

Please read this syllabus over in its entirety.

**Classic 170: Classical Mythology; Online, Fall, 2012 (Sept. 4-Dec. 12)**

**Instructor: Prof. Andrew Porter, Classics, Dept. of Foreign Languages and Literature**

- **Contact Me:**
  - Mundane Matters Forum/General Mythology Questions on D2L, as outlined
  - **Email:** [portera@uwm.edu](mailto:portera@uwm.edu).
  - **Office Visit:** Curtin 812, by appointment
  - **Skype, by Appointment** (my name: myth170)
  - **Office Phone:** (414)229-3239; my Home/Cell is 262-309-1294.
- **Contact your Teaching assistant:**

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| <ul style="list-style-type: none"><li>• <b>Groups 1-4:</b></li><li>• <b>Alison Longley</b></li><li>• <b>Email:</b> <a href="mailto:agcoffey@uwm.edu">agcoffey@uwm.edu</a></li><li>• <b>Skype Name:</b> penelopecoffey</li><li>• <b>Office Visit:</b> Curtin 872, Tuesdays 11-1 p.m. p.m.; other times by appointment.</li></ul> | <ul style="list-style-type: none"><li>• <b>Groups 5-8:</b></li><li>• <b>Ben Rogaczewski</b></li><li>• <b>Email:</b> <a href="mailto:rogacze3@uwm.edu">rogacze3@uwm.edu</a></li><li>• <b>Skype Name:</b> actaeon170</li><li>• <b>Office Visit:</b> Curtin 872, Tuesdays 2-5 p.m. ; other times by appointment</li></ul> |
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## **INTRODUCTION TO CLASSICAL MYTH**

*Welcome to the class! The course is about early classical myths, as you heard in the introductory video. I hope you find hearing, reading, and seeing a part of the vast story hoard of early classical myths as they were sung, recited, and told by the ancient Greeks (Romans, and others since). Reading early classical myths is a journey into the past. The sources selected for your reading are the earliest in the Western world and serve to teach about myths from Homer, Hesiod, and the Greek dramatists, in particular. These stories not only constitute the web of story references in the Archaic (800-480 BC), Classical (480-323 BC), and Hellenistic (323-146 BC) Greek worlds, they also form the foundation for most of the stories told by the Romans and their inheritors. European literature and art cannot be appreciated without a knowledge of classical mythology. The myths, their characters, themes, and plots, still provide lively material for art, movies, and books today.*

*Remember to review from time to time the “official” welcome video you have already seen once. The Mundane Matters discussion forum is a really great place to point out things or to ask questions about the course, while the General Mythology Questions forum is the place to raise points or to ask me general questions about myths we are studying. Email is also an option for communication, and it, phone, Skype, or a visit with me or your TA, are the best places for personal questions. The phone, Skye, or a visit to my office (not like in school, for punishment!), are the best locations for any sort of extended conversation.*

**Finally, please read over this syllabus to the VERY end. If you do not, you will miss very valuable information and instructions about what to do next. Many Students who have not done this have missed VERY important information.**

### **Texts:**

- Porter, Andrew. Summer, 2012. *Early Classical Myths*. 1<sup>st</sup> Revised Edition. UWM Bookstore. This is the first revised edition of a book that I am writing, available at the [UWM bookstore](#) at a very low cost (essentially a photocopying charge). The material is copyrighted to me. The book is

also available in e-form from the bookstore. See the LINKS page of D2L. Please do not attempt to use any earlier edition, since some elements have been changed.

- Mulroy, David, Trans. 2011. *Oedipus Rex, by Sophocles*. Madison: University of Wisconsin Press, available at [Panther Books](#) on Downer.
- You will not want to wait to purchase/order these texts. There is a link to each bookstore on the Links page of our website for ordering information. Look under “COURSE TEXTS”.
- The first two chapters of *Early Classical Myths* are available to you on our course website, to allow for some shipping time or late registration, although the e-book is available right away.

