

Foundational Studies Syllabus for LAT 215 “Classical Mythology”

I. Required Text

Edith Hamilton, *Mythology: Timeless Tales of Gods and Heroes* (ISBN 0446607258)

This text has been selected for its clear explanatory chapters – and its low cost to you, the student. This text contains more than 3,000 years of human thought on the nature of the universe and our place in it.

II. Course Overview

This course fulfills a Foundational Studies requirement for a course in Literary Studies. It is designed to meet the following goals and objectives, included here to help you better understand what you can expect to learn from the class.

Program Goals: The Foundational Studies program is designed so that ISU graduates can analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively and effectively.

Program Objectives: Students will:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
- Demonstrate an appreciation of human expression through literature and fine and performing arts;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- Demonstrate an understanding of the ethical implications of decisions and actions
- Apply principles of physical and emotional health to wellness;
- Express themselves effectively, professionally, and persuasively both orally and in writing.

How we shall meet the FS Program Goals

In keeping with these overall learning goals for Foundational Studies courses, LAT 215 introduces you to the variety, complexity, and richness of Classical Greek and Roman mythology in order to not only place these myths within their original social and historical contexts but also, and simultaneously, consider their continued influence on Western art, thought, and culture. As you will see, this influence extends well beyond the obvious realms of literature and other arts to a broad range of academic disciplines from astronomy to zoology. Our course assignments will help you achieve these goals. Read on!

How we shall meet the FS Literary Studies area goals

Our course centers particularly on meeting the learning objectives of the Foundational Studies: Literary Studies area

This includes giving you the opportunity to:

- demonstrate your aesthetic responsiveness and interpretive ability;
- connect writings to their literary, cultural, and historical contexts;
- employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and,
- reflect on yourselves as products of and participants in traditions of literature and ideas.

We shall accomplish these area goals, as well as the FS Program goals, by careful attention to:

Course readings

Our primary text elucidates both major and minor Classical myths by drawing upon excerpts from the best of ancient authors and sources. Guided additional reading assignments will give you the opportunity to explore selected fuller texts of these authors and comment upon their significance orally (during in-class discussion) and in writing. Of special use here will be the Oxford On-line Classical Studies References available through our ISU library database collection, the remarkable Perseus Project web pages (www.perseus.tufts.edu/hopper/) and some good, old-fashioned (well, we are concerned with the study of ancient myths so how old could they really be?) books and periodicals from our ISU library collections. Details on using all of these resources for supplementary readings, and for preparing oral reports and written assignments will be provided in class.

Our course begins with a series of lectures on the historical, cultural, and literary origins of the myths included in our primary text (see Course Calendar). With this background, students are better able to consider variations in the myths, as told by different authors, included in our text. This gives students the opportunity to better understand, question, and discuss the reasons behind such variations and to better comprehend the reasons why references to these ancient myths permeate even the most modern, rational disciplines. Ever wonder why the moons of the planet Jupiter have names like Io, Amalthea, and Ganymede? Why the series of NASA projects that culminated in man walking on the moon was called Apollo? Why psychologists since Freud have used the term “Oedipus complex?” Here’s a class to answer these questions and many more.

In-class discussions

While formal instructor lectures will introduce new sections of our course, most class meetings will be devoted to general, student-led discussions of the myths at hand. Study assignments will be provided to students to assist in preparation for in-class discussion. These assignments are directly related to the four learning objectives and the three skill-applied learning requirements of the Foundational Studies: Literary Studies area. In all course readings, assignments, and discussions we shall concern ourselves, in part, with the continued relevance of Classical myth to us as modern readers and students.

Students are responsible for reading and preparing to discuss all material in the assigned chapters before the date listed on the Class Calendar (see below). Timely and thoughtful completion of reading assignments is crucial to your success in this course.

