Classical Mythology  
(Classics 170-003)  
Spring Semester, 2017

Instructor Name: R. M. Calkins, Ph.D.  
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Instructor Office Hours: 9-10am, W-Thu  
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Group Discussion/Office Hours: TBA  
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Image: The so-called “Eleusis Amphora” showing Odysseus blinding Polyphemus on the neck and the decapitation of Medusa by Perseus on the body of the vase. Dated: ca. 650 BC.

Class Meeting Times and Location(s): MoWe 12:30-1:45 in Merrill Hall 131  
Final Exam Date/Time and Location: Thursday, May 18, 12:30-2:30pm Merrill Hall 131  
Mode of Delivery: Face to face  
Special Technology Requirements: Students will be required to use either a Turning Technologies clicker or Responseware. See information handout in the ‘Course Information’ module under the ‘Content’ tab on D2L.

Course Description  
This class has been designed with three primary objectives: 1. to introduce students to some of the main figures of Greek mythology that appear in the literature of ancient Greece within their original cultural context; 2. to introduce some of the theories, ancient and modern, that have been used to explain the relationship of the stories to their socio-historical context; 3. to examine the transformation of one particular myth (Herakles) as it was adapted to new cultural contexts over time.

Credit Hour Policy Time Allocation  
Per the University credit hour policy, students are expected to devote 144 hours/semester to each 3-credit course. This amounts to approximately 10 hours/week. A weekly estimate for the allocation of these hours is as follows:

- in-class participation: 2.5 hours/week
- reading assignments: 4 hours/week
- D2L activities: 1.5 hours/week
- written debate exercises: 12 hours/semester
- quiz and exam preparation: remaining 20 hours/semester
**Required Readings:** Texts and clickers will be available through E-Campus; a copy of each text will also be on reserve at the UWM Library. Alternate translations of most texts are freely available online at http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman.

   Price: $12.35 (new)/$3.60 (used)
   Price: $12.38 (new)/$9.50 (used)/$8.51 (e-book)

**Additional Readings**
Supplemental reading assignments will be provided on D2L under the ‘Content’ tab in the ‘Weekly Materials’ section.

**Assessment and Descriptions of Required Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation (determined by clicker)</td>
<td>20%</td>
</tr>
<tr>
<td>Written debate exercises (3 total)</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly quizzes on D2L (10 highest scores)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
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</table>

**Participation:** The grade for participation will be determined at the end of the semester and based on clicker responses in class meetings. There will be no penalty for incorrect responses. See “FAQs About Clickers” under the “Content” tab on D2L for additional information regarding use of clickers and how to address any problems that may be encountered with clickers. **If the device or app fails for some reason, it is the student’s responsibility to fix the problem promptly.** Students will have a maximum of 1 week to repair the problem and must show Professor Calkins documentation of the problem/repair from the UWM Helpdesk to receive credit for missed responses.

**Debate Exercises:** All students will be responsible for outlining both sides of a debate topic and submitting his/her individual written exercise to the appropriate dropbox on D2L three times over the course of the semester (due dates are given in the schedule of assignments below). Students who volunteer to participate in a live debate on one of the scheduled debate days will automatically receive a perfect score on the written assignment. Each student may volunteer only once in the course of the semester and must have submitted the written assignment to receive the bonus. Volunteer sign-up will operate on a first-come, first-served basis through self-enrolment in debate-exercise groups under the “Groups” tab on D2L. See “FAQs About Debate Exercises” under the “Content” tab on D2L for debate topics and additional information.

**Quizzes:** To be taken via D2L. If a student chooses to take a quiz on a mobile device, s/he does so at her/his own risk. If the connection drops while the student is taking the quiz, the quiz may be recorded as incomplete or not taken at all. For this reason, it is strongly recommended that students plan to take quizzes on a computer with a cable connection. A “how-to” guide for taking quizzes through D2L for this course is available under the “Content” tab of the D2L.
Midterm Exam: The midterm exam must be taken in-class on the date listed in the schedule of assignments and is intended to give students a preview of the format for the final exam in addition to testing command of the material covered in the first segment of the course. Students will not be allowed to make-up the exam unless they provide documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

Grading Scale:
A: 94-100%; A-: 90-93%
B+: 87-89%; B: 84-86%; B-: 80-83%
C+: 77-79%; C: 74-76%; C-: 70-73%
D+: 67-69%; D: 64-66%; D-: 60-63%
F: below 60%

Schedule of Topics and Assignments: Please note that the instructor reserves the right to make changes to the syllabus as needed as the course progresses.

