



## School of Humanities and Languages

# ARTS2542, Gods, Heroines and Heroes in Greek Myth Summer Term U1B, 2014

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*This course outline is **subject to revision**. Please check the **Moodle** site of the course for regular updates, announcements and uploads.*

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
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Consultation Time	By appointment		
<b>Lecturer</b>			
Name	Dr Vasilis Adrahtas	Room	MB222
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<b>Tutors</b>			
Name	Mr Andrew Kapos	Room	MB222
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Name	Dr Dominic Fitzsimmons	Room	The Learning and Teaching Centre
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Consultation Time	By appointment		
Name	Dr Florence Chiew	Room	MB222
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Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p><b>PART I: The Greek myths</b> have had a profound and lasting influence on our culture. Partly because the way they comment on the human condition is very adaptable, they continue to be a major source of inspiration to contemporary artists, philosophers, writers and film-makers. An understanding of this influence greatly enhances our appreciation of modern culture. This course introduces students to the nature of myth, to the creation myths, the stories of the gods and their interaction with humans, and to some of the great cycles like Oedipus, the Trojan War and Orpheus. Reference will be made to more recent works of art and literature inspired by the stories.</p> <p><b>PART II: Students will study Homer's <i>Odyssey</i></b> in Fagles' translation. This epic poem is one of the earliest and greatest examples of literature inspired by myth, and has continued to influence work in many fields down to the present day. We will examine the <i>Odyssey</i> in relation to its historical context, its sources in myth, and its creator's technique as poet and storyteller</p>
Course Aims	<ol style="list-style-type: none"> <li>1. to introduce students to a collection of mythical stories and to Homer's <i>Odyssey</i></li> <li>2. to enable students to appreciate the reasons why time after time these products of ancient imagination inspired and continue to inspire fresh creative efforts, which amount to a substantial part of our cultural heritage</li> </ol>

	3.	to understand the relevance of Greek myths to ways of thinking in the west
	4.	to appreciate the social and intellectual context of ancient Greek culture as reflected through the Greek myths and the <i>Odyssey</i>
Student Learning Outcomes	1.	Appreciate the profound and lasting influence of Greek myth on our modern culture
	2.	Appreciate the contemporary significance and relevance of the recurring themes in Greek myth
	3.	Gain an insight into the individual and social psyche
	4.	Enhance an appreciation of the world of art, literature and music
Graduate Attributes	1.	the skill involved in scholarly enquiry
	2.	the capacity for analytical and critical thinking, and for creative problem solving
	3.	the ability to engage in independent and reflective learning
	4.	the skills of effective communication

### 3. Learning and Teaching Rationale

Lectures, tutorial discussions, video presentations and readings will take the students through the fascinating world of Greek mythology and Ancient Greek society and culture. Students will be introduced to the nature and the creation of myths. They will be familiarised with the stories of the gods and their interaction with humans, as well as with some of the great mythical cycles, like Oedipus, the Trojan War and Orpheus. Students will also study Homer's *Odyssey*, one of the earliest and greatest examples of literature inspired by myth, whose influence in every artistic expression is constantly felt up to this day. All tutorials will be conducted by an experienced team of tutors, who will attempt to engage students in discussions, taking the students' interests and their disciplinary background into consideration.

### 4. Teaching Strategies

The lectures provide the basic material required for the written assignment, tutorials and tests. Students are expected to have read Homer's *Odyssey* in Fagles' translation prior to the start of classes. In addition, students are required to read further so as to obtain a deeper understanding and formulate a critical approach to the topics and themes covered in the lecture. This scholarly enquiry satisfies aspects of the University Graduate Attributes outlined above. All classes are through face-to-face mode. It is strongly advised that students attend all lectures.

For the tutorials the students are also required to study the set written and visual texts prescribed in the Tutorial Reader, which is available via Moodle. Each text comes with a series of questions, which provide the framework for the tutorial discussion. The classroom discussion fulfills an important component of the above University Graduate Attributes, and it should be stimulating and rewarding for the student's intellectual development.

The take-home essay, the two in-class reflective writing exercises and two in-class tests will allow the students to consolidate the ideas and concepts that they have learnt, and also help them develop their independent, critical and reflective thinking. Again these activities satisfy aspects of the University Graduate Attributes outlined above.

As the course is brief and intensive, attendance is essential.

