

## 190:207: Greek and Roman Mythology

Rutgers, NB, Spring 2016

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### **Required Texts:**

*Anthology of Classical Myth* (Trzaskoma, Smith, Brunet, eds.) [ISBN-10: 0872207218]

Homer, *Essential Homer* (S. Lombardo, trans.) [ISBN-10: 0872205401]

Ovid, *Metamorphoses* (Melville, trans.) [ISBN-10: 0199537372]

### Optional, but highly recommended

Euripides, *Medea, Hippolytus, Electra, Helen* (Oxford World's Classics) [ISBN-10: 0199537968]

Sophocles, *Antigone, Oedipus the King, Electra* (Oxford World's Classics) [ISBN-10: 0199537178]

### **Course description:**

*Greek and Roman Mythology* is in part a rather straightforward survey of the principal myths of ancient Greece and Rome. Our study of classical myths will, however, emphasize their social, literary and religious contexts. A key question that will inform our investigations: How were myths received, elaborated and interpreted by ancient poets, thinkers and audiences? Our aim is to understand myths not just as free-floating fanciful stories—though the sheer narrative pleasure of mythological tales will not be ignored—but as complex, challenging accounts of human existence that were deeply and meaningfully woven into the very texture of ancient social life.

### **Online Course Structure and Process:**

This is an entirely online course. All its components—lectures, discussions, assignments, exams, etc.—will be presented (by me) and submitted (by you) online. Registered students are therefore required to have access to a computer with internet capability in order to participate fully in the course activities and receive a grade.

All online activity in the course is *asynchronous*, which means we will not be "meeting" together in cyberspace at the same time (or through Skype etc.). I will post all lectures and other learning materials to the course Sakai site, and you can review them according to your own schedule. However—and this is *very* important—there are strict time-frames in which you must *complete* your coursework each week. As far as lectures and readings go, I have designated Tuesday and Thursday evenings to be *virtual class meetings*. These virtual classes function as organizational rubrics for the various material we'll be covering in the course, and they provide a much-needed timeline for us all to follow as a group as we move through that material. I expect you to prepare for the virtual classes as if they were "real" classes; in other words, please complete all readings and view my posted lecture for each virtual class by the end of the Tuesdays or Thursdays on which the class "meets." In addition, there are other assignments and activities due by specific deadlines throughout each week (for more details on these, see "Assessments and Requirements" section below).

**So, how does the course work in practice?** Well, on Saturday or Sunday (Monday morning at the latest), go to the course Sakai site. Click on the "Week" tab for the upcoming week. If, for example, we're going into the second week of the course, click on the "Week 2" tab. When you do, a page will appear containing the lesson plans for the two virtual classes that are "meeting" that week. You will find links to my lectures and a list of the required readings for each class. You will also find prompts for and information about various assignments and activities that are due that week. So, basically everything you need to know and to do for that week of class is made available on or through this weekly page. Simple!

Once you have previewed the page, plan your week and then follow through on your plan. Make time to do the readings and view the lectures in time for each Tuesday and Thursday virtual class. And leave yourself sufficient time to complete other required assignments and activities by their due dates. If you do not finish the required readings and view the lectures in a timely and consistent fashion, it will be very difficult for you to complete successfully (and/or on time) the required assignments and activities--and your grade will accordingly suffer (see below on grade penalties). Everything is interconnected.

I can't emphasize enough how important it is to stay on top of things! Don't let more than a day go by without checking into Sakai and making sure you know what's going on in the course. In online courses it's all too easy to get lost, disconnected, distracted. If you fall behind you will very quickly fall *very* far behind, perhaps too far to catch up. So, if you do at any time find yourself drifting away from Greek and Roman Mythology into cyberspace, like George Clooney's astronaut character in *Gravity* spinning off into the void (a very potent, even mythical image: <http://www.youtube.com/watch?v=DYDalyfitn8&t=0m43s>), please catch and reconnect yourself to the course schedule as quickly as you can! And don't hesitate to ask for my help when you need it. Communication is key.