Week 1:
M 1/23 Introduction
W 1/25 Hesiod, *Theogony*, lines 1-572, p. 61-77
F 1/27 *Quiz on syllabus must be completed on D2L by 11:59pm.*

Week 2:
M 1/30 Hesiod, *Theogony*, lines 573-end, p. 77-90
W 2/1 *Homeric Hymns*, “Hymn to Apollo,” p. 19-37
Demonstration of “live” debate
F 2/3 *Quiz 1 must be completed on D2L by 11:59pm*
End of clicker grace period.

Week 3:
M 2/6 *Homeric Hymns*, “Hymn to Hermes,” p. 38-56
W 2/8 *Homeric Hymns*, “Hymn to Demeter,” p. 3-18
F 2/10 *Quiz 2 must be completed on D2L by 11:59pm*
Debate Exercise #1 must be posted to dropbox on D2L by 11:59pm

Week 4:
M 2/13 *Homeric Hymns*, “Hymns to Aphrodite,” p. 57-67
W 2/15 Review
Debate Day #1
F 2/17 *Quiz 3 must be completed on D2L by 11:59pm*

Week 5:
M 2/20 *Midterm Exam*
W 2/22 Homer, *Odyssey*, Books 1-2

Week 6:
M 2/27 Homer, *Odyssey*, Books 3-4
W 3/1 Homer, *Odyssey*, Books 5-6
F 3/3 *Quiz 4 must be completed on D2L by 11:59pm*

Week 7:
M 3/6 Homer, *Odyssey*, Books 7-8
W 3/8 Homer, *Odyssey*, Books 9-10
F 3/10 *Quiz 5 must be completed on D2L by 11:59pm*
Week 8:  
M 3/13 Homer, *Odyssey*, Books 11-12  
W 3/15 Homer, *Odyssey*, Books 13-14  
F 3/17 Quiz 6 must be completed on D2L by 11:59pm  

Week 9:  
3/19-26 SPRING RECESS  

Week 10:  
F 3/31 Quiz 7 must be completed on D2L by 11:59pm  

Week 11:  
M 4/3 Homer, *Odyssey*, Books 23-24  
W 4/5 Greeks, Imperial Athens, p. 93-104 (D2L, “Content”)  
F 4/7 Quiz 8 must be completed on D2L by 11:59pm  
Debate Exercise #2 must be posted to dropbox on D2L by 11:59pm  

Week 12:  
M 4/10 Euripides, *Heracles*, lines 1-762 (D2L, “Content”)  
W 4/12 Debate Day #2  
F 4/14 Quiz 9 must be completed on D2L by 11:59pm  

Week 13:  
M 4/17 Alexander and After (D2L, “Content”)  
W 4/19 Apollonius, *Argonautica*, Book 1 (D2L, “Content”)  
F 4/21 Quiz 10 must be completed on D2L by 11:59pm  

Week 14:  
M 4/24 Augustan Rome (D2L, “Content”)  
W 4/26 Virgil, *Aeneid*, Book 1 (D2L, “Content”)  
F 4/28 Quiz 11 must be completed on D2L by 11:59pm  

Week 15:  
M 5/1 Ovid, *Metamorphoses*, 1.1-783; 9.1-470 (D2L, “Content”)  
F 5/5 Quiz 12 must be completed on D2L by 11:59pm  
Debate Exercise #3 must be posted to dropbox on D2L by 11:59pm  

Week 16:  
W 5/10 Review  
Debate Day #3  

Final Exam:  
Th 5/18 12:30-2:30pm Merrill Hall 131  

Course Policies:  
Attendance: Attendance in lecture is mandatory. Students are expected to attend all scheduled class meetings and will be held accountable for all information presented in class. If a student is unable to attend a class meeting due to illness or some other personal emergency, the student is responsible for
obtaining notes on the missed class meeting from a classmate and is expected to contact the instructor or TA as soon as possible for any additional clarification that s/he desires.

Classics Program Administrative Drop Policy: Students must show evidence of participation during the first week of enrollment in the course or be subject to administrative drop. Throughout the subsequent withdrawal period, any student for whom there is no evidence of participation in the course for a period of 4 consecutive class meetings will be issued a warning of pending administrative drop from the course via email. If the student fails to respond with documentation that his/her lack of participation is due to excusable circumstances recognized by the University (hospitalization, active military service, etc.) within one week, s/he will be subject to administrative drop from the course.

Email: Details regarding assignments and course announcements will regularly be communicated to students through their official UWM email account; thus students are required to check their UWM email account regularly (several times/week) while in this course.

Late Assignments: Students will not be allowed to submit quizzes late on D2L unless the student provides documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.). If a student fails to submit a written debate exercise to the appropriate dropbox on the Friday that the assignment is due, s/he may submit the assignment to the dropbox up until 5pm on Sunday of that weekend. Late submission will incur, however, a 2-point deduction from the student’s overall score. No debate exercises will be accepted after 5pm Sunday without documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

Safety Policies: Students are expected to refrain from all behaviors that may put themselves or others at risk and follow all posted safety procedures.

