

CLA 210: Mythology Syllabus

Essential Information

Class Time: TR 11:00 - 12:15

Location: LH 104

Textbooks:

- Morford and Lenardon, *Classical Mythology*

Online texts:

- [Inanna's Descent](#)
- [Epic of Gilgamesh](#)
- Snorri Sturlesson, [Prose Edda](#)

Your professor:

- Dr. Andrea Deagon.
- Office: LH 273.
- Phone: 910-962-3870 (office); 512-7279 (cell)
- Office Hours: TR 9:00-10:45 pm, M 11 am-12 pm, W 2-3 pm, or by appointment
- Email: deagona@uncw.edu

Communicating with me:

The best way to be sure that I understand your individual issues and problems is to come to me during my office hours, or make an appointment to see me at another time. You may call me or send me emails. You may not get immediate responses with emails; if you don't, please raise your issue in person with me before or after class or during my office hours.

Catalog description: CLA 210. (ENG 210) Mythology (3) The major mythological systems of Western society Greek, Roman and Norse. Mythology of other parts of the world and related material are also considered.

About this course: CLA 210 is an introduction to the mythology of ancient Greece, Rome, Mesopotamia, and Northern Europe, with a focus on ancient Greece and Rome. This course will provide you with: (1) familiarity with and appreciation of a variety of forms of literary representations of mythology; (2) the ability to use a variety of critical methodologies to interpret and analyze mythic narratives from different perspectives; (3) awareness of the cultural contexts for and uses of mythic narrative, including the roles of class, ethnicity, social status, material culture, political systems, and historical events in constructing narratives of the divine and of interactions between human and divine world; (4) appreciation of the ways in which myth expresses communal and individual religious perceptions; and (5) awareness of

the role of mythology as a focus for the artistic creation of meaning in a variety of cultures and cultural contexts.

Course Goals:

Read this carefully, and keep it where you can refer to it. Each of our class exercises & activities is oriented toward developing one or more of these language skills. This list of course goals includes both the goal and the strategies we will use in working toward it. (Aesthetic, Interpretive, and Literary Perspectives SLO's and Historical and Philosophical Approaches SLO's are appended.)

1. Gain an understanding of several mythic systems through the study of Greek, Roman, Mesopotamian, and Northern European literature. This means:

- A. read primary source texts and discuss them fluently in class (AIL I);
- B. learn to recognize and appreciate the aesthetics different mythological narrative express (AIL I) (AIL 2); and
- C. develop an understanding of the ways in which mythological narratives reflect significant historical trends and human experiences (HP 1).

2. Appreciate the dynamics of cultural difference and key cultural concerns in mythological narratives. This means:

- A. develop awareness of the functions of myth within its home cultures, the ways in which myth affected and reflected cultural values and cultural change; and its relationship to the historical and cultural forces that motivated these changes (AIL 2, HP 1); and
- B. explore the ways in which myth expresses social, cultural and religious concerns such as cosmic order, authority and transgression; gender roles; political and familial organization, and both communal and individual religious practice (AIL 2; HPA 1);

3. Develop sound critical approaches to interpreting myth. This means:

- A. learn and master critical methodologies that may be used in interpreting myth (including representative methods from different fields such as literary criticism, historical methodology, psychology, feminism, anthropology ...) (AIL I; HPA 2);
- B. apply them to a variety of types of myth (AIL I, HPA 2);
- C. contrast the insights of different methodologies in specific works or passages (AIL 2, HPA 2);

- D. Use different versions of myths, with a focus on their development over time and between cultures, to illuminate the ways in which different societies construct gender roles, sexuality, justice; and social differences (AIL 2, HPA 3);
- E. Build awareness of the different uses of myth in the literatures and religious practices of different ancient cultures (AIL 2, AIL 3; HPA 3); and
- F. Study the differences in perspectives and literary techniques created by different cultures, times and places (AIL 2) (AIL 3).

4. Appreciate the ways in which mythology continues to affect us in the present day. This means:

- A. explore the ways in which key mythological themes reflect central human concerns (HP 1); and
- B. study the recurrence of mythic motifs in our own society, both similarities and differences, and consider the ways in which our own approaches to similar themes is created by our own cultural expectations (AIL 2, AIL 3, HPA 3).

5. Examine the individual voices of different authors. This means:

- A. investigate how political and social limitations might inhibit or foster creative expression (AIL 3); and
- B. show how cultural or social expectations were fulfilled or transcended in mythic narrative (AIL 3).

6. Write effectively about the material. This means:

- A. master primary source materials, and how to locate good ones and interpret them.
- B. learn from and effectively use academic secondary sources (HPA 1, WI 1);
- C. support arguments effectively from primary and secondary sources, and cite sources fully and appropriately (WI 1, WI 2, WI 3);
- D. use appropriate methodologies to guide and support your own interpretations (WI 4, WI 5);
- E. Make critical interpretations both of the literature and of secondary source materials, effectively summarizing both in a way that supports your own arguments (WI 1; WI 2); and
- F. use these abilities to critique the work of other students, and interpret and respond to critiques of your own work (WI 5).