Exams

We shall have four examinations this semester, including the Final Exam. These exams will be a combination of identification, short answer, and essay questions focused upon the texts read and discussed in class up to the date of the exam. Note well, that all exams, as the study of mythology, are cumulative. Do not forget material covered on previous exams as you prepare for a new one! In-class exams will be timed. We shall discuss strategies for completing exams within time limits in class. These together with specific requirements, guidelines, and helpful “tips for success” will be given in-class. Each exam will be worth a total of 100 points toward your final grade.

CPC (collateral points collection) assignments

You will be assigned a variety of collateral points collection assignments over the semester. CPC points add to exam points and apply toward the final course grade. These will include:

Three (3) Reflective Writing Assignments, worth up to 10 CPC points each. [see Appendix A]

Three (3) Monthly Library Assignments, worth up to 10 CPC points each. [see Appendix B]

One (1) multi-step developmental writing assignment, worth up to 10 CPC points, designed to prepare students for responding to exam essay questions. [see Appendix C]

Additional CPC assignments may be given at the instructor’s discretion.

Grading

Your final grade for this course will be based upon a composite of your exam and CPC points. 500 points total.
100-90% of total = A to A- / 89-80% = B+ to B- / 79-70% = C+ to C- / 69-60% = D+ to D-

Student Evaluations

Near the end of the semester you will be given the opportunity to offer your evaluation of the course content, assignments, and instruction. These evaluations will not be read by the instructor until after final grades are submitted to the Registrar.

III. Class Policies

Please read the following class-conduct policies carefully. Failure to comply with these rules will not only disrupt the learning process, but may result in your expulsion from class for the day or worse. You are also encouraged to review the official university-wide ISU Code of Student Conduct: <http://www.indstate.edu/sjp/code.htm>

Please feel free to schedule a meeting with me any time you have a question or concern about these policies or any aspect of our class that cannot be addressed during our regular class meeting. I shall treat each of you with courtesy. I expect each of you, in turn, to be courteous to your classmates, me, and other scholars. Here are some areas that require your particular attention:

Attendance

It should not need to be stated that attendance is expected of every student in every class period. Furthermore, the university requires your attendance record to be regularly reported.

Punctuality

Equally important is being on time to class and prepared to begin our daily work at the start of class. If dire and unforeseen circumstances lead to your being tardy for class, please observe these policies:

1. Come to class! (And resolve to never be late to class again!)
2. If you are entering class late, please have your text book, notebook, pencil and other materials you will need for class in your hands as you enter the classroom. You will already disrupt the class by entering late, do not compound this by proceeding to rummage about in your book bag.
3. Quietly take a seat as near the door as possible.
4. If the instructor is lecturing or leading a class discussion, feel free to enter with materials in hand (#2) and take a

seat (#3).

5. If a student or group presentation is underway, please wait quietly outside the classroom until that presentation is completed. If class discussion follows the presentation, you may enter during the question and answer period.

Preparation

Come to class prepared to devote your attention to the assignment(s) for the day. We have a fine student newspaper, but unless it contains a story pertinent to our subject matter, please confine your *Statesman* reading to outside of class time. You are equally admonished to abstain from reading other non-course texts, doing homework for other classes, etc.

Class Participation

Your participation in our class and attention to matters at hand are expected in every class. Questions and comments are always welcome, provided you present them in a courteous manner. Raising your hand is the best way to be recognized in a polite group discussion. Please listen quietly while others are speaking.

Cell phones, iPods, and all those other lovely gadgets

These may not be used during class. Cell phones must be turned off or set to silent ring.

Texting, surfing the web, playing games, listening to music, etc. are not permitted during class unless I say otherwise. When in doubt, ask permission.

Laptop use

General guideline. This course falls under the following general guideline from "The Sycamore Standard:"

"Laptop Not Required for Course: Usage Permitted: While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct."

Course-specific guidelines. A laptop is not required for this course. In general, the nature of our course is not conducive to in-class laptop use. **No** laptops or similar devices may be in use during student presentations, quizzes, or exams.

This pretty much means that you'll only be permitted to use laptops or similar devices on rare occasions in our course. So be sure to bring paper and a writing instrument to every class. Taking careful notes is one of the best ways to ensure success in this or any class.