**Moodle** is used for announcements and for distributing reading and lecture materials. Take-home assignments must be submitted electronically to Moodle. Hard copies only will not be accepted. Students must make sure that they have ready access to Moodle.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
In-class test I	1 hour	20%	1,2,3,4	2,3,4	3pm Thu 23
In-class test II	1 hour	20%	1,2,3,4	2,3,4	3pm Thu 30
Take-home assignment	1600-1800 words	30%	1,2,3,4	1,2,3,4	4pm Mon 7 Feb
Tutorial work	see Tutorial Reader	20%	1,2,3,4	2,3,4	during each tutorial
Two in-class reflective writing tasks	250 words each (20 mins each)	5% each	1,2,3,4	2,3,4	during two tutorials: 2pm Thu 23 2pm Thu 30

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

## Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not

plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

<b>8. Course Schedule</b>				
<i>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></i>				
<b>Week Commencing:</b>	<b>Topic</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings</b>
<b>PART I: GREEK MYTHS (Jan 21, 22, 23, 28)</b>				
Tue 21/01  (9:00am-12:00pm)	<b>Lecture 1.</b> 'What is a myth? Why Greek myth'  <b>Lecture 2.</b> 'How do we know about Greek myths? How have they been used?'	Introduction to the Greek myth: definition, sources and content	Orpheus story	'The Orpheus story', Tutorial Reader, p.4
Tue 21/01  (1:00pm-3:00pm)	<b>Lecture 3.</b> 'Creation myths: the "first generation" of gods'	Myths relating the creation of the world and its first deities	Pelasgian Creation Myth: a different version of creation	'A Creation Story', Tutorial Reader, pp.5-7
Wed 22/01  (9:00am-12:00pm)	<b>Lecture 4.</b> 'The Olympians I- origins and functions'  <b>Lecture 5.</b> 'The Olympians II- relations with humans'	Introducing Olympian Gods	Olympian gods: gender differences	'Gender issues: differences between men and women' & 'Can you say no to Zeus?' Tutorial Reader, pp.8-9, 10-12
Wed 22/01	<b>Lecture 6.</b> 'The demi-gods I:	Prometheus story	The creation of humans	'Who creates us?' Tutorial

(1:00pm-3:00pm)	Prometheus'			Reader, pp. 13-21
Thur 23/01  (9:00am-12:00pm)	<b>Lecture 7.</b> The demi-gods II: Heracles  <b>Lecture 8.</b> The demi-gods III: Atreus to Agamemnon	Heracles, the hero of heroes  House of Atreus	Plautus' story of Amphitryon and Alcmene  Iphigeneia's sacrifice in Aulis	'Deceit and identity?' Tutorial Reader, pp. 22-35  'Do we need sacrifice to set the world right again?' Tutorial Reader, p.36-37
Thur 23/01  (1:00pm-3:00pm)	<b>Lecture 9.</b> 'Helen of Troy, her husband, her lover and her fate'	The Story of Helen of Troy	Helen never went to Troy?  <b>REFLECTIVE WRITING TASK I</b>	'Wars and heroes', Tutorial Reader, pp.38-50
Thur 23/01  (2:00pm-3:00pm)			<b>IN-CLASS TEST I</b>	
Tue 28/01  (9:00am-12:00pm)	<b>Lecture 10.</b> 'Helen's sister Clytemnestra and her children'	Clytemnestra and her children	The vengeance of Orestes on Aegisthus	'Is vengeance justice?' Tutorial Reader, pp.51-52
Tue 28/01  (1:00pm-3:00pm)	<b>Lecture 11.</b> 'Oedipus, Jocasta and their children'	House of Thebes: Oedipus family line	Antigone's moral dilemma	'Dirty hands' Tutorial Reader, p.53-67
<b>PART II: HOMER'S ODYSSEY (JAN 29, 30)</b>				
Wed 29/01  (9:00am-12:00pm)	<b>Lecture 1 &amp; 2.</b> 'Homer and history'	Homer: the historical context	Odyssey characters	'Characters in the Odyssey'
Wed 29/01	<b>Lecture 3.</b>	Odysseus' world	Debates triggered by Odyssey's plot	'Debates'

(1:00pm-3:00pm)	'Odysseus' world: mythical monsters and human geography'			
Thur 30/01 (9:00am-12:00pm)	<b>Lecture 4.</b> 'Ithaca and Phaeacia: dysfunctioning society and mythical ideal'  <b>Lecture 5.</b> 'The <i>Odyssey</i> as an oral poem'	The society as represented in the <i>Odyssey</i>	Odyssey's story and structure	'The story and its structure'
Thur 30/01 (1:00pm-3:00pm)	<b>Lecture 6.</b> 'The <i>Odyssey</i> and European literature'	The legacy of the <i>Odyssey</i>	Odyssey's literary legacy  <b>REFLECTIVE WRITING TASK II</b>	'The <i>Odyssey's</i> literary legacy' Tutorial Reader, p.70-75
Thur 30/01 (2:00pm-3:00pm)			<b>IN-CLASS TEST I</b>	Thur 23/01 (2:00pm-3:00pm)
Mon. 7/02 4:00 pm			<b>TAKE-HOME ASSIGNMENT DUE</b>	