## **Learning Objectives:**

Upon completion of this course:

You will be able identify the names of the ancient Greek and Roman authors who preserve the primary mythical accounts of Greek and Roman culture.

You will be able to identify the names of the primary mythical characters, gods and heroes, in those accounts.

You will be able to summarize these accounts.

You will be able to describe the historical circumstances in which these accounts took shape in Greek and Roman culture, and to explain in what ways they were influenced by myths from the Near East and Egypt.

You will be able to summarize and explain the most prominent modern scholarly and theoretical approaches to the study of Greek and Roman mythology.

You will be able to delineate and analyze the main themes of the various Greek and Roman myths, and to compare and contrast one with another.

You will be able to compare and contrast the Greek and Roman mythical themes with those of closely related accounts from the Near East, Egypt, and Indo-European cultures, as well as with those of culturally unrelated myths from Asia and the Americas.

**Core Learning Goals & Core Assessment Methods:** Upon successful completion of this course, students will meet Learning Goal p in Arts and Humanities [AH]. Specifically, you will be able to analyze selected works of Greek and Roman literature (epic and theogonic poetry, tragedy, history, and philosophical prose) and material culture in themselves and especially in relation to mythology.

To determine how effectively this goal is being met, a system of course-embedded assessment keyed to the exams, quizzes, and writing assignments is employed.

1. Quizzes: these will assess students' knowledge of basic facts of Greek and Roman mythology, its historical and sociopolitical contexts, and the various ancient evidentiary sources.
2. Two exams, a midterm and a final: the multiple-choice and short-answer portions of the exams will assess students' knowledge of basic facts of Greek and Roman mythology, its historical and sociopolitical contexts, and the various ancient evidentiary sources; the identification and essay portion of the exam, in which

students must identify and provide short-essay-length commentaries on selected passages from assigned readings, both ancient literary sources and modern scholarship, will assess students' ability to understand and analyze the historical, social, intellectual-critical, and literary contexts of ancient mythological thought, as well as contemporary interpretive and theoretical approaches to those contexts.

3. Writing assignmentst (blog posts, discussion forum): these will serve both to strengthen and assess students' comprehension of the ancient literary and visual evidence and their understanding of the interplay of assumptions, methods, and argumentation that go into making sense of this evidence.

### **Graded Assessment and Requirements:**

There is a midterm (32%) and a final (33%). Both are essay exams, which you will take at home. They are "open book". That is, you are encouraged to make reference above all to the readings, but also to lecture notes. Each exam will involve identification and commentary on selected passages from the texts we have read. The final might also include commentary on selected images. More on this TBA.

In addition, various assignments and activities are built into the course week to week. These fall into three types. First, you are required to contribute to the discussion forum, sharing your thoughtful comments on a proposed topic with your classmates, and responding thoughtfully to their comments. Second, there are several medium-length writing activities, which you will post to the "Blog" section of the site. Last, there are occasional short quizzes on the readings, to ensure that you are keeping up. Cumulatively, these constitute the remaining portion of the course grade (35%). Please consult weekly lesson plans for assignments and due dates.

**>>>Any and all late work will be penalized as follows: 2-4 hours late: 1/4 grade deducted; 4-12 hrs. late: 1/2 grade deducted; 12 to 24 hours late: 3/4 grade deducted; more than 24 hrs. late: no credit given for assignment/activity. If more than 3 assignments/activities are left incomplete, I reserve the right to lower final course grade by one half (e.g. from B+ to B).<<<** If you foresee problems in getting an assignment in on time, please let me know in advance so we can discuss the matter.

### **Course Schedule:**

*Please try to complete readings before viewing my lecture.*

*Also, please note that many of the readings in the ANTHOLOGY are quite short, just a few lines—so don't get discouraged if these seem to pile up at times. And do make sure to read the editors' brief introductions to the authors of the texts in this volume so you can keep the various*

texts in some historical context. **Finally, please note that there is a very useful index/glossary in the back of the book. Use it.**

Further assignments and activities are to be found in the Weeks 1-6 tabs on the left margin.

# Week 1

1.21: Virtual class #1:

## **Introduction.**

Greece and Rome. Gods and heroes: features and types of Greek myths. Myth, poetry, mythography, ritual and religion.

