancient Greece and Rome, and what is their use today in contemporary movies or other venues? What is the origin of the English word “tantalizing,” “cereal,” “martial,” “narcissistic,” “echo,” “Trojan virus,” “Achilles’ heel? These and other questions will be a part of our weekly discussion meetings during this term.

In this section, we shall use some of the major stories that are generally classified as a part of Greco-Roman mythology so that you may gain knowledge of this topic while concurrently developing your critical thinking skills, and improving your academic writing. For this is after all a writing intensive class! The weekly topics are those included in the main syllabus’ schedule. We shall start with the creation of the universe, of gods and men, then talk more specifically about major Olympian gods, and stories associated with them. We will eventually look at heroes and at their epic and tragic events. In this section, moreover, we shall also look at contemporary reception of classical myth, with particular emphasis of reception in contemporary movies, TV shows, and advertisement. During these weeks, we shall investigate the possible functions of the different myths, their power in the ancient world, and their importance for our knowledge of the Classical world.

Section Learning Objectives:

1. Knowledge of some of the major classical myths and of their different ancient venues.
2. Recognize the distinguishing traits of major gods and myths, and how they vary in different venues.
3. Judge the possible function of relevant myths in the Greco-Roman world.
4. Recognize the influence and the use of Classical myth in contemporary English language, art or other venues.
5. Estimate in what ways and why the reception of classical myth in modern and contemporary venues (movies, theatre, books) differs from the ancient versions of the myth.
6. Evaluate the use of classical myth in contemporary America.
7. Gain proficiency in academic writing and improving your critical thinking skills.

Required Texts:

1. Trzaskoma, Smith, and Brunet, *Anthology of Classical Myth* **SECOND EDITION**
2. *The Essential Homer*, ed. and trans. Stanley Lombardo
3. *Aeschylus: Oresteia*, trans. Peter Meineck
4. *Sophocles: The Three Theban Plays*, trans. Robert Fagles
5. *Euripides: Medea, Hippolytus, Heracles, Bacchae*, ed. S. Esposito (Focus)

There is a class Canvas site where we will post assignments, additional readings, and other class information. Make sure you can access it.

Important Links:

1. For images of Greek deities and heroes, charts, and useful supplementary information: www.theoi.com.
2. The Perseus database on ancient Greece (texts and some translations, art and archaeology, etc.): www.perseus.tufts.edu. Currently, there is special material on Herakles (including maps of his travels) at www.perseus.tufts.edu/Herakles/index.html.
3. You will find images of ancient sites and monuments in Athens (including the Acropolis with the Erechtheion and the Parthenon) at www.stoa.org/athens/
4. www.beazley.ox.ac.uk/index.htm will lead you to sculpture from the Parthenon and to slide shows of ancient Greek pottery and sculpture.
5. You will find images of ancient sites and monuments in Athens (including the Acropolis with the Erechtheion and the Parthenon) at www.stoa.org/athens/
6. Closer to home, we have our MU Museum of Art and Archaeology, generally in Pickard Hall, but now temporarily in Mizzou North, main floor • 115 Business Loop 70 West. You may access some of its collection (and a blog) at <http://maa.missouri.edu>.
7. MU Department of Classical Studies: <https://classics.missouri.edu/>. You will find some useful links on this site, including the department's Facebook page.

Grading and Course Components:

See grading rubric for papers below. Final grades will be converted to letters, using the plus/minus grading scheme, as follows:

A+ 100-97	A 96-93	A- 92-90
B+ 89-87	B 86-83	B- 82-80
C+ 79-77	C 76-73	C- 72-70
D+ 69-67	D 66-63	D- 62-60
F below 60		

Exams:	
Test 1	15%
Test 2	15%
Essay 1	
First Version	5%
Revised Version	10%
Essay 2	
First Version	8%
Revised Version	12%
Essay 3	
First Version	8%
Revised Version	12%
Participation	15%
Attendance	(5%)
Participation & Reading Log	(45%)
Weekly Writing	(50%)

❖ Two Exams

- * Test 1 = 15%. Short answer and ID of passages, slides, names, terms.

Wednesday, March 1, 2:00 in Neff 204.

- * Test 2 = 15%. Similar to the midterm in format. Weds., May 3, 2:00 in Neff 204

NOTE: Mathematics and point totals notwithstanding, in order to pass this course each student must take both tests.

❖ Three Essays = 55% total

- * essay 1: 1st version = 5%, revised version = 10%, for a total of 15%.
- * essay 2: 1st version = 8%, revised version = 12%, for a total of 20%.
- * essay 3: 1st version = 8%, revised version = 12%, for a total of 20%.

The first and revised version must each be 4-5 pages long (approx. 1300-1650 words).

All essays are due at the beginning of your section meeting on the due date. Late essays lose one letter grade per day late (weekends count as one day).

Turn in your graded draft with the revised version. For details and topics check the main syllabus.

