

**CL 222-001 (Greek and Roman Mythology) CRN 10002**

**Core Designation: H(umanities)**

**Lloyd Hall 38, 2:00-3:15 p.m. T/TR**

**Professor Kirk M. Summers**

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**Required Texts:**

In the past we have used Kirk Summers, *Greek and Roman Mythology*, 3rd ed. (Kendall-Hunt, 2008). It is now available to you FREE on the eLearning site.

This book contains background readings tailored to this particular class. Other background materials, including images with notes, can be accessed through the [course web page](#). You may print them up if you wish, or just read them off the web. All readings should be done BEFORE you come to class, otherwise you will not get the most out of the lectures (which are not merely a repetition of the material on the web or in the book).

We will try to make all lectures available through the Tegrity delivery system and e-learning, but please be aware that from time to time there are technical glitches with Tegrity, so you are better off coming to class and using the recordings as a review. You will not be able to see the professor lecturing in Tegrity, but you will hear him and see the PowerPoints displayed during class.

**Course Description:** This course is designed for the general student; there are no prerequisites. Greek and Roman mythology is at the spiritual core of much of Western civilization. For the ancients, myth was a religion, a means of alleviating common fears, a way of adding structure to the world, and a means of communicating values from one generation to the next. For literary authors and dramatists from ancient times to now, myth has provided a mechanism for conveying the desired message and image to the mind of the reader. For material artists of all periods, myth has been a favorite subject matter. Thus, the investigation of myth should be undertaken early in one's studies in order to lay the foundation for understanding other cultural and artistic disciplines.

**Learning Outcomes**

At its most basic level, the course will focus on the stories about the Greco-Roman gods and heroes, their attributes, their accomplishments, their cult (that is, how they were worshiped). On another level, however, our objectives will be much higher (after all, this is a college course, not a high school one). We will examine together the insights these myths give us into the human psyche as it is extracted from the confines of linear time. Students will see that myths reveal the recurring patterns of human thought in regard to the physical workings of the universe, the stages of our existence (birth, puberty, marriage, adulthood, old age, death), and problems of our relationship to one another and the gods. Students will gain an understanding of how those patterns work themselves out in our own institutions and mythology. Therefore, by the end of the course, students will be expected to know both the important details of the myths that we study

and also the interpretations that are applied to them in class.

In short, in this course, the student should

- develop the ability to recognize the presence of mythic motifs and imagery in modern culture
- gain an understanding of how myths are transformed from generation to generation
- visualize the physical context of the myths by means of virtual reality
- comprehend the connections between myths and ancient Greco-Roman religious praxis
- recognize and identify key concepts in the arts, sciences, and humanities to provide a broad perspective on the human condition
- critically discriminate between reliable and less reliable information in their decision making

**IMPORTANT!! WHAT FOLLOWS ARE NEW COURSE POLICIES (AS OF FALL 2011. YOU MUST READ THESE POLICIES.**

- EVERYONE MUST BE PREPARED TO USE E-LEARNING THROUGH THEIR MYBAMA ACCOUNT. ALL COMMUNICATIONS FROM PROFESSOR TO CLASS AND STUDENT TO CLASS WILL TAKE PLACE THROUGH THAT VENUE. CLASS LECTURES WILL BE POSTED THROUGH E-LEARNING USING TEGRITY.
- THERE IS EXTRA CREDIT IN THIS COURSE. READ THE SYLLABUS!  
*IMPORTANT:* EXTRA CREDIT POINTS CANNOT HELP YOU EARN AN A+. THE HIGHEST EXTRA CREDIT POINTS WILL TAKE YOU IS AN A.
- TO TAKE A MAKE-UP EXAM YOU MUST HAVE AN OFFICIAL, VALID EXCUSE AND YOU MUST NOTIFY ME AT THE NEXT CLASS MEETING OF YOUR MISSING THE TEST. NO EXCEPTIONS. BE PREPARED TO PROVIDE ME WITH PHONE NUMBERS SO THAT I CAN VERIFY YOUR EXCUSE. THE NATURE OF THE EXCUSE MUST BE SUCH THAT YOU WERE SO COMPLETELY INCAPACITATED OR CONFLICTED (HEALTH REASONS, CAR ACCIDENT, DEATH IN THE IMMEDIATE FAMILY, ETC.) THAT YOU WERE UNABLE TO COME TO TAKE THE TEST.
- IF YOU MISS A MAKE-UP EXAM APPOINTMENT, YOU WILL ONLY BE GIVEN A SECOND CHANCE TO TAKE IT AT THE DISCRETION OF THE GTA AND PROF. SUMMERS.
- THE COURSE GRADING SCALE IS SET BY THE PROFESSOR. IT IS A MYTH THAT THERE IS A UNIVERSITY IMPOSED GRADING SCALE. BE ON NOTICE, THE SCALE RUNS AS FOLLOWS:
  - A+ = 99-100
  - A = 92-98
  - A- = 90-91
  - B+ = 88-89
  - B = 82-87
  - B- = 80-81
  - C+ = 78-79