*No readings.*

# Week 2

1.26: Virtual class meeting #2:

**Myths of Creation I:** How the world and the gods came into being.

Hesiod's *Theogony*, pp. 129-160 {try to finish at least half; you can finish the rest for the next virtual class}; *Homeric Hymns to Gaia, Helios and Selene* (nos. 30-32), pp. 209-210; Apollodorus *Library* A1, A2 pp. 17-18 (ANTHOLOGY)

1.28: Virtual class meeting #3:

**Myths of Creation II:** Where do men and women come from? Why? Prometheus and Pandora.

*Theogony*; Hesiod's *Works and Days* excerpts, pp. 160-167; Aeschylus *Prometheus Freed* fragment pp. 6-7; Apollodorus *Library* E1 p. 23; Hyginus no. 142 p. 260; Semonides no. 7 pp. 387-390 (ANTH)

**Myths of Creation III:** The Ages of Man. The motif of the flood.

*Works and Days* excerpts, pp. 160–67; Archilochus no. 130 p. 58; Apollodorus *Library* E2, E3 p. 23 (ANTH); Ovid *Metamorphoses* pp. 1-14.

ACTIVITIES (please refer to Week 2 page for more information):

---> Activity 1: Participation in Class Discussion, click button below for information.  
First round due by Saturday 10 AM; second round by Monday 10 AM.

----> Activity 2: Blog assignment: You have a choice of two writing assignments.  
First option: Write a blog entry in which you devise a creation myth of your own! Be creative, but use as reference points the cosmogonic and theogonic mythos of ancient Greece.  
Minimum 400 words; due by Saturday 5 PM.

Second Option: Write a blog entry in which you react to the treatment of women in one of the creation accounts we have read (Hesiod, Ovid, Semonides, etc.). What do you make of the role assigned to women? How does it compare to women's roles in the creation stories of other cultures with which you are familiar? Minimum 400 words; due by Saturday 5 PM.

## Week 3

2.2: Virtual class # 4:

### **Zeus/Jupiter, 'Father of Gods and Men'**

Aeschylus fragments nos. 70 and 99, pp. 5-6; *Homeric Hymn to Highest Zeus* (no. 23), p. 207; Apollodorus *Library* H p. 30, L1 pp. 45-46; Archilochus nos. 122, 177 p. 58; Babrius no. 68 p. 61; Cleanthes *Hymn to Zeus* pp. 84-85; Hyginus nos. 52-55 p. 232-233, no. 178-79 p. 268-269; Pausanias F p. 347 and M p. 352 (ANTH)

### **Apollo**

Apollodorus B3 p. 19, B5 p. 20; *Homeric Hymn to Apollo* pp. 178-187; Hyginus no. 9 p. 219, 165 p. 264, nos. 202, 203 p. 276; Lucian no. 16 pp. 283-84; Parthenius no. 15 pp. 342-43 (ANTH)

Ovid *Met.* pp. 14-18 ('Apollo and Daphne'); 230-32 ('Hyacinth')

2.4: Virtual Class # 5:

## **Demeter/Ceres**

Apollodorus C pp. 20-21; *Homeric Hymn to Demeter* pp. 169-178; Pausanias K p. 351 (ANTH)

## **Hermes/Mercury; Pan and the Nymphs**

*Homeric Hymn to Hermes* pp. 187-197; Pausanias I p. 350; *Homeric Hymn to Pan* no. 19 p. 206; Longus *Daphnis and Chloe* 2.34, 3.23 pp. 277-278 (ANTH)

For ACTIVITIES, see details on Week 3 page.