Student Learning Outcomes for Aesthetic, Interpretive, and Literary Perspectives:

- **AIL 1.** Demonstrate the ability to critically analyze, appreciate, and make cogent subjective judgments regarding artistic and literary works, using the appropriate conventions and language of the discipline.
- **AIL 2.** Demonstrate an understanding and appreciation of the significance of major literary and artistic work and movements within their larger socio/historical contexts.
- **AIL 3.** Demonstrate basic knowledge of the importance of artistic expression to free and open-minded inquiry in human society.

Student Learning Outcomes for Historical and Philosophical Approaches:

- **HPA 1.** Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.
- **HPA 2.** Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.
- **HPA 3.** Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities among groups and regions.
- **HPA 4.** Draw on global historical, philosophical, or religious perspectives to evaluate contemporary problems/issues.

Requirements and Assessment:

- **Attendance:** Since much of this class is based on discussion of the literature, class attendance is mandatory. (In addition, we cover material fairly quickly, and if you don't attend you will fall behind.) If you miss more than three classes during the semester, you will lose 2 points from your final grade for every class missed. Classes may be missed and work made up in some circumstances: documented university-related activities (e.g. athletic competitions or class field trips), documented medical difficulties, and a few other documented events (e.g. court dates). When you know you will be absent, let me know ahead of time, and remind me with an email the day before you will be absent. Two late arrivals / early departures count as an absence.
- **Chapter Quizzes (10%):** Almost every class period, you will turn in a take-home quiz on the readings assigned for that day. These are due at the beginning of class. You may print them out, or write out the answers (both the letter and the name/word/first few words) on your own paper. Two Chapter Quiz grades will be dropped.

- **Short Assignments (10%):**
 - Several in-class quizzes will be given throughout the term. These will typically require comment on a quote or scene, or using terms and ideas studied in class, or matching names/concepts with actions and definitions.
 - There are four writing assignments, which are brief responses to a focus question (a page or so). Particularly good work on these will add up to 50 points of extra credit to your short assignments grade.
 - Written assignments must be turned in at the beginning of the class period for which they are assigned. All assignments must be turned in hard copy; I will not accept assignments via email.
 - All in-class quizzes will be at the beginning of class, so you must be on time to take the quiz.
 - Quizzes may not be made up, except in the case of documented illness, documented family emergency, documented court dates, or documented University-related extracurricular activities.
- **Paper 1 (Source use and citation exercise) (10%):** A 2-3 page discussion of a set topic, using assigned primary and secondary sources, which must be properly incorporated into the argument and cited correctly. Rewrites are allowed within 2 weeks of the paper's return to you.
- **Paper 2 (10%):** A 3-4 page essay response, chosen from a list of prompts I will provide, centering on one primary source, and incorporating at least one other primary source and at least one secondary source. Rewrites are allowed within 2 weeks of the paper's return to you.
- **Research Paper (20%):** A 4-5 page paper on some aspect of the literature read in class, or on myth and/or related religious cult, or on Greek and/or Roman culture relative to specific myth, cults, or works of literature, incorporating both primary and secondary sources.
- **Two Tests (20% each, total 40%):** Including factual and essay questions.

Grade Scale:

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

Class and University Policies:

Respect and Professionalism:

- Please silence your cell phone and do not make calls, access applications or text during class. If you have a personal, urgent matter for which you need to be on call, please let me know in advance.
- Laptops (I pads, etc.) are permitted for taking notes and accessing online material, or even applying what we're learning to future drill or homework materials - until the first time someone is observed doing something other than these accepted uses, at which point all laptops will be banned from class.
- If we are working as a class, you are expected to listen courteously to whoever is answering or speaking to the class, and address your questions and comments to me.
- If we are working in groups, you are expected to remain on task; the only gossip allowed is what you get from, say, Martial or Catullus, or any other ancient author who cares to share any.

Academic Honesty

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Please be especially familiar with UNC-W's position on plagiarism as outlined on in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:

1. You write about someone else's work in your paper and do not give them credit for it by referencing them.
2. You give a presentation and use someone else's ideas and do not state that the ideas are the other persons.
3. You get facts from your textbook or some other reference material and do not reference that material.
- 4.

Religious Observance Policy

In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances per academic year. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the

Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to both me and the Registrar.

The UNCW Statement on Diversity in the University Community

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. Students with Disabilities information and resources available at <http://www.uncw.edu/stuaff/disability/>

Zero Tolerance Policy

UNCW practices a zero tolerance policy for violence and harassment of any kind, so please do not violently harass your fellow students, me, or anyone else. For emergencies contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: <http://www.uncw.edu/safe-relate/campusResources.htm>. Violence prevention information and resources available at <http://www.uncw.edu/safe%2Drelate/>.