There is a major difference between editing and revising a paper. We will address this difference in class. In the meantime, you can take a look at this page: <http://www.uq.edu.au/student-services/phdwriting/phlink09.html>.

NOTE: There will be no extra credit offered in this course, so don't fall behind!

❖ **Participation** = 15% divided among

(1) Attendance. **Attendance is required at every weekly meeting.** At the beginning of class, you will be expected to sign in order to confirm that you are in class. Excused absences include illness, emergencies, academic related activities, or previous arrangement with me. All other absences are considered unexcused, and, when unexcused will lower your grade. You will **not be allowed to make up missed quizzes or exams** unless your absence is excused 24 hours or more ahead of time or you have a legitimate, documented emergency. If there is bad weather but the university has not cancelled classes, and you find yourself unable to come to class, please contact me as soon as possible. If you miss three consecutive discussion meetings with no excuse, we reserve the right to drop your name from the class roll.

(2) Weekly writing assignments. Six assignments are scheduled throughout the semester. The topic will be announced in class on the Monday or Wednesday before it is due and will usually be connected both to the week's reading and to the next essay you will write. Since this is the honor section, this topic may be changed at my discretion. **The assignments should be typed, one page in length, typed double-spaced, Times New Roman 12pt font, and 1 inch margins.**

Late assignments WILL NOT be accepted. I am planning on using the electronic submission available on Canvas, but I reserve the right to switch to the traditional submission at any time in the semester, should I realize that this constitutes a better option for the class.

(3) Reading Log. In order to facilitate both your understanding of the assigned texts and class discussion, you are expected to create a reading log while you complete the assigned readings, one where you report your "critical" responses to what you read. This means that you should interrogate the texts you are reading while investigating what main idea or set of ideas the texts are putting forth, how they are doing it, and to what end. This should not exceed two pages in length. **This log will be turned in every week on Canvas by Thursday night at 11.59 pm.**

(4) Quizzes, homework and participation, in class or online. You are expected to complete the week's reading before coming to our class, formulating any questions or thoughts you may have about the material covered, actively and enthusiastically participating to small/large group discussion/exercises, bringing your copy of the readings with you to class, and putting away your phones, iPods, computers, and other electronic devices when class begins. Failure to do these things may result in a lowering of

your attendance/participation grade. I may give quizzes over the readings at any point in the semester, and I may assign some extra readings or other homework. All this will count towards your participation grade.

*** Assignments**

All assignments (including readings, homework, reading log and writing assignments) must be completed before the beginning of class. If an assignment is not complete, or is being completed during class, then no participation points will be given for that day.

*** Preparation and Participation**

Class participation should not be confused with attendance (see attendance policy above).

It is expected that each student participates actively and constructively in class. The criteria on which your participation is evaluated are: preparedness, volunteering, group or individual projects/work and attention. Disruptive behavior or non-collaborative attitude will reduce your participation score.

You are expected to complete all daily assignments before attending class. As stated above, if an assignment is not complete, or is being completed during class, then no participation points will be given for that day. You are also expected to participate in class discussion. In order to facilitate both your understanding of the assigned texts and class discussion, you are expected to create a reading log while you complete the assigned readings, one where you report your “critical” responses to what you read. This means that you should interrogate the texts you are reading while investigating what main idea or set of ideas the texts are putting forth, how they are doing it, and to what end. This log will be turned in every week.

Do expect questions about the readings, so it is helpful to keep this reading log. Completing work for other classes or extra-curricular activities during class will result in no participation points for that day. It is very important that you complete the readings and attend Dr. Schenker’s lectures. If there are any trouble you are experiencing in understanding the material covered, ask for clarification **as soon as possible**. I will be happy to help.

*** Cell Phones and Electronic Devices**

They are not allowed during class. If you are found texting or using the phone for any reason, participation points will be deducted with or without informing you. If there is a particular reason why you must check your phone on a given day, inform me before class.

*** Email Policy**

The best way to contact me is by email, mssyd2@mail.missouri.edu. For emails, sign your name and the class number (CL 1060). **Your emails are official correspondence.** I may take 24 up to hours to respond to your email. If you have an emergency that requires immediate response, you can try contact me, but I cannot guarantee an immediate response, because I have also other obligations.

Important statements:

○ **Academic Integrity**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably

acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Under Article VI, the Academic Integrity Rules, "Instructors must report, using Option A or Option B, the circumstances and academic assessment impact of any suspected acts" that violate the Academic Integrity rules.

1. The instructor must notify the student "within 10 calendar days of "detecting the incident;"
2. The instructor must notify the provost's office as soon as possible after notifying the student, but not later than 14 calendar days after notifying the student.

Under either Option A or Option B, the instructor controls the ultimate grade the student receives in the course. In determining that grade the instructor may award a reduction in grade for the assignment or the course, a failing grade for the assignment or the course, or additional or adjusted work in the course.

○ **Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office; the [MU Equity Office](#), or equity@missouri.edu.