# Week 4

## 2.9: Virtual Class # 6:

### **Athena/Minerva; Artemis/Diana; Ares/Mars; Hephaistos/Vulcan**

Apollodorus B4 p. 19; *Homeric Hymns to Athena* nos. 11 and 28 , p. 204 and 208;

Aelian 13.1 pp. 3-4; Antoninus Liberalis no. 17 pp. 12-13; *Homeric Hymn to Artemis* no. 27 p. 208; Aelian 13.1 pp. 3-4; Antoninus Liberalis no. 1 pp. 9-10; Hyginus nos. 180, 181 p. 269, no. 185 pp. 269-70; Parthenius no. 15 pp. 342-43;

*Homeric Hymn to Hephaistos* no. 20 p. 207; *Homeric Hymn to Ares* no. 8 p. 204; Hyginus no. 164 p. 264, no. 166 p. 265 (ANTH)

Ovid, *Metamorphoses* pp. 36-40 ('Callisto')

### **Aphrodite/Venus; Hera/Juno**

*Homeric Hymns to Aphrodite* nos. 5 and 6 pp. 197-203; Bion *Lament for Adonis* pp. 73-75; Hyginus no. 15 p. 220, no. 40 pp. 229-230, no. 58 p. 233, no. 92 pp. 243-44; Sappho pp. 385-86; Sophocles no. 941 p. 393;

*Homeric Hymn to Hera* no. 12 p. 205; Pausanias D p. 346, M p. 352 (ANTH)

Ovid *Met.* pp. 241-48 ('Venus and Adonis'-'Atalanta')

For ACTIVITIES, see Week 4 page.

# Week 5

## 2.16: Virtual Class # 7:

### **Poseidon/Neptune; Dionysos/Bacchus/Bromios/Liber**

Antoninus Liberalis 10 p. 12; Apollodorus M1, M2 pp. 46-47, M4 pp. 48-49; *Homeric Hymns to Dionysos* no. 1 pp. 168-69, no. 7 p. 203; Hyginus nos. 129-134 pp. 258-60; Pausanias B pp. 344-45; Horace Ode 2.19 pp. 212-13; *Homeric Hymn to Poseidon* no. 22 p. 207; Pausanias H pp. 349-50 (ANTH)

Ovid *Metamorphoses* pp. 66-73.

### **Hades/Pluto: 'chthonic' god of the Underworld. The Underworld. Orpheus.**

Apollodorus B2 p. 19; Vergil *Georgics* 4 excerpt, G pp. 430-32 (ANTH)

Ovid *Met.* pp. 225-28.

## 2.18: Virtual Class # 8:

### **The Hero: What makes a hero? Herakles**

Andron no. 10 p. 8; Apollodorus K1-K21 pp. 33-45; Bacchylides *Ode 5*, pp. 63-69; *Homeric Hymn to Herakles* no. 15 p. 205; Hyginus nos. 29-36 pp. 225-228 (ANTH)

Ovid *Met.* pp. 199-209.

For ACTIVITIES, see Week 5 page.

# Week 6

## 2.23: Virtual Class # 9:

### **Theseus, the 'Athenian Herakles' or, a national hero**

Apollodorus N1-N7 pp. 54-57; Bacchylides no. 17 pp. 69-72; Hyginus nos. 37-43 pp. 228-230; Pausanias A p. 344; Plutarch 24.1-25.2 pp. 376-77 (ANTH)

Ovid *Met.* 156-58 ('Theseus'); 176-78 ('The Minotaur'-'Daedalus and Icarus')

At-home midterm begins 2.24, ends 2.26 at 10 AM.

## Week 7

3.1: Virtual Class #11:

**The epic (Trojan) Cycle. Epic poetry.**

Hyginus nos. 89-92; Proclus A-F pp. 378-382; Herodotos 1.1-1.5 pp. 123-25 (ANTH); Homer *Iliad* 1-3.

Please also read the INTRODUCTION to *Essential Homer* as well. And note that there is a very convenient MAP of the Homeric world at the beginning of the book.

**Achilles and Hector.**

*Iliad* 6, 9; Hyginus no. 96 pp. 244-45 (ANTH)

3.3: Virtual Class #12:

**The gods in epic. Patroclus.**

*Iliad* 14, 16, 18.

**Commemoration: Funeral games. Death of Hector. Lament.**

*Iliad* 22-24.

For ACTIVITIES, see Week 7 page.