- C = 72-77
  - C- = 70-71
  - D+ = 68-69
  - D = 62-67
  - D- = 60-61
  - F = 59 AND BELOW
- ANYONE ENTERING A TESTING PERIOD (INCLUDING THE FINAL) 10 MINUTES AFTER THE EXAM STARTED WILL NOT BE GIVEN THE TEST AT ANY TIME.
  - YOU ARE RESPONSIBLE FOR FINDING OUT FROM ANOTHER STUDENT WHAT YOU MISSED DURING ANY ABSENCE. DO NOT ASK THE PROFESSOR FOR NOTES.
  - DO NOT E-MAIL PROFESSOR SUMMERS UNLESS IT IS AN URGENT MATTER. TALK TO ME AFTER CLASS OR DURING MY OFFICE HOURS. I AM THE LAST PERSON TO LEAVE CLASS ALMOST EVERY DAY, SO YOU DO HAVE A CHANCE TO TALK TO ME OR THE GTA.

**JANUARY 12 (2012):**

*Introduction to the course, including an explanation of the ACTIVE PROJECTS..*

You should look over the web pages ASAP, and look at anything that relates to the next lecture (NEW THINGS ARE BEING ADDED ALL THE TIME, SO KEEP CHECKING). All readings from the book must be done BEFORE the lectures are given in class, otherwise you will not fully understand them.

**JANUARY 17:**

READ: Chapter One, "Introduction to Myth." Today we will talk about the interpretation of myth; the geography and major sites of Greece; the time line of mythology; the nature of Greek myth; Greek and Roman skepticism about myths. Make sure you know, among many, many other things, the difference between the Minoan and Mycenaean civilizations, that you know how myth fits in with the Time Line, that you know what are the "Cyclopean Walls," and who are the Dorian Greeks. What is the Parthenon, and where is it located? What is the significance of the town Mycene? Can you identify Delphi and other major sites on the maps provided on the web?

**JANUARY 19:**

READ: Chapter Two, "Creation According to the Greeks." Today we will discuss Cosmogony (division and union in the universe), Theogony (the power of intelligence), and Creation (the problem with Prometheus: humans at odds with the gods). Also, you will hear about the significance of Pandora. Note differences in spelling conventions; study the Generations chart.

**JANUARY 24:**

The JANUARY 19 lecture is continued.

**THE FOLLOWING LECTURE IS POSTED ON THE WEB SITE:**

READ: Chapter Three, "Ovid's Creation Story." Today we will also discuss the Roman version

of Creation, The Four Ages, Jove's (Zeus') Intervention, The Story of Lycaon, The Flood, Deucalion and Pyrrha. Know when Ovid lived and what is meant when we say he wrote in a "comic tone".

**JANUARY 26:**

READ: Chapter Four, "Zeus and Hera." The most important point: Zeus is the god who brings order and predictable patterns to the universe, though with Hera he introduces a measure of unpredictability and chaos as well. Know who Eileithyia is, and understand the "philosophical" Zeus.

**JANUARY 31:**

READ: Chapter Five, "Poseidon, Ares, Hephaestus, Hermes." Know the term "psychopompos".

**FEBRUARY 2:**

READ: Chapter Six, "Artemis and Athena." For more interesting details on Artemis' cult and the myth of the she-bear, see William Sale, "Temple Legends of the Arkteia," *Rheinischer Museum* 118 (1975) 255-284 and Paula Perlman, "Acting the She-Bear for Artemis," *Arethusa* 22 (1989) 111-134. The Athenian coinage depicting the head of Athena and her owl are very significant.

**FEBRUARY 7:**

REVIEW FOR TEST ONE. Look on the course web page for a study guide.

**FEBRUARY 9:**

TEST ONE: Please bring a pencil!

**FEBRUARY 14:**

READ: Chapter Seven, "Cybele."

**FEBRUARY 16:**

MAKE-UP DAY FOR TEST 1. Those with officially documented excuses (medical issues, family tragedy, etc.) may, with the approval of the professor, take the make-up on this day.

**FEBRUARY 21:**

READ: Chapter Eight, "Aphrodite." Who is Cupid in relation to Aphrodite?

**FEBRUARY 23:**

READ: Chapter Nine, "Demeter and Persephone." Note the *Hymn to Demeter*.

**FEBRUARY 28:**

READ: Chapter Ten, "Apollo." In the lecture, pay special attention to the idea of the "kouros."

