

This is a preliminary 'core' syllabus.

CL CV 1550-002: Classical Mythology, Spring 2025 TTh 12:25–1:45pm CTHIB 109

<https://utah.instructure.com/courses/1017557> · John Wynne · john.wynne@utah.edu

Office hours: Wed 12:30 – 2:30 pm or by appointment · my Zoom meeting for OH: [448-901-7915](tel:448-901-7915)

Real life office: [LNCO](#) 1-321 (lost? ask in LNCO 1-400) · real life mailbox: inside LNCO 1-400

Course description

Hercules! Artemis! The Minotaur! Venus and Mars! The Trojan horse, the golden age, Pandora's box.... This lecture class leads students through highlights from the ancient tales, and how those stories have been told and interpreted so fruitfully for so long and around the world. Prof. Wynne's version will give some extra emphasis to how ancient philosophers, scientists, and even Christian theologians, used the myths to help make sense of life.

Books you need

(All these books are available online on the **Inclusive Access Bookshelf** on our Canvas site. You must **opt out** of Inclusive Access if you would prefer to buy your own copy of the books. What I say in the list here is mostly useful if you plan to buy your own books.)

Mark Morford, Robert J. Lenardon, & Michael Sham, *Classical Mythology* (12th edition), Oxford University Press, 2024. ISBN: 9780197653920.

This is our big textbook for the semester. You *do* need the 12th edition, in order to have the right material and page numbers. You do *not* need a new copy.

We will also read selections from some ancient poems, translated into modern English. These will be Hesiod's *Theogony* and *Works and Days*, and Homer's *Iliad* and *Odyssey*. You will need good translations of these texts to read, but not necessarily the three I have ordered:

M. L. West (translator), *Hesiod: Theogony and Works and Days*, Oxford World's Classics, 2008. ISBN: 9780199538317.

Richmond Lattimore (translator), *The Iliad of Homer*, University of Chicago Press, 2011. ISBN: 9780226470498.

Emily Wilson (translator), *Homer: The Odyssey*, Norton, 2018. ISBN: 9780393356250.

Office hours and contacting me

If you would like to get in touch with me, my **contact details** are at the top of the syllabus, and on the front page of the class Canvas site.

E-mail is the best way to reach me. I will reply within 24 hours. A Canvas message is good too.

I will hold regular **office hours** Wed 12:30–2:30pm. If you genuinely cannot make that time, e-mail for an appointment. We can either in person my office or in on Zoom (see top of syllabus). For the regular time in person, you can just show up. (If things get too busy at some point, I will start scheduling slots, but I'll let you know if so.) Otherwise, we'll need to pre-arrange.

A typical week

During each Tuesday lecture, a new Module will become available on Canvas.

A typical Canvas module will consist of:

- A page listing Readings for the Module, sometimes with some explanation.
- Either the quiz on the readings for the Module, or instructions for some other kind of reading quiz, e.g. in-class the following Tuesday. If there is a Canvas quiz, it will be to take online whenever you like before it is due. The **quiz will be due by, or given during, the lecture on Tuesday after the Module opens**. My Tuesday lecture just after the quiz, and my lecture on the following Thursday, will be on the readings you have prepped for the quiz.
- A study guide, which will tell you the material from the Module that I might ask about in the short-answer, factual section of the exams. Note that to do well on the exams essays, you will need to have understood and reflected carefully on a bigger range of reading and lecture material than what is in the study guide.

Some exceptions: the schedule in the first week and last weeks is lighter. Also, in the week of the midterm exam, the readings and quiz for Module R will be lighter.

Schedule

Wk begins	Module: Topic for lectures Tue and Thu, Readings for quiz to be completed by Tue	
Jan 5	1: Welcome. What is Classical Mythology? MLS ch. 2., Hesiod, <i>Theogony</i> 1–34*	
Jan 12	2: Creation of the world. MLS ch. 3. Hesiod, <i>Theogony</i> 35–506†	
Jan 19	3: Creation of people. MLS ch. 4, Hesiod, <i>Works & Days</i> 1–292‡	
Jan 26	4: The Olympian gods and Greek religion. MLS chs. 5 & 6	
Feb 2	5: Aphrodite and Artemis. MLS chs. 9 & 10	
Feb 9	6: Apollo and Dionysus. MLS chs. 11 & 13	
Feb 16	7: Religion at Athens: Athena, Demeter, and the Mysteries. MLS chs. 8 & 14	
Feb 23	R: Rome. MLS ch. 26	Thursday: Midterm Exam
Mar 2	8: The afterlife. MLS ch. 15	
Mar 9	SPRING BREAK	
Mar 16	9: The Theban cycle. MLS ch. 17	
Mar 23	10: The <i>Iliad</i> . MLS ch. 19, Homer, <i>Iliad</i> selections.	
Mar 30	11: Perseus and Heracles. MLS chs. 21 & 22	
Apr 6	12: Theseus, Jason, and the Argonauts. MLS ch. 23	
Apr 13	13: The <i>Odyssey</i> . MLS ch. 20, Homer, <i>Odyssey</i> selections.	
Apr 20	Last review/catch-up lecture Tuesday.	Final Exam Friday Apr 25, 10:30am–12:30pm