## Week 8

3.8: Virtual Class # 13:

### **Odysseus, the hero of *mêtis*, 'cunning'. The Cyclops!**

Homer *Odyssey*, 1-9. Conon no. 34 p. 87; Hyginus nos. 95, 125-26 pp. 244, 252-256 (a summary of the *Odyssey*) (ANTH)

3.10: Virtual Class # 14:

### **The *katabasis* of Odysseus. Return to Ithaca.**

Homer, *Odyssey* 10-13; 22-24. Ovid *Met.* pp. 291-307 ('Death of Achilles' to 'Fall of Troy'); Bacchylides *Ode* 5 pp. 63-69 (ANTH)

For ACTIVITIES, see Week 8 page.

## Week 9: Spring Break;

## Week 10

3.22 and 3.24: Virtual Class # 15, 16:

### **Tragedy and Myth I: Sophocles (Oedipus/Oidipous)**

Sophocles *Oedipus the King*; Apollodorus M6 pp. 50-51; Hyginus nos. 66-67 pp. 235-36; Pausanias N, O pp. 352-53 (ANTH)

Some incest myths: Antoninus Liberalis no. 34 p. 14, Hyginus no. 58 p. 233; Hyginus no. 206 p. 276, Parthenius no. 13 p. 342; Hyginus no. 88 pp. 241-42; Hyginus no. 45 pp. 230-31 (ANTH);

Ovid *Met.* pp. 134-142 ('Tereus, Procne and Philomela')

For ACTIVITIES, see Week 10 page.

## Week 11

3.29 and 3.31: Virtual Classes # 17, 18:

### **Tragedy and Myth II: Sophocles (Antigone)**

Sophocles *Antigone*; Apollodorus M7-M9 pp. 51-53; Hyginus nos. 68-72 pp. 236-38 (ANTH)

For other ACTIVITIES, see Week 11 page.

## Week 12

4.5 and 4.7: Virtual Classes # 19, 20:

### **Tragedy and Myth III: Euripides (Medea/Medeia)**

Euripides *Medea*; Apollodorus G1-G5 pp. 25-30; Hyginus nos. 21-27 pp. 222-24; Pausanias C p. 245 (ANTH)

Ovid *Met.* pp. 144-156.

For other ACTIVITIES, see Week 12 page.

## Week 13

4.12 and 4.14: Virtual Class # 21, 22:

### **Tragedy and Myth IV: Euripides (Hippolytus and Phaedra/Phaidra)**

Euripides *Hippolytus*; Ovid *Met.* pp. 366-68

For other ACTIVITIES, see Week 13 page.

## Week 14

4.19: Virtual Class # 23:

### **'Literary Myth': sentimentalism, irony, comedy**

Theocritus no. 11 pp. 399-401; Parthenius. 'Introductory Letter'; Ovid, *Heroides*, 'Briseis to Achilles' (no. 3) pp. 309-313, 'Medea to Jason' (no. 12) pp. 322-28

4.21: Virtual Class # 24:

**Critique of Myth: 'atheism', rationalism, historicism, Euhemerism, skepticism, allegorism.**

Xenophanes nos 11-26 pp. 433-44; Critias *Sisyphos* fragment pp. 92-93 [skepticism, 'atheism']; Thucydides 1.1-1.12 pp. 404-409 [historicism]; Diodorus of Sicily 5.66-5.73 pp. 96-101 [Euhemerist]; Fulgentius 2.12 pp. 112-113; Heraclitus nos. 5 and 54 pp. 116-18; Xenophon, 'The Choice of Heracles' pp. 435-37; Herodorus no. 14 p. 121 [allegory]; Palaephatus, from *On Unbelievable Things* Prologue p. 329. nos. 4, 6, 32, 34; Cornutus nos.2-3 p. 89 [rationalization]; Sallustius nos. 3-4 pp. 383-84

For other ACTIVITIES, see Week 14 page

## Week 15

4.26 and 4.28: Virtual Classes # 25, 26:

**Critique of Myth cont.; Vergil: Myth and epic as political propaganda in Rome**

Critique Vergil *Aeneid* excerpts pp. 410-430 (ANTH.)

For other ACTIVITIES, see Week 15 page.