Make-up Policies: A make-up exam will only be permitted if the student provides documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

Incomplete Policies: A grade of "incomplete" will only be permitted under the circumstances recognized by the University. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at: http://www4.uwm.edu/secu/docs/other/S31.pdf.

Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at: http://www4.uwm.edu/sac/SACltr.pdf. VISA students are expected to contact Professor Calkins within the first week that they are enrolled in the course in order to discuss arrangements for any accommodations to which they are entitled. Special accommodations for exams will generally need to be administered through ARC.

Religious observances: Policies regarding accommodations for absences due to religious observance may be found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm.

Students called to active military duty: University policies regarding accommodations for absences due to call-up of reserves to active military duty may be found at: http://www4.uwm.edu/current_students/military_call_up.cfm.
Discriminatory conduct (such as sexual harassment): Definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct may be found at:
http://www4.uwm.edu/secu/docs/other/S47.pdf.

Academic misconduct: Students are responsible for completing assignments and exams in an ethical manner and must not copy materials produced by others in print or electronically without giving due credit to the author(s). This policy also applies to debate exercises by fellow students and internet sources. Plagiarized assignments will receive a grade of 0. Plagiarism is a serious offence, and students are responsible for understanding university policies regarding academic misconduct, including plagiarism and cheating on exams, which may be found at:

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
http://www4.uwm.edu/secu/docs/other/S49.7.htm.

Grade appeal procedures: Procedures for student grade appeal appear at the following:

Final examination policy: The final exam will take place in the regular classroom as scheduled by the University (http://uwm.edu/registrar/students/final-exam-schedule-information/fall-final-examination-schedule/). University Policy prohibits instructors from changing the examination date and/or time for an individual without prior approval of the dean or director except in cases of documented medical emergencies, active military service, etc. No student may take the exam earlier than its scheduled date/time. Details regarding this policy are available at: http://www4.uwm.edu/secu/docs/other/S22.htm.

Humanities Distribution General Education Requirement

Humanities are the academic disciplines that investigate human constructs and values. The humanistic disciplines - such as art history, history, language and literature, philosophy, religious studies, film and media studies - are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

Explanation of how this course fits with the above definition of the humanities.

By definition, UWM GER courses in the humanities "investigate human constructs and values (and) are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context." This course will introduce students to the construction and adaptation of Classical mythological narratives and the relationship of those narratives to dominant customs within the culture (ancient Greek, Hellenistic, or Roman) that produced them through close reading and analysis of literary sources.
Explanation of how this course will teach students to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.

Students will perform close readings of canonical texts from ancient Greece, Hellenistic Egypt, and ancient Rome alongside attending lectures that contextualize the narratives and genres within the three primary cultures of the Classical world. Particular attention will be paid to how dominant customs are reflected in the mythological narratives and the changes in narrative that can be observed when the Greek mythological tradition is subsequently adapted to new cultural values in Hellenistic Egypt and ancient Rome (Humanities Criterion 1).

Students will be able to respond coherently and persuasively to the materials of humanities study; this will be accomplished through logical textual and historical analysis required to produce the arguments in the written debate exercises (Humanities Criterion 2).

**Learning Outcomes**

By the end of this course students should be able to:

1. identify the most prominent mythological figures, customs, and narrative patterns that are represented in ancient Greek literature.
2. explain how ancient Greek myth was brought into later, non-Greek cultures.
3. produce written arguments that are derived from analysis of literary texts.

**Explanation of how this course will allow students to achieve the learning outcomes identified above.**

Students will be responsible for completing reading assignments in preparation for lectures in which cultural traditions represented in the texts will be highlighted.

**Description of the assignments through which students will achieve each of the learning outcomes described above.**

Students will respond coherently and persuasively to textual sources through written debate exercises that will require them to perform close reading and analysis in order to produce logical arguments derived from the cultural values represented in the assigned texts.

**UW System Shared Learning Goals** that will be met in this course are:

1. critical and creative thinking skills including inquiry (analysis of poetry), and higher order qualitative and quantitative reasoning (drawing connections between cultural context and values communicated through mythological narratives).
2. effective communication skills including listening (lecture presentations and class discussions), reading (Greek and Latin poetry in translation), and writing (written debate exercises).

**Explanation**

The development of critical and creative thinking skills, as well as written communication skills, will be evaluated through the sequence of written debate exercises described above, which require students to make logical deductions through textual analysis and follow specific written guidelines.

**Explanation of how the assignments will be used to determine if students achieved each of the learning outcomes. Identification of the standards according to which the assessment will be measured:**
Three times over the course of the semester students will be asked to outline in writing both sides of a debate whose topic is derived from a conflict represented in the mythological narrative under study. These assignments will demonstrate whether or not students have learned the dominant cultural traditions represented in the narratives and are able to assign perspectives on those traditions to different genders or classes within a given culture. Specific guidelines for the format of the exercises will be provided, and students will be assessed on their compliance with formatting guidelines in addition to the quality of the analysis used to support the arguments they construct on each side of the debate. The sequence of assignments will allow students to demonstrate improvement in textual analysis and written communication skills over the course of the semester.