### Course Structure

There are 7 units for the course, with specific opening and closing dates. A unit is usually composed of:

- 1.) **1-2 brief chapter readings/audios** from *Early Classical Myths (ECM)*
- 2.) **1-2 text/audios of an ancient work (hymn, drama, epic selection) or videos of iconography/movie segments**. All videos have captions for those who are visual learners and for the hearing impaired (some are closed captions, so require that you turn them on by clicking on the CC on the lower right of your video player). Remember, you can stop the movie to think about it, before moving on!
  - Each of the assignments in 1.) and 2.) will be tested by a short quiz, usually of ten questions.
- 3.) An **e-assignments/discussion** posting, in units 2, 3, and 4.
- 4.) There will also be a paper written in three stages: **as a “paper idea,” then a “rough draft,” and lastly the “final paper”**.
- 5.) **There will be two tests** (midterm and final). The second test constitutes the final.

*The course is not an independent study course, so it is the intention that you be involved on a regular basis in the course and in the discussion fora, with your classmates. It is good however, to get ahead, rather than behind in your work. Why not begin each unit as soon as it opens? The paper idea, rough draft, and final paper can be completed as soon as you wish, although it is strongly encouraged that you wait until you complete the e-assignment from Unit 3, how to conduct research in the humanities, before completing your paper.*

### Grade:

#### 1. Unit Quizzes: 40%

Quizzes are taken for each chapter of ECM, and for all other readings/audios/videos. Expect multiple choice, T/F questions, fill-in-the-blanks, match, and ordering questions. The questions are meant to vary in difficulty and complexity. All quizzes have two attempts. PLEASE WAIT AT LEAST ONE HOUR TO WRITE THE QUIZ A SECOND TIME AND UNTIL YOU HAVE REVIEWED THE MATERIAL AGAIN. The second attempt was added to make up for sudden computer problems, accidental submission of quizzes, etc. Wrongly answered questions will only be available for you to see a couple of days after a unit closes. (In cases where you feel you have been incorrectly graded, please email me after the quiz closes for the whole class, so that you can first take time to review the book chapter, text, or video, the question itself, and your answer, carefully.)

Your own notes taken from the readings, not the quizzes you write, are to be the source of your review for exams. (FYI, This course is not set up like the game “Trivial Pursuit” :),

where, after playing a few times, you can basically memorize the answers. I want you to think.)  
 Note: Out of state/country students, all D2L times are based upon Chicago time.

**2. E-Assignments (3): 12%**

In three units (units 2, 3, and 4) there will be a short, but significant e-assignment with a marking rubric to guide your postings to the class. These assignments will have you doing a number of things, including giving your views on an ancient drama, writing a précis, critiquing your peers' posts, and learning how to conduct proper research in the humanities. Discussion posts must be completed within the time the unit is open. These assignments will have you consider myths, but also begin a post that will assist you as you think about your paper topic. Note: Grades for a Disc. forum will not be posted before the forum closes. Your grade will appear within six days.

**3. Paper Idea (3%), Rough Draft (4%) and Final Paper (17%): 24%**

The **Paper Idea** is due in the D2L Dropbox no later than **Nov. 1**, the Rough Draft, no later than **Nov. 20**, and the **Final Paper**, no later than **Dec. 11**. Papers will be accepted until Dec. 12, but at reduced credit- a loss of 3pts (out of 17).

A mark for your Paper Idea and feedback will take place within 3 days of receipt of your Paper Idea. If you submit your idea early, then send your TA an email saying that you have done so. (S)he will mark and annotate your paper idea within 3 days of receiving your email. The sooner you submit your idea, the sooner you will receive feedback.

A mark and feedback on your Rough Draft will be given to you within 6 days of the receipt of your Rough Draft. If you submit a rough early, then send your TA an email saying that you have done so. Paper Ideas, Rough Draft, and Final Paper Requirements are available under course Resources on the course Content page, along with actual examples of good and bad papers.

**4. Tests (each of equal value): 24%**

The two Tests (each having the same format) will be based only upon *ECM*. Each test will also be in the same format as the quizzes, except that each will only have 1 attempt. The first test (the "midterm") will cover chapter 1-6, the second test (the "final"), chapters 7-11. The midterm may be completed as soon as the work for units 1-3 has been finished. The final exam, although requiring knowledge gained earlier on in the course, is not cumulative and can be completed any time after the work of Unit 7 has been completed, as early as Dec. .