## 9. Course Resources

### Textbook Details

For **PART I and II** of the course: Students must download the **TUTORIAL READER ARTS2542** available in "RESOURCES" of Moodle. **The material must be read carefully before the tutorials.** The Course Schedule shows which readings are to be prepared for each tutorial. The texts are mostly excerpts from longer works, chosen to illustrate some particular aspect. In preparation for tutorials, you should try to answer the questions posed. These will form the basis of tutorial discussions and are designed to help you understand the texts. Some "texts" are pictures, and you should look at them in detail. Some texts are longer and you must allow time to read them.

**Also for PART II of the course it is imperative that you will have read prior to the**



**start of the classes** *Homer's Odyssey*, translated by Robert Fagles, introduction and notes by Bernard Knox (Penguin), 1997. This book can be purchased from the UNSW Co-op Bookshop.

**Clark, M., *Exploring Greek Myth*, Wiley-Blackwell, 2012 is highly recommended reading.** This book can also be purchased from the UNSW Co-op Bookshop. There are also three copies available in the library (292.13.35 A B).

Below are some suggested Reference works, all available at UNSW Library:

Fowler, R. L., (ed.) *The Cambridge Companion to Homer*, Cambridge University Press, 2004. (S883/HOM/C-24)

Howatson, M. C., (ed.) *The Oxford Companion to Classical Literature*, Oxford University Press, 1989. ( S880.3/2) H (The concise version is also available electronically)

Woodard, R. D., (ed.) *The Cambridge Companion to Greek Mythology*, Cambridge University Press, 2007 (292.13.34)

### **Additional Readings**

Should you wish to refer to other books, you may find the following useful. All are available at the UNSW Main library. (Note also that the library has numerous other resources on Greek mythology including electronic books and journals)

Bell, R., *Women of Classical Mythology*, Oxford University Press, New York and Oxford, 1991. (S292.13082/1 A)

Bulfinch, T., *Myths of Greece and Rome*, Penguin, New York, 1981. (S 292.13/17 CFA 292.13/4)

Campbell, J., *The Hero with a Thousand Faces* (any edition), Fontana, London. (S291.13/70)

Grant, M., Hazel, J., *Gods and Mortals in Classical Mythology*, Dorset Press, New York, 1985. (292.1303/5)

Graves, R., *The Greek Myths*, Penguin, Harmondsworth, 1955 (with subsequent reprints). (S292/4 J/2 & CFA 292.08/1)

Hall, J., *A History of the Archaic Greek World ca. 1200—479 BCE*, Blackwell Publishing, Oxford, 2007. (938/188 A for a 2006 edition)

Howatson, M. C., (ed.) *The Oxford Companion to Classical Literature*, Oxford University Press, 1989. ( S880.3/2 H)  
(The concise version is also available electronically)

Kirk, G. S., *The Nature of Greek Myths*, Penguin, New York, 1990. (S292.13/7)

Morris, I., Powell, B., (eds), *A New Companion to Homer*, Brill, Leiden-New York-Köln, 1997. (S883/HOM/C-28)

Powell, B., *Homer*, 2<sup>nd</sup> ed., Blackwell, Malden MA-Oxford-Carlton (Vic), 2007. (883/HOM/C-31)

Vernant, Jean Pierre, *The Universe, the Gods, and Men: Ancient Greek Myths*, Harper Collins, New York, c. 2001. (S292.13/21)

### Websites

The following link contains a wide range of databases relating to Greek mythology some of which are very good. Speak with your tutor if unsure whether a particular database can be used for researching your assignment.

<http://www.digital-librarian.com/mythology.html>

The three most recommended web links, ranked in terms of importance, immediately follow (all three are included in the website cited above):

**PERSEUS Project** (Tufts University). The most extensive collection of primary source materials online. Features: hypertext-annotated and searchable text both in the original and in English translation, Greek-English dictionaries, encyclopedias and other reference material. Of particular note is an excellent overview of Greek history from the Bronze Age to the Hellenistic era.

**Greek Mythology Link** (Carlos Parada): a full encyclopedia of Greek myth. Features: geographical reference guide, a dictionary, a search engine, index and bibliography

**Theoi Project**: an online reference tool. Features: a searchable Greek Gods family tree, a bestiary, links to other related websites.

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the below website:

<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

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myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

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UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

### Special Consideration

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In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.