I will announce when laptops or similar devices may be used for note taking during formal lectures. Use of laptops in class will also be permitted (but not required) during group project workshops. These workshops will be announced ahead of time. When in doubt about the use of laptops and similar devices, please ask me.

I reserve the right to assign students wishing to use laptops or similar devices for note taking to a designated seating area. Students using laptops or similar devices in violation of these policies or for non-class related purposes forfeit their right to use the laptop or device in class for the remainder of the semester.

Plagiarism

Plagiarism is the presentation of the work or ideas of another without proper source citation.

It is also the rudest thing you can do to another scholar as it fails to acknowledge all the hard work that goes in to creating an original work. We all learn from each other. Far from distracting from your own work, citing contributions other scholars have made to your unique understanding of a topic illustrates your familiarity with the academic history of an area and connects your efforts to traditions of the larger scholarly world.

Plagiarism can be intentional or unintentional, so it is something we should all be on constant guard against. We'll discuss various strategies for avoiding plagiarism in our class. It can be a bit tricky at times, so remember: when in doubt, ask.

Please read the ISU Academic Integrity Policy found in the Student Code of Conduct

<http://www1.indstate.edu/academicintegrity/index.htm>

Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant.

For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Americans with Disabilities Act Statement

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

IV. LAT 215 “Classical Mythology” Course Calendar [Sample from Fall 2009]

Reading assignments listed in **bold** are to be completed before the class in which each will be discussed.

EXAM dates are indicated for each section.

CPC assignments, guidelines, and due dates will be given in class.

[**Bracketed comments are explanatory for the members of the FS committee.**]

Section I: Welcome to the Wonderful World of Classical Mythology! The Gods, Creation, Earliest Heroes and Adventures	
AUG	26 Introduction to LAT 215
	28 pp. 13-23 “Introduction to Classical Mythology” lecture on origins, sources, and overall influence of Classical Mythology
	31 lecture on literary, poetic sources of Classical Mythology
SEPT	2 lecture on visual arts as sources of Classical Mythology
	4 lecture on history of application of Classical Mythology in diverse disciplines
[The first reading and 4 introductory lectures are designed introduce students to the interdisciplinary nature of our course and ways in which our course will meet all of the FS and LA goals, but especially	
FS 1. Locate, critically read, and evaluate information to solve problems;	
FS 2. Critically evaluate the ideas of others;	
FS 3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);	
FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;	
and	
LS 2. connect writings to their literary, cultural, and historical contexts;	
LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and,	
LS 4. reflect on yourselves as products of and participants in traditions of literature and ideas.]	
	7 LABOR DAY NO CLASS
	9 pp. 24-36 – The Olympian Gods
	11 pp. 36-47 – The Olympian Gods, cont.
	14 pp. 48-55 – The Two Great Gods of Earth
[During these 3 days the multi-step CPC Writing Assignment – “Olympian Gods and Earth Gods” is assigned.	
See Appendix C for details.	
This assignment is designed to especially fulfill the goals of:	
FS 1. Locate, critically read, and evaluate information to solve problems;	
FS 2. Critically evaluate the ideas of others;	
FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;	
FS 6. Demonstrate an understanding of diverse cultures within and across societies;	

alongside Literary Studies area goals of:
 LS 1. demonstrate your aesthetic responsiveness and interpretive ability;
 LS 2. connect writings to their literary, cultural, and historical contexts;
 LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.

The developmental nature of this writing assignment is informed by FS goal 10:
 FS 10. Express themselves effectively, professionally, and persuasively both orally and in writing.]

16 pp. 55-64 – Creation of the World and Humans

18 pp. 65-77 – The Earliest Heroes

21 pp. 77-96 – The Earliest Heroes, cont.

[These three days of reading and discussion include the myths of:
 Prometheus, mythical benefactor of humankind and source of all human knowledge of arts and sciences;
 and
 Polyphemus, a fantastic character variously represented in our mythic sources as a horrid monster and a sympathetic character who once hated but later loved human beings.