* In West's translation, *Theogony* line 34 ends "always to sing of themselves."

† In West's translation, *Theogony* line 506 ends "lord of mortals and immortals."

‡ In West's translation, *Works & Days* line 292 ends "for all the difficulty."

Assessment and grading

The grading scheme will be the standard Canvas grading scheme, but rounding up from *n.5*.

The components of your final numerical score in the class will be weighted as followed:

- Final exam: 40%
- Midterm exam: 35%
- Quizzes: 20%
- Showing Up: 5%

Quizzes: see above

The **midterm and final exams**, to be taken by hand in person in our classroom, will each consist of (1) a section of short answer questions on the cumulative study guide material from the class up to the time of the exam and (2) prompts on which you will write brief essays demonstrating your knowledge of and original, rigorous reflection on the class material.

You should write your exam essays in good academic English. When we grade, we will make appropriate allowance for writing in exam conditions. Grading of the essays will be on the following criteria, which will be turned into an equivalent numerical score:

- | | |
|---------|--|
| A(-): | Shows a good knowledge of relevant material, and some original critical thought on it. |
| B(+/-): | Shows a good knowledge of relevant material, but not original critical thought on it. |
| C(+/-): | Shows some but not good knowledge of the material. |
| D: | Attempted to answer the prompt in acceptable English, below the standard for a C-. |
| F: | Did not attempt to answer the prompt in acceptable English. |

At times, in randomly selected lectures, I will take attendance, or will give you quick, relatively easy tasks to complete, either the reading quiz or something else. Your total score on these attendance registers or in-class tasks will be your **Showing Up** score.

Late Work and Absences

If you need to be excused from a class, please write to me before the class starts. If you have, a good, prior excuse, I will excuse you.

An excuse is **prior** if you tell me about it before the class starts. It is **good** if it is another commitment the timing of which you cannot reasonably be expected to move outside our class time, which I agree is more pressing for you to attend than class, and, if it is reasonable, which you can document.

I will excuse you from a **Showing Up** task if I excuse you from the class where it happens. If I excuse you from a Showing Up task, it will be dropped from the calculation of your Showing Up score.

Canvas will allow you to submit a **Reading Quiz** up to a week late, but it will deduct 10% of your score on the quiz for each day that the quiz is late. I will accept other kinds of quizzes up to a week late, and will make similar deductions.

For missing and making up **exams**, I will also require a good, prior excuse, but the bar for a good excuse is much higher. It is hard to convince me that something is more pressing than a college exam. For example, leisure events, such as family trips, are not a good excuse to miss an exam.

I will make exceptions to these rules only where I judge that there has been an extremely severe, unpredictable emergency, such as a sudden hospitalization.

I will not give extra credit tasks to help with your grade.

Learning objectives:

A student who has taken this class diligently will:

- Have a **comprehensive introductory knowledge of the core myths of ancient Greco- Roman culture**, focused on the stories themselves, but also including an elementary knowledge of the original cultural context, and our sources, for the stories, and for how those stories have been retold and put to use in subsequent millennia, including in our own day.
- Be able better to formulate original, well-argued **interpretations and criticism** of the myths and their retellings.
- Have significantly stronger **core portable skills** uniquely trained by **rigorous humanities education**, including the ability to read with attention and comprehension tens of pages of writing of very different and sometimes technical kinds, to assimilate this writing into constructive, persuasive ideas and arguments that can achieve clearly set goals, and use that reflection to improve and defend their own setting of goals and ethical standards.

University Policies

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access \(CDA\)](#). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.
Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365
oeo.utah.edu
135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066
deanofstudents.utah.edu
270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness

801-581-7776

wellness.utah.edu

350 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).