**MARCH 01:**

READ: Chapter Eleven, "Dionysus." I will give an overview of Euripides' *Bacchantes*. It is definitely a play worth reading if you have not already, since it's one of the most interesting and influential to come out of antiquity. You might also want to look at the novel, *The Secret History*, by Donna Tartt, a young Mississippi author. She spins a tale of some college kids who are able to

recreate the spirit (and danger) of the Dionysiac cult.

**MARCH 06:**

TEST TWO. Look on the course web page for a study guide. BRING A PENCIL!

**MARCH 08:**

READ: Chapter Twelve, "The Topography of Hell." You have to know the names of those who received special punishments in Hades and why.

READ: Chapter Thirteen, "Orpheus." The lecture on Orpheus is posted on the web site.

**MARCH 20:**

READ: Chapter Fourteen, "Herakles." We will also discuss the Heroic Pattern.

**MARCH 22:**

Finish Herakles.

**MARCH 27:**

READ: Chapter Fifteen, "The Cretan Myths." Also, we will discuss Minoan civilization.

**MARCH 29:**

READ: Chapter Sixteen, "Theseus and Perseus." Two for the price of one.

**APRIL 3**

TEST 3, bring a pencil, same as always.

**APRIL 5:**

Trojan War. READ: Chapter Seventeen.

**APRIL 10:**

Conclusion of the Trojan War.

**APRIL 12:**

READ: Chapter Eighteen, "The Adventures of Odysseus."

**APRIL 17:**

READ: Chapter Twenty, "Oedipus". We will discuss our "ephemeros" nature, among other things.

**APRIL 19:**

MAKE-UP DAY FOR TESTS 2 & 3. Those with officially documented excuses (medical issues, family tragedy, etc.) may, with the approval of the professor, take the make-up on this day.

READ: Chapter Nineteen, "The Return of Agamemnon". We will discuss his return to Mycenae and its aftermath. CHECK THE WEB SITE FOR THE LECTURE.

**APRIL 24:**

READ: Chapter Twenty-One, "Jason and the Argonauts." If you have the time and interest, read the play *Medea* by Euripides.

**APRIL 26:**

READ: Chapter Twenty-Two, "Roman Myths and Legends."

**FINAL EXAM:** MAY 2, WEDNESDAY, FROM 8:00 AM TO 10:30 AM. *in the same room where we held our regular class.*

**Grading:** All four exams (including the final) will have equal weight. No exam is comprehensive or cumulative (that is, it does not include material from a previous segment of the course), except to the reasonable extent that all knowledge is cumulative. In other words, you can't forget your ABC's from the 1st grade, else you're sunk. Here's how your final grade will be calculated:

Four exams: 25% each

**Test Format:** Mostly multiple choice, computer graded, though there may be some short-answer questions. A typical test will have roughly 35 questions from the readings, 35 questions from the lectures, 10 from the internet slides, and 5 from the active.

**Slides/Images:** During the course of the semester you will view several hundred slides in class. The slides show vase paintings, sculptures, and reliefs from ancient Greece and Rome. On the tests I will ask you questions that relate to information you gleaned from looking at the slides and listening to me explain them (e.g., what attributes help us recognize Athena in vase paintings? and so on). You *will* have questions about slides on the test. If you miss a class, or you simply want to review slides that we've seen in class, you can see them all on the course web page.

**Make-up Policy:** YOU MUST INFORM ME THAT YOU MISSED THE EXAM WITHIN 48 HOURS OF THE EXAM TO TAKE THE MAKE-UP AND PROVIDE ME WITH A WRITTEN EXCUSE DEMONSTRATING EXTREME CIRCUMSTANCES LEADING TO YOUR ABSENCE.

**Special Needs (Disabilities):** If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call 348-4285 or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

**Academic Misconduct:** All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to

avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

[The Academic Misconduct Disciplinary Policy](#) will be followed in the event of academic misconduct.

**Attendance:** Attendance is expected but not required. Students are responsible for all information, schedule changes, etc. that are announced in class. *I will not provide anyone with lecture notes except through TEGRITY.* You can access Tegrity through eLearning.

**Extra Credit:** There will be TEN additional questions on the final exam that you can try to answer for up to TEN additional points on your final average. The questions will be based on Vergil's *Aeneid*, which is not part of the assigned reading for the course. **DETAILS:** You are to read the first six books (chapters) of Vergil's (also spelled "Virgil") *Aeneid*. The best translations are those by Rolfe Humphries (numerous editions for sale used in Amazon and on Bookfinder.com for as little as \$1) and by Robert Fagels (probably running about \$15 in paperback, with an introduction by Bernard Knox). Any translation will do, but those two are the most modern and easy to read. During the final exam, you will receive an additional test with ten multiple-choice questions on your reading. Each correct answer earns you a point on your final average. Missing a question cannot hurt your average.

**How to contact me:**

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OFFICE HRS. 1:00-2:00, TR and by appointment. You can always talk to me immediately after class.