○ **Executive Order #38, Academic Inquiry, Course Discussion and Privacy**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [section 200.015](#) of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](#) of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

○ **Students with Disabilities**

Please let me know as soon as possible if:

- You anticipate barriers related to the format or requirements of this course.
- You have emergency medical information to share with me.
- You need to make arrangements in case the building must be evacuated.

If you require disability related accommodations (such as a note-taker, extended time on exams or captioning), please establish an accommodation plan with the Disability Center (<http://disabilitycenter.missouri.edu>),

- S5 Memorial Union
- 573-882-4696

After you have registered, please notify me of your eligibility for reasonable accommodations. All reasonable efforts will be made to accommodate individual needs, but I cannot do anything without an official letter of accommodation, and accommodations are not retroactive (i.e., they start once I have your letter). For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

○ **Title IX**

The University of Missouri prohibits all forms of sex or gender discrimination, including sexbased violence. If you or someone you know has experienced sex discrimination or been harassed or assaulted, you can get help at the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource (atrsvp@missouri.edu - (573) 882-6638 - <http://www.rsvp.missouri.edu>) or you can contact the Title IX Office (title9@missouri.edu (573) 882-3880 - <http://www.title9.missouri.edu>).

○ **Intellectual property notice**

All course materials including but not limited to the syllabus, course assignments, study guides, learning guides, quizzes and exams are property of the instructor and the University and may NOT be shared online or distributed in any manner to others. Students are prohibited from posting course materials online and from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Violations of copyright laws could subject you to civil penalties and criminal liability. Violations of academic integrity may subject you to disciplinary action under University policies.

***** The following material is also included in the main syllabus**

Essays: Due at the beginning of your section meeting on the due date. Late essays lose points (as outlined above).

1. Format:

- Type all 1st and revised versions, double-spaced, Times New Roman 12pt font, 1 inch margins. Length: 4-5 pp. or approx. 1300-1650 words.
- Staple the pages together (only if a non-electronic submission is required).
- On the first page: FOR DRAFTS: include your STUDENT NUMBER and the name of your section leader – NOT YOUR NAME.

I will not accept emailed essays.

FOR REVISED ESSAYS: include your name and the name of your section leader.

- You **must turn in the draft** with the revised essay.

2. Audience: Imagine an audience that knows the works you are discussing, but might disagree with your interpretation of them. **Avoid retelling the stories.**

3. "What we want": We realize that students come to this class from diverse writing backgrounds, and bring with them very different expectations about what an essay is. In response to comments that students do not know what we want, I offer the following:

- Every essay in this class must make a point, and then support that point.
- The most effective way to make and support any point is to state your thesis clearly near the beginning of the essay, organize your ideas clearly, use legitimate and convincing forms of support, and express yourself in an intelligible way.
- Spelling and grammar do matter, not least because bad spelling and incorrect grammar detract from the point you are trying to make.
- We welcome the expression of diverse ideas and arguments, as long as they have sufficient support. There is no single right answer to any of the essay questions; but there are some answers that have more copious and easily accessible forms of support. You are free to claim what you will, but you must be able to argue in defense of what you say.

4. Helpful hints:

- Refer to the texts to support your points, but keep your quotations brief. You may cite the texts by page number **WITHIN THE BODY OF THE ESSAY** – no footnotes necessary. You need use no sources beyond those assigned for the class, but if you do incorporate the work of others, then you must cite that work fully (i.e., so we can find it in the library or on the web).
- Beware of the substitutes for clear thinking and argumentation, such as
 - * Expert testimony; just because someone says so, it is not necessarily so.
 - * Dictionary definitions; usually not a useful way to start a paper.
 - * Your "feelings;" rather than beginning a sentence with "I think" or "I feel that," simply make a statement and support it. If you can support it only with your emotions or intuition, chances are it is not worth including in your essay.

5. Grading scale: Some general guidelines we follow as we assign a grade to your work.

90-100: This paper is excellent in content, organization, and style. It has a clear thesis statement and all points are well supported, either by clear argumentation or citation of relevant passages in the texts. Structure is sound, both within each paragraph and in the logical flow between paragraphs. The ideas and conclusion reveal a thoughtful engagement with the material. It is clearly written, grammatically correct.

80-89: This paper is quite good, but weaker in some areas than a '90-100' paper. This paper might be very well organized and clearly written, but less insightful than a '90-100' paper. Or it might be insightful, but less well organized. Papers with good, but not excellent support of ideas fall into this category, as do those with good, but imperfect mechanics.

70-79: A paper receiving this grade is clearly organized around a thesis statement, but pedestrian in its ideas and conclusions. Or, it contains some interesting points, but lacks cohesion and a sound structure. Mechanical errors in this paper are distracting.

60-69: This paper is flawed, in the areas of content, organization, argumentation, and clarity of expression.

Below 60: This paper is full of errors in style, mechanics, and organization, and lacks worthwhile ideas.