The Learning Center

The Learning Center offers assistance of various sorts to students, including feedback on writing, which can be very useful in a writing-intensive course. For info, go to: <http://www.uncw.edu/ulc>

Schedule

<i>Date</i>	<i>Readings & Topics</i>	<i>Assignments</i>
R Jan. 10	Introduction, Interpretations (M&L pp. 3-7), Cultural Background (M&L pp. 18-26)	Be there ...
T Jan. 15	Sources: M&L pp. 26-30; Historical Background (M&L2), Archetype (M&L pp. 7-11) Myths of Creation (M&L3)	Reading Quizzes 1 and 2 due at beginning of class
R Jan. 17	Myths of Creation (M&L3)	Reading Quiz 3 due at beginning of class
T Jan. 22	Zeus's Rise to Power (M&L 4), Olympian Gods (M&L 5);	<i>In-Class Quiz: Creation concepts and characters</i> Reading Quiz 4 & 5 due at beginning of class
R Jan. 24	Nature of the Gods (M&L 6)	Reading Quiz 6 due at beginning of class
T Jan. 29	Poseidon (M&L 7); Athena (ML 8)	<i>In-Class Quiz: Iconography</i> Reading Quiz 7 & 8 due at beginning of class
R Jan. 31	Aphrodite and Eros (M&L 9)	<i>Writing assignment 1: Arachne</i> Reading Quiz 9 due at beginning of class
T Feb. 5	Artemis (M&L 10); Sacrifice	<i>In-Class Quiz: terms and names</i> Reading Quiz 10 due at beginning of class
R Feb. 7	Apollo (M&L 11); Hermes (M&L 12)	Paper 1 due Reading Quiz 11 & 12 due at beginning of class

T Feb. 12	Dionysus (M&L 13)	<i>In-Class Quiz: Terms and Names</i> Reading Quiz 13 due at beginning of class
R Feb. 14	Demeter and Eleusis (M&L 14)	Reading Quiz 14 due at beginning of class
T Feb. 19	The Afterlife (M&L 15)	<i>Writing Assignment 2: Liminal Deities</i> Reading Quiz 15 due at beginning of class
R Feb. 21	Orpheus (M&L 16); Heroes	Reading Quiz 16 due at beginning of class
T Feb. 26	Midterm	Midterm
R Feb. 28	The Theban Saga (M&L 17)	Reading Quiz 17 due at beginning of class
Mar. 5-7	Spring Break	
T Mar. 12	The Mycenaean Saga (M&L 18)	Reading Quiz 18 due at beginning of class
R Mar. 14	The Trojan Saga (M&L 19)	Essay Due Reading Quiz 19 due at beginning of class
T Mar. 19	The Trojan Saga cont.: The Returns (M&L 20)	<i>In-class quiz: concepts and their applications</i> Reading Quiz 20 due at beginning of class
R Mar. 21	The Returns cont.: Perseus (M&L 21)	Reading Quiz 21 due at beginning of class
T Mar. 26	Heracles (M&L 22)	<i>Writing Assignment 3: Heroes</i> Reading Quiz 22 due at beginning of class
R Mar. 28	State Holiday	

T Apr. 2	Heracles cont.; Theseus (M&L 23)	<i>In-Class Quiz: Terms and Names</i> Reading Quiz 23 due at beginning of class
R Apr. 4	The Argonauts (M&L 24)	Paper Proposal due Reading Quiz 24 due at beginning of class
T Apr. 9	Middle Eastern Mythology 1: <u><i>Inanna's Descent</i></u> ;	Inanna quiz due at beginning of class
R Apr. 11	Middle Eastern Mythology 2: <u><i>Epic of Gilgamesh</i></u> tablets 1-6	Gilgamesh quiz 1 due at beginning of class
T Apr. 16	Middle Eastern Mythology 3: <u><i>Epic of Gilgamesh</i></u> tablets 7-12	<i>In-Class Quiz: Terms and Names</i> Gilgamesh quiz 2 due at beginning of class
R Apr. 18	Norse Myth 1: <u><i>Prose Edda</i></u> pp. 13-35	<i>Writing Assignment 4 due: Inanna and Persephone</i> Norse myth quiz 1 due at beginning of class
T Apr. 23	Norse Myth 2: <u><i>Prose Edda</i></u> pp. 35-68	Norse myth quiz 2 due at beginning of class
R Apr. 25	Norse Myth 3: <u><i>Prose Edda</i></u> pp. 69-87	Norse myth quiz 3 due at beginning of class
F Apr. 26	Paper due by 5:00	
R May 2	Final Exam, 8:00-11:00 AM	