Classics 2604 001-LEC  
Greek Mythology  
Summer Term 2019 (May 29-June 13, 2019)

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Course description:  
3 credits. *This course is taught entirely online via Blackboard.*

This course will serve as an introduction to the variety of ancient Greek mythological traditions. We will survey the major Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts. Topics include the twelve Olympian gods; Hesiod and the creation of the world; Homer and the Trojan Cycle of myths; mythical epics and traditions about Thebes, Argos, Athens, and other parts of the Greek world; and, in particular, the relationship between Greek tragedy and myth. The class focuses primarily on the ancient material, but with many parallels, adaptations, and retellings taken from modern times. All readings are in English.
**Course objectives:**
By the end of the course students should have:

1. A good general knowledge of the principal Greek myths,
2. An understanding of how a number of those mythical traditions relate to each other,
3. A sense of the many uses and views of mythology within the ancient Greek world, and
4. The ability to recognize references to Greek mythology and their symbolism in modern media (e.g. literature, art, commercial media, in museums, etc.).

**Course format:**
The class will consist of a series of lecture videos, lots of film and documentary clips, and Powerpoint presentations, accompanied by my voice, that students will view online. There will also be substantial outside reading.

With a few exceptions, the film and documentary clips are professional-grade productions. I have made extensive use of two documentary series about Greek mythology, including one for the History Channel for which I was an on-screen commentator. In both series the commentators are professional classicists working in some of the finest universities in the US and England. In short, these are top-notch productions, and a lot more exciting than the usual Powerpoint classroom slide show. Other clips are from recent productions or classic film versions of Greek tragedy. I have selected them to help bring the words on the page to life. Still others are cartoons. This may sound unserious but before dismissing it, reflect that cartoons are—perhaps paradoxically—one of the most effective ways to represent Greek myths in modern society. Finally, I
have chosen a smaller number of clips to help you summarize the main points, make connections across myths, to spark or challenge your thinking, or (in the case of The Simpsons parody), just for fun. You should make a point of watching them all and making notes as you go.

Our primary texts are the finest masterpieces of Greek literature – Homer’s epic *Odyssey*, Hesiod’s *Theogony*, and a selection of Greek tragedies from each of the three canonical Greek tragedians—Aeschylus, Sophocles, and Euripides.

I have also included three lighthearted takes on Greek myth: Euripides’ *Cyclops* (a satyr play) and Aristophanes’ *Frogs*, a Greek comedy, and "The Gods in Council," a satire by Lucian.

Although students can work largely at their own rate, the pace of reading is designed to cover one tragedy or its equivalent per day and shorter supplementary readings from Ovid’s *Metamorphoses* and other texts (e.g. the Bible’s account of creation or the serpent in the Garden of Eden). *I very strongly suggest you work at the rate of one module per day*, and I have added the dates to each module to help you stay on track. You *can* work faster or slower than that, but the dates of the two exams are inflexible:

- **The midterm exam must be taken on Tuesday, June 4.**
- **The final exam must be taken between Tuesday, June 11 and the end of Thursday, June 13.**
These two exams comprise the bulk of your grade, but because I also want to create some kind of intellectual community, no matter how small or artificial, a portion of your grade will also come from your participation in Blackboard’s discussion board feature. Hence daily discussion is a requirement of the class. **You'll be required to make one post and reply to two classmates each day.** If you do this, it's an easy way for you to get all 42 points that make up 20% of your grade. My aim is to help build community and give you the opportunity to think and share together as you would in a face to face course. Samantha, our TA, will be checking in, reading, and occasionally joining your discussions. So will I!

***Please note: if you are taking this course Pass/Fail, you still must participate in at least 50% of the discussion (i.e. 21 out of 42 points total.)***

In addition to these regular posts, you are also asked to write a short reflective essay (2-5 paragraphs) on Lucian's "The Gods in Council." I suggest you write this essay the same day you take midterm 1. You are welcome to do it later in the week, but this is a fun exercise meant to give you a break from me doing all the talking, and give you a chance to do some of your own. In the spirit of Momus, I encourage you to be as frank and fearless in your statements as you like.

**Required books** *(available from Amazon.com or other online retailers--please note these books are NOT on order at the Cornell bookstore, but they are on e-reserve via the Cornell Library)*

Note: You can find free translations of all these works online
but because translations are not created equal, the books listed below are required for this course. My lectures and exam questions are based on them.


Incidentally, most of these books include spectacularly helpful introductions to what we’re reading, and some have lists or glossaries of characters at the back. You don’t have to read them, and you may not have time to. But if you do, I strongly encourage you to explore these materials.

Other reading materials, clips, and the like are available on the Blackboard course website. Please enroll in it as soon as you have signed up for the class; you are welcome to start the modules as soon as you like.

**Grades** will be determined in the following way:

- participation (discussion boards) 20%
- 1 midterm exam 35%
- 1 final exam 45%

100%

You can find my rubric for grading discussion board postings as a separate item further down on this Course Info page, marked in green.

Please note that there are no quizzes in the course. If you hear me refer to them in one of the lectures (as I believe I mistakenly do on one occasion), please disregard it.

Each exam will consist of 50 multiple choice questions covering names, a few dates, and terms for identification. Each question will have six possible answers and many of the questions will be analytical. This means that students will be required to identify features that characters from different texts have in common.
For example, you might be asked to identify examples of characters who transform themselves or others into other shapes. (One right answer might be Circe and Proteus, both characters you’ll meet in the *Odyssey*).

The midterm exam will cover modules 1-6 (Hesiod, Homer’s *Odyssey*, Aeschylus’ *Prometheus Bound*, and Euripides’ *Cyclops*).

The final exam will be cumulative, covering modules 1-14.

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