**Course Schedule: Assignments**

*Assignments are divided up into seven units. **Each unit begins with a checklist which should be read and followed.** Please complete all quizzes in their numbered order unless given the option to do otherwise in the unit checklist, although it is fine to read and view anything open at any time. The course is meant to be a progression. Also note, you may start your class Paper Idea at any time. You may want to read over the paper idea and paper requirements early, but also look through all of *ECM*, at any time, to think about or get inspired with ideas. You may certainly email, Skype, or visit with me to check an idea out informally before you submit it.*

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## COURSE SCHEDULE:

**Schedule: Unit Open/Closing dates.**

**Unit 1:** Open Sept. 4 to **Sept. 17:** *ECM* Chs 1,2

[To be read: “Unit one opens on June 25, but it **closes on June 30**, at 11:59 p.m.; will cover *Early Classical Myths*, chapters 1 and 2, plus other assignments as listed on the Unit Checklist.]

**Unit 2:** Open Sept. 17 to **Oct. 1:** *ECM* Chs 3,4

**Unit 3:** Open Oct. 1 to **Oct. 15:** *ECM* Chs 5,6; **Midterm**

**Unit 4:** Open Oct. 15 to **Oct. 29:** *ECM* Chs 7,8;

**Unit 5:** Open Oct. 29 to **Nov. 12:** *ECM* Ch 9: *ECM*; **Paper Idea is Due Nov. 1;**

**Unit 6:** Open Nov. 12 to **Nov. 20 (Note this is a Wed!):** *ECM* Ch 10 **Rough Draft is Due Nov. 20;**

**(Thanksgiving Break: Nov. 21-25)**

**Unit 7:** Open Nov. 21 to **Dec. 12:** *ECM* Ch 11*ECM*; **Final Paper is Due, Dec. 11;**

**Class Survey due Dec. 13;**

**Final Exam:** Open Dec. 13 to **Dec. 16.**

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[Why not print out this schedule and tape it to your computer, refrigerator, or work space to avoid missing important dates, or put it in your electronic date book?]

**Reopening quizzes, tests, or extensions policy:** From time to time students have computer problems. It is important that if you have problems with a computer that you avoid using it. Also avoid slow or unstable internet connections. To allow for such problems, **I am dropping the two lowest quiz scores** from my final calculation, and I have given you a second opportunity on every quiz. **These will appear as O's to you**, so do not be alarmed (and they can move around!). Since there is a generous amount of time allowed for the assignments, unit items cannot be reopened or extended, except in cases of prolonged, documented emergencies or serious and sudden health problems. I normally do not give extensions to the assignment due dates, since the generous dates are meant to accommodate various learning needs. To give extensions to assignment dates can cause future problems and make one ill-prepared for other assignments in the course, since the assignment schedule is meant to build competency in areas of research, etc.

Military personnel with exceptional circumstances, however, should inform me of what their situation is in the first two days of the course. I am sympathetic to sudden combat requirements. Other full time employment situations may be considered, but please contact me within the first two days of the course. Some leniency may be allowed in cases of severe and documented change.

**Survey:** You will be asked, in unit 7, to take a few minutes to give end of course feedback at the end of the class. If over 90% of the class does so, I will add 1 point directly onto the end of term mark for every student in the class.

**Special Learning Needs:** If you have special learning needs, including special accommodations, please communicate these with me in the first week or two of the course. It is my goal to help you succeed. The course is specifically created to also be supportive of different learning styles, but also dhh students. While assignment extensions are not granted except in severe and documented absence from the course, other assistive accommodations are routinely offered, such as extended time on quizzes and tests.

**Syllabus Policy:** This syllabus is subject to change. Notice of change will normally be posted in the course “News” on the homepage on D2L or in the unit checklist.

**Other Policies:** For policies governing participation by students with disabilities, accommodation for religious observances, academic misconduct, complaint procedures, grade appeal procedures, sexual harassment, incompletes, and financial obligation, please see the Classics bulletin board outside the offices of the Department of Foreign Languages and Linguistics, eighth floor, Curtin Hall, or the full explanation maintained by the Secretary of UWM at <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

