



KIIS Greece, Summer 2020

ENG 396 Mythology / RELS 399 Greek Myth in Context

Professor: Dr. Richard King

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Instructor's office hours: on site and by appointment

Syllabus subject to change

Course Description:

No stories contain greater richness and depth, and none have been more influential, than those we call "Greek myths." In this cross-listed class students learn to read the manifestations of myth in sculpture and vases as well as selections from ancient texts - Hesiod, Homer, Aeschylus, Sophocles, and Euripides. We visit the Athenian Acropolis, Eleusis, Delos, Argos, and Mycenae, the very settings in which the mythological episodes take place. Above all, this course explores classical myth's connections with ancient religious practices and the Greek landscape - the mountains, caves, rivers, and the sea—but also the evidence of ancient Greek myth in material culture (3 hrs credit)

Students will examine the mythological content of ancient Greek texts and visual art in their ancient and modern contexts to explore ancient culture and some of its influences on modern thought. In all their study, students are encouraged to look for survivals of ancient attitudes and practices in modern Western life.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS creates and offers high-quality education abroad programs for students from diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help transform students into global citizens who have personal and professional skills for lifelong enrichment. We strive to go beyond generalizing headlines and outdated cultural clichés to help foster a nuanced appreciation of the world in which we live.

Students participating in KIIS Study Abroad programs aim to:

- 1) Articulate the relationship between ideas, experiences, and place;
- 2) Develop tools to engage with diverse people in the local cultures; and,
- 3) Explore other peoples' values and clarify their own.

In the equivalent of one, single-spaced typed page, reflect on:

How has this experience made you think – or act – differently about the world around you? Please consider the 3 SLOs discussed. Please don't consider course content in your response; instead, think beyond it, and be as specific as possible.

Course Objectives and Learning Outcomes:

Students are expected to read widely in ancient texts and modern interpretations of those texts; to participate actively in analysis and discussion of ancient cultural experiences, institutions, and values; to experience Greek culture in art and architecture in museums and at various Greek sites; to synthesize the information they've gained in class and on their own and to apply it to a problem or topic of their own choosing in a final paper and project.

The KIS Greece program has developed the following student learning outcomes for all courses in the program:

After having completed the KIS Greece program, students will have

- honed their knowledge of Greece and Greek society, from antiquity to the 21st century;
- synthesized academic concepts with real world experiences;
- observed Mediterranean life in rural settings, in middle-sized towns, and on islands, as well as in the megalopolis of Athens;
- interacted with ordinary Greeks on a regular basis;
- exhibited confidence in their abilities to function competently in another culture;
- articulated an understanding of what it means to be the stranger in another land;
- articulated the relationship between ideas and place (i.e., geography, landscape, buildings, monuments) as that relationship reflects the past, the present, and the recreation of the past in the present;
- clarified their personal values, both as U. S. citizens and as individuals;
- deepened their appreciation for the values of others;
- improved their oral and written communication skills in English.

In addition, this course has the following specific student learning outcomes:

By the end of the course, students will be able to:

- communicate and explain important Ancient Greek myths, using concrete examples in ancient Greek sites and material culture;
- analyze critically the artistic, social and other origins and influences of the Ancient Greek myths;
- synthesize how myths (and beliefs connected to them) were expressed through material culture in the ancient Greek past.
- identify and recognize key terms, trends, perspectives, and theories in the study of ancient myth.
- critique trends, perspectives, and theories in the study of ancient myth.
- demonstrate, in speech and writing, a comprehension of ancient texts, artistic works, and archaeological sites connected with ancient myth.
- identify and evaluate various ways that ancient Greek myth represented ancient social status (f.e., genders and sexualities; free and slave; different ethnicities) and compare them with modern practices.
- identify and evaluate the issues in Greek myth that reveal cultural differences in the ancient world and compare these with similar issues in modern cultures.
- recognize from their study of ancient myth how ancient societies (particularly Greek and Roman) used myth as an integrative feature of culture.
- identify and evaluate the various ways ancient societies used myth to address cultural diversity, comparing these with our own methods.

- defend their own opinions about myth (particularly Greek and Roman) and its relationships to cultural institutions and traditions.

Course Outline:

What is Myth? Cultural Contexts / Approaches /
 Creation Myth / Twelve Olympians /
 Athena / Apollo and Artemis / Theseus, Ariadne /
 Legends of Attica / Delphic Apollo /
 Olympia: Tantalus, Pelops and Olympia /
 Mycenae, Argos, Nauplion: Asclepius, Atreus, Agamemnon /
 Corinth: Medea and Jason /
 Eleusis: Demeter/ And more...

Instructional Activities / Field Experiences:

Of the 37.5 hours of instruction this course provides, approximately 23 will be spent in the kinds of activities an on-campus class provides: review of materials, lectures, discussions, guest lectures, etc.; approximately 14 hours will be spent in introductions/orientations to the various locales, cities, archaeological sites, museums and cultural institutions we visit.

In some basic way, of course, the land of Greece is our textbook. Students will be encouraged to employ "place as text" principles in their explorations of Greek life.

Course Requirements / Grading:

Students will write short "thought pieces" (reflection papers) about items of material culture that reflect ancient Greek mythology. These will periodically be collected and graded for 25% of the course grade. Students will also take some quizzes and a midterm test: the quizzes contribute 25%, and the midterm another 25%. There will also be a final project (in-class presentation) or final paper (write a paper of 8-10 pages on a topic selected in consultation with the instructor). The final essay/exam/project will contribute 25% of the grade.