Assessment of written debate exercises is based on the following criteria (see assessment rubric below):

1. Evidence: student identifies passages within the texts under study that reflect the values of ancient Greek culture and displays understanding of proper attribution of sources (Humanities Criterion 1; Learning Outcome 1; UW-System Goals 1 and 2).

2. Argument: student demonstrates the ability to analyze evidence and derive a logical argument based on the evidence of literary and artistic sources (Humanities Criterion 1 and 2; Learning Outcomes 1 and 3; UW-System Goals 1 and 2).

3. Grammar and syntax: student demonstrates the ability to communicate his/her ideas clearly (Learning Outcome 3; UW-System Goal 2).

## Debate Exercise Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
<th>2-3 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position 1:</strong> quotations 1-3</td>
<td>All three quotations are accurate and properly formatted.</td>
<td>One or more quotations are not quite accurate and/or contain many typographic errors.</td>
<td>Quotations are absent or taken from a source other than the text(s) specified on the syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Position 2:</strong> quotations 1-3</td>
<td>All three quotations are accurate and properly formatted.</td>
<td>One or more quotations are not quite accurate and/or contain many typographic errors.</td>
<td>Quotations are absent or taken from a source other than the text(s) specified on the syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Position 1:</strong> citations 1-3</td>
<td>All three citations are accurate and properly formatted per the guidelines in &quot;FAQs about Debate Exercises.&quot;</td>
<td>One or more citations are not quite accurate due to typographic or factual errors. Factual errors include inaccurate line numbers, author, or title.</td>
<td>Citations are absent or wholly inaccurate.</td>
<td></td>
</tr>
<tr>
<td>Position 2: citations 1-3</td>
<td>All three citations are accurate and properly formatted per the guidelines in &quot;FAQs about Debate Exercises.&quot;</td>
<td>One or more citations are not quite accurate due to typographic or factual errors. Factual errors include inaccurate line numbers, author, or title.</td>
<td>Citations are absent or wholly inaccurate.</td>
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<tr>
<td><strong>Argument</strong></td>
<td><strong>5-6 points</strong></td>
<td><strong>3-4 points</strong></td>
<td><strong>2-3 points</strong></td>
<td><strong>0-1 point</strong></td>
</tr>
<tr>
<td>Position 1: points 1-3 of argument</td>
<td>Each point in the argument is logically derived from the associated quotation so that it reveals why and how the quotation supports Position 1. (See &quot;FAQs about Debate Exercises&quot; for examples.)</td>
<td>Not every point in the argument is clearly derived from the associated quotation, and/or the argument reveals a lapse in logic.</td>
<td>Points in the argument are not derived from the quotations; the argument contains severe lapses in logic; or points merely paraphrase the quotations.</td>
<td>Points in the argument in support of Position 1 are absent.</td>
</tr>
<tr>
<td>Position 2: points 1-3 of argument</td>
<td>Each point in the argument is logically derived from the associated quotation so that it reveals why and how the quotation supports Position 2. (See &quot;FAQs about Debate Exercises&quot; for examples.)</td>
<td>Not every point in the argument is clearly derived from the associated quotation, and/or the argument reveals a lapse in logic.</td>
<td>Points in the argument are not derived from the quotations; the argument contains severe lapses in logic; or points merely paraphrase the quotations.</td>
<td>Points in the argument in support of Position 2 are absent.</td>
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<tr>
<td><strong>Grammar and Syntax</strong></td>
<td><strong>5-6 points</strong></td>
<td><strong>4-5 points</strong></td>
<td><strong>3-4 points</strong></td>
<td><strong>0-3 points</strong></td>
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<tr>
<td>The assignment is written in standard, colloquial English and is generally free of grammatical, syntactical, and vocabulary errors.</td>
<td>The assignment is written in standard, colloquial English but contains a number of grammatical, syntactical, and vocabulary errors.</td>
<td>The assignment contains a large number of grammatical, syntactical, and vocabulary errors, with the result that it is difficult for a reader to understand.</td>
<td>The assignment contains so many grammatical, syntactical, and vocabulary errors as to be largely incomprehensible.</td>
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<tr>
<td>Total Score</td>
<td>Strong: 27-30</td>
<td>Mediocre: 24-27</td>
<td>Competent: 21-24</td>
<td>Weak: less than 21</td>
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<td>The assignment demonstrates exceptional mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates full mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates minimal mastery of most learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment fails to demonstrate mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
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</tbody>
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