**Course Goals:** By taking and completing this course you may expect:

1. To acquire a better ability in group discussion, the presentation of your ideas, and academic writing, including the structured presentation of your analysis of information and ideas. Assessment: Discussion Fora, Paper
2. To consider classical myths through the “critical use of sources, and evaluation of the evidence”<sup>1</sup> from mythologies presented in the course, and exercise judgment and display logical analysis in your interaction with the central cultural heritage of the classical world. Assessment: Quizzes, Tests, Discussion Fora, Paper
3. To become familiar with “substantial and coherent bodies of historical, cultural”, and “literary” knowledge from ancient sources, as a means of increasing your “understanding of the complexities and varieties of human events” in the ancient world, and by thoughtful comparison, to the modern world. Specifically we will consider together, after initial myths of the origins and ordering of the gods and world, the myths of the Olympian gods and of mortal heroes and heroines, their personalities, biographies, interactions, and escapades. Assessment: Quizzes, Tests, Discussion Fora, Paper
4. To “Enhance and extend” your response to myths from the ancient world by “thoughtful and systematic analysis” and “and appreciation of” the distinctive culture and tradition of the Greeks and Romans, who provide for us the earliest mythologies of Western Civilization. It is hoped that you will see mythology, like the ancients did, as a world of interesting stories, but also, as “stories that exemplify themes, dilemmas, and human characteristics still very much a part of our present day world”,<sup>2</sup> and “of universal concern”. Assessment: Discussion Forum, Paper

**Why not consider Classics as a major, minor, or career?** Speak with Prof. David Mulroy ([dmulroy@uwm.edu](mailto:dmulroy@uwm.edu)), Curtin Hall 803, to find out about all the possible ways you can study ancient Greek and Roman society in more detail. The study of classics can include a major in Classics or Classical Civilization, and a major, minor, or language requirement in Greek or Latin. **The department also participates in the Certificate Program in Ancient Mediterranean Studies (CAMS)**, designed to encourage students to pursue a serious interest in the ancient Mediterranean world in a structured way. A variety of disciplines are concerned with reconstructing various aspects of ancient civilizations, including linguistics, history, archaeology, art history, anthropology, philosophy, and literary studies. The course in which you are now enrolled, Classics 170, counts as credit toward the certificate. For more information on the CAMS program, be sure to check our website: <http://www.uwm.edu/Dept/CAMS/index.html> If you have any questions, or would like to sign up as a CAMS student right away, please contact the CAMS Program Coordinator: Prof. Elisabetta Cova, Asst. Professor of Classics Curtin 814 [covae@uwm.edu](mailto:covae@uwm.edu).

**Religious Studies** If you are thinking about a major or a double major in Religious Studies, please contact Dr. Judith Beall, Interim Director of Religious Studies, at [jbeall@uwm.edu](mailto:jbeall@uwm.edu)

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<sup>1</sup> Unless otherwise indicated, all Excerpts in this syllabus’s course goals are from section V.5.b.2a., p.11, of “The University of Wisconsin-Milwaukee Academic Program and Curriculum Committee GENERAL EDUCATION REQUIREMENTS POLICIES AND PROCEDURES”, accessed Jan. 2011, at [http://www4.uwm.edu/acad\\_aff/academic/ger.pdf](http://www4.uwm.edu/acad_aff/academic/ger.pdf).

<sup>2</sup> Excerpt from p. 8 of Porter, *Early Classical Myths* (the written text for the course).

**Doing Well in Myth 170:**

To do well in this course, you need to spend approximately ten hours a week working on the course, although some people spend more and others less, depending upon background, abilities, etc. Individual learning styles and needs will determine how the ten hours will best be spent, but a rough guide may be to spend three to four hours a week on ECM readings and preparation for testing, four to five hours a week on ancient texts readings and audios or videos and preparation for testing, and two hours a week on the e-assignment or your paper project. The paper idea, etc., if begun early, will allow for communication ahead of time with your TA for any questions that arise. In weeks where there are no e-assignments, this time should be spent on work on your paper idea, rough draft, and then final paper. Remember also, in weeks where a particular assignment requires less time, to revisit the course resources and links meant to assist you in being successful in your work for the class.

**PLEASE READ CAREFULLY: Now that you have finished reading this syllabus over carefully, next:**

**READ** 1. D2L Help, 2. Frequently Asked Questions, 3. How to Prepare for Quizzes, 4. Paper Requirements, 5. Variations on Greek and Latin Names, 6. and also quickly read over the other Course Resources found under course Contents; **then, WRITE** the short practice quiz, found under Quizzes (for practice, not points. Unlike a normal quiz, you do not need to study for it. It simply reviews things about the course you have read. You will have 15, rather than 10 questions). **When you have done these things, you can begin Unit 1 with confidence!**

***KEEP THIS SYLLABUS HANDY, AND REFER TO IT OFTEN!!***