See Appendix A LAT 215 Sample CPC Reflective Writing Assignments for ways in which student assignments and consideration of these and other myths will incorporate:

FS 2. Critically evaluate the ideas of others;
 FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
 FS 5 Demonstrate the skills for effective citizenship and stewardship;
 FS 6 Demonstrate an understanding of diverse cultures within and across societies;
 (The application of FS 5 and 6 here will need some explanation for students unfamiliar with ways in which mythological stories are adapted by authors of different cultures. We'll discuss the reality of "variation" in our sources – from the 8th century BCE Homer to the largely unknown scribes of Medieval Europe. Our goal will be to better understand each writer's contemporary audience and changing attitudes on matters of interest to human beings. Political, cultural, and aesthetic concerns merge here in our exploration of the evolution of human thought on the ideals of justice, freedom, love, glory, truth, and beauty which are central to Classical mythology.)

Appendix A writing assignments are also are also designed to develop students' critical thinking skills with attention to:

LS 1. demonstrate your aesthetic responsiveness and interpretive ability;
 LS 2. connect writings to their literary, cultural, and historical contexts;
 LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and,
 LS 4. reflect on yourselves as products of and participants in traditions of literature and ideas.]

23 pp. 96-104 – Stories of Love and Adventure

25 pp. 105-121 – Stories of Love and Adventure

28 pp. 122-135 – Stories of Love and Adventure

30 pp. 136-145 – Stories of Love and Adventure

[The first of the 3 CPC Monthly Library Assignments is given at the start of these readings on "Stories of Love and Adventure."

See Appendix B for sample assignments.

Designed specifically to improve students' information literacy skills, the investigative and interdisciplinary nature of these assignments also helps students fulfill:

FS 1. Locate, critically read, and evaluate information to solve problems;
 FS 2. Critically evaluate the ideas of others;
 FS 3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
 FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;

FS 6 Demonstrate an understanding of diverse cultures within and across societies;
FS 7 Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
FS 8 Demonstrate an understanding of the ethical implications of decisions and actions
FS 10 Express themselves effectively, professionally, and persuasively both orally and in writing.
and
LS 1. demonstrate your aesthetic responsiveness and interpretive ability;
LS 2. connect writings to their literary, cultural, and historical contexts;
LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and,
LS 4. reflect on yourselves as products of and participants in traditions of literature and ideas.]

OCT 2 EXAM ONE

Section II: Great Heroes before the Trojan War

5 Exam One review

7 introductory lecture on pre-Trojan War myths

9 FALL BREAK NO CLASS

12 pp. 146-154 – Perseus

14 pp. 155-165 – Theseus

16 pp. 166-179 – Hercules

19 pp. 180-184 – Atalanta

[This section introduces four important mythological heroes (three male alongside one notable *female*, Atalanta) who are decidedly human in form, mortality, ambition, success, failure, and reflective thought.

Readings and assignments are enhanced by in-class videos highlighting modern scientific and historical investigation of these myths (and some earlier) and their possible origins.

An example video is the History Channel’s “History’s Mysteries” episode: *Ancient Monster Hunters*, an excellently documented exploration of how new data suggests that the ancient Greeks searched for, excavated, and displayed massive fossils and saw these bones of prehistoric animals as proof that mythical heroes of superhuman stature once inhabited a world of fantastic creatures. Tag line: “Join the hunt with some of today’s leading paleontologists as we explore newly-translated evidence and examine remains that may link the Greek classical age with Earth’s prehistoric past.”

Readings, videos, and class discussions highlight:

FS 2. Critically evaluate the ideas of others;

FS 3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);

FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;

and

LS 2. connect writings to their literary, cultural, and historical contexts;

LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and,

LS 4. reflect on yourselves as products of and participants in traditions of literature and ideas.