Short compositions, 25%; Quizzes, 25%; Mid-Term, 25%; Final, 25%.

Work will be graded on this scale:

90 – 100 A
 80 – 89 B
 70 – 79 C
 60 – 69 D
 Below 60 E (F)

This course will be graded on this basis, without regard to other scales (f.e., plus-and-minus) which may apply at your college or university. Sample grading rubrics are attached to this syllabus.

Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Disability Accommodation

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You are welcome to contact KIIS Assistant Director, Rebekah Golla, rebekah.golla@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Rebekah Golla (+1-270-779-8091) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX

Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIS Title IX, see <https://www.kis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIS program, attend a KIS event, or work in a KIS environment (e.g. KIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

A word of caution about our courses: Please be aware that some of the material in these courses may trigger disturbing thoughts or memories. Many of the works of art are explicit or nudes. Please feel free to step out of class if you feel uncomfortable or threatened.

Academic Honesty Policy:

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

Texts and References:

Required Text:

***Classical Mythology* by Mark Morford, Robert Lenardon** (and in later editions, by Michael Sham.).

To save money:

1. get an older edition. It'll be cheaper; try the 7th edition (New York/Oxford: Oxford University Press).
2. Share with roommates: share use of and carrying the book (its heavy).
3. Or even ... look on the internet for non-paper versions (kindle or pdf, for instance).

Writing Rubric

Argument and Judgment

A passing essay

1. addresses the prompt
2. communicates a focused purpose to an academic audience.
3. constructs a well-developed and coherent argument.
4. provides appropriate support for judgments.
5. gives appropriate consideration to alternative perspectives or evidence.
6. successfully interprets purpose(s) and focus of the prompt.
7. engages challenging ideas.
8. demonstrates how knowledge gained from class research supports judgments.
9. does not dismiss evidence provided in the textbook without adequate justification.

Writing Skills

A passing essay

10. appropriately introduces the reader to the main idea.
11. includes final paragraph(s) that provide(s) closure consistent with the main idea.

Its paragraphs

12. use content which consistently supports the thesis or main idea.
13. signal new ideas, sub-ideas, or emphases.
14. consistently maintain relationships or connections between to the ideas they develop.
15. are developed enough to consistently keep readers focused on the thesis or main idea.

Its sentences

16. within each paragraph connect clearly and consistently to the main emphasis of the paragraph.
17. develop relevant ideas by building on content from preceding sentences.
18. within each paragraph connect clearly to the meaning of sentences that come before and after.
19. use relevant diction and stylistic conventions appropriate for university writers.
20. are free of spelling errors which consistently distract the reader.
21. are free of grammatical errors which consistently distract the reader.

Final Project Rubric

Final Project and Reflection Rubrics (developed by a teaching group at Carnegie-Mellon):

Final Presentation Rubric

Rating Content and Creativity (40%)

Sophisticated

The presentation contained an abundance of material which clearly related to the main arguments. External research was used to justify arguments or solutions. The presentation of the material was original and presented in a creative way that held audience attention.

Competent

The presentation contained material to support the main arguments, but: 1) not all material clearly related to the main arguments; 2) limited external research was used to justify arguments or solutions; and/or 3) the presentation of the material was appropriate, but only somewhat held audience attention.

Not Yet Complete

The audience had to make considerable effort to understand the underlying logical and flow of ideas. Major aspects of the analysis or recommendations were absent. No external research was used to justify arguments or solutions. The presentation lacked creativity and did not hold audience attention.

Rating Coherence and Organization (30%)

Sophisticated

The thesis, argument and solution were clearly stated and examples were appropriate. The transitions and flow were easy to follow. Slides were error-free and logically presented.

Competent

The thesis, argument and solution were clearly stated, but: 1) not all examples were supportive illustrations; 2) the transitions and /or flow were some what difficult to follow; and/or 3) slides were error-free and logically presented.

Not Yet Complete

The thesis, argument, solution and examples were not clearly stated. The conclusion was unclear. The transitions and flow were not logical. Slides contained errors and a lack of logical progression.

Rating Speaking Skills and Participation (30%)

Sophisticated

Team members were poised and had clear articulation. Every team member spoke and participated at a very high and balanced level. Speakers demonstrated good volume, and eye contact. Enthusiasm and confidence was exuded. The presentation fit into the time allotment of 10-20 minutes.

Competent

Team members were mostly audible and/or fluent on the topic, but: 1) not all team members spoke and/or participated in a high and balanced level; 2) speakers demonstrated fair volume and/or eye contact was broken with audience; 3) light discomfort with public speaking was exuded; and/or 4) the presentation slightly went over the 10-20 minute allotment.

Not Yet Complete

Team members were often inaudible and/or hesitant and relied heavily on notes. Speakers made distracting gestures with little or no audience eye contact. A high level of discomfort with public speaking was exuded. The presentation went over the 10-20 minute allotment (without justification or permission).

Individual Reflection Paper Rubric

Sophisticated

The individual contributed in a valuable way to the project. The individual is also able to articulate the key performance criteria of successful teams and evaluate the group performance accordingly.

Competent

The individual did not contribute as heavily as others but did meet all responsibilities. The individual is also able to identify some key performance criteria of successful teams and/or draw related connections the group performance.

Not Yet Complete

The individual did not contribute to the project and failed to meet responsibilities. The individual does not identify key performance criteria of successful teams or draw inference to own experience.