21 Section II review

23 EXAM TWO

Section III: Heroes of the Trojan War

26 Exam Two review

28 introductory lecture on Trojan War heroes

30 Classics Fest! Class meets in the ISU Library Events Area

NOV	2	pp. 185- 201 – prologue to the Trojan War
	4	pp. 201- 210 – The Fall of Troy
	6	pp. 211-229 – Odysseus Returns “Home”
	9	pp. 230-246 – Aeneas “Founds” the Roman Race
	11	pp. 247-265 – The House of Atreus: from Blood Feud to Law
	13	lecture: Mythic Comparisons, part 1
	16	lecture: Mythic Comparisons, part 2
<p>[In this section our class explores the ways in which the myths surrounding the Trojan War highlight humankind’s progress from Heroic to Classical thought – and the problems encountered by humans in becoming “civilized.” The Classical ideal of “balance” is highlighted by the juxtaposition of tales of a brutal war fought by a society which increasingly values rule of reasoned law, the family, and “home.”</p> <p>Reinforced by Reflective Writing and Monthly Library assignments (see Appendices A & B) this section draws student attention especially to meeting:</p> <p>FS 5 Demonstrate the skills for effective citizenship and stewardship;</p> <p>and</p> <p>LS 2. connect writings to their literary, cultural, and historical contexts;</p> <p>LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and,</p> <p>LS 4. reflect on yourselves as products of and participants in traditions of literature and ideas.]</p>		
	18	EXAM THREE
	20	Exam Three review
<p>Section IV: Royal Myths: Thebes, Athens, King Midas, and others</p>		
	23	lecture: “Modern” Uses of Myth
	25	THANKSGIVING BREAK NO CLASS
	27	THANKSGIVING BREAK NO CLASS
	30	Samuel Clemens’ Birthday: Special Event TBA
DEC	2	pp. 266-280 – The Royal House of Thebes
	4	pp. 281-290 – The Royal House of Athens
<p>[We begin this section with consideration of the 19th –century American writer, Samuel Clemens (aka Mark Twain) connecting <i>A Connecticut Yankee in King Arthur’s Court</i> and other Twain “royal” tales to much earlier Greek myths of royal houses.</p> <p>Myths of the royal families of Athens and of Thebes are central to many of the extant Classical Athenian tragedies of Aeschylus, Sophocles, and Euripides. Understanding the full myths (Oedipus, Antigone, Medea, Hippolytus, etc.) behind these earliest surviving masterpieces of Western drama seems to us essential for students of not only literature but all areas of human art and thought.</p> <p>Specific goal addressed include:</p> <p>FS 3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);</p> <p>FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;</p> <p>FS 5 Demonstrate the skills for effective citizenship and stewardship;</p> <p>FS 6 Demonstrate an understanding of diverse cultures within and across societies;</p> <p>FS 7 Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;</p> <p>FS 8 Demonstrate an understanding of the ethical implications of decisions and actions</p> <p>and</p> <p>LS 2. connect writings to their literary, cultural, and historical contexts;</p> <p>LS 3. employ literature to analyze issues and answer questions relating to human experience, systems, and</p>		

<p>the physical environment; and, LS 4. reflect on yourselves as products of and participants in traditions of literature and ideas.</p>
<p>7 pp. 292-300 – King Midas, Aesculapius, and others</p>
<p>9 pp. 301-313 – brief myths arranged alphabetically</p>
<p>[Our course concludes with study of myths of “lesser” importance to extant ancient literature which nevertheless have much resonance in later art and culture. The tale of Midas underscores the danger of greed for power or wealth, providing an excellent opportunity to illustrate the value of: FS 8 Demonstrate an understanding of the ethical implications of decisions and actions. The myths of the great physician Aesculapius highlight the importance of: FS 9 Apply principles of physical and emotional health to wellness In many ways the whole of our course highlights these two FS goals – Classical myth continuously speaks to the human desire to understand what makes “right” behavior and how we, as members of society and as unique individuals, can best live “a good life.”]</p>
<p>11 pp. 314-330 – The Mythology of the Norsemen BONUS comparison of Classical to Norse myths</p>
<p>[This last bit is truly “Bonus” but intended to encourage students to explore the mythologies of all cultures, in future courses and as lifelong learners.]</p>
<p>FRIDAY, DEC. 18 (10:00 am -12:00 pm) FINAL EXAM</p>