

## Term Information

Effective Term Summer 2020  
[Previous Value](#) [Summer 2012](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Offering an online version of the in-person class

**What is the rationale for the proposed change(s)?**

Dean for Arts and Humanities proposed for the department to create an online version to meet student demand

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No change

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Classics
Fiscal Unit/Academic Org	Classics - D0509
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2220
Course Title	Classical Mythology
Transcript Abbreviation	Classical Mytholgy
Course Description	Personalities and attributes of the Greek and Roman gods and goddesses, their mythology and its influence on Western culture.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
<a href="#">Previous Value</a>	<a href="#">14 Week, 12 Week, 8 Week, 7 Week, 6 Week</a>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
<a href="#">Previous Value</a>	<a href="#">Recitation, Lecture</a>
Grade Roster Component	Lecture
<a href="#">Previous Value</a>	<a href="#">Recitation</a>
Credit Available by Exam	No
Admission Condition Course	No

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for Classics 222.

Electronically Enforced

No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code

16.1299

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Literature; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

Course goals or learning objectives/outcomes

- Acquire basic facts about classical mythology and the prominent figures it comprises.  
Consider the possible definitions of the term "myth."
- Understand the significance of myths for ancient cultures.

[Previous Value](#)

Content Topic List

- Greek Mythology
- Roman Mythology
- Modern Theories of Myth
- Myth in Greek Epic
- Myth in Classical Sources
- Myth in Greek Drama
- Hero patterns
- Myths in Philosophy
- Myth in Western Culture

Sought Concurrence

No

**COURSE CHANGE REQUEST**  
2220 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/02/2019

## Attachments

- GE Assessment Plan for CLAS 2220 new online course.pdf  
*(GEC Course Assessment Plan. Owner: Bacus, Adam Donovan)*
- CLAS 2220 Online Syllabus Template.pdf  
*(Syllabus. Owner: Bacus, Adam Donovan)*
- Classics 2220 Distance Learning Review Checklist.pdf  
*(Other Supporting Documentation. Owner: Bacus, Adam Donovan)*
- CL 2220 SP17 Hawkins.docx  
*(Syllabus. Owner: Bacus, Adam Donovan)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bacus, Adam Donovan	11/19/2019 10:15 AM	Submitted for Approval
Approved	Kaldellis, Anthony	11/19/2019 10:36 AM	Unit Approval
Approved	Heyssel, Garrett Robert	11/19/2019 11:10 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	11/19/2019 11:10 AM	ASCCAO Approval

Instructor: \_\_\_\_\_  
Office Hours: \_\_\_\_\_  
Office Location: \_\_\_\_\_  
E-mail: \_\_\_\_\_  
Phone: \_\_\_\_\_

**Classics 2220:  
INTRODUCTION TO CLASSICAL MYTHOLOGY  
ONLINE**

**Course Overview**

Mythology is a field that presents tales of gods, monsters and heroes as a network of culturally valuable lore. A vast array of cultures has left us mythical stories, but those from classical Greece (and, to a lesser extent, Rome) have long held pride of place in the Western world. In addition to Greek and Roman myths, you will learn about Near Eastern stories (Mesopotamian, Egyptian, Hebrew, etc.). This comparative approach will take you through the cultural history of the Mediterranean civilizations and their interactions, breaking received ideas of cultural and linguistic barriers. We will study some of these classical narratives and evaluate them in three mutually reinforcing and overlapping ways:

1. How does the myth resonate within its (as far as we can tell) original context of production? (What did the myth mean to ancient Greek people?)
2. How does the myth fit into the wider network of world myths? (What does this myth tell us about how myths function cross-culturally?)
3. What does the myth mean for us today? (Is there a trans-historical meaning to a myth? If not, why does it persist?)

All of the readings will be from original texts (primary sources) in English translation. Therefore, you will explore the ancient myths *directly* (not through modern summaries), as the ancients narrated them, so you can develop your own interpretation of the meaning and function of myth for them and for us. You will also become familiar with the different types of documents in which myth have reached us.

**GE Course Information**

**LITERATURE AND DIVERSITY (GLOBAL STUDIES)**

CL2220 is a General Education course for Arts and Humanities, fulfilling the literature and diversity goals. CL 2220 fulfills the goals listed below by exposing students to original works of literature from the ancient Mediterranean world (in translation) and teaching them to appreciate and analyze the texts in terms of literary genre, content, context and cultural relevance. The course engages with literatures from other (past) civilizations, hence the student will engage with different sets of cultural

and ideological clues, and the comparative approach of the course including Near Eastern sources further expands on the diversity aspect of the instruction.

## **Literature**

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

## **Diversity**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes. Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

## **Global Studies**

3. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **Course Materials**

***[This is sample textbook; individual faculty will change per their own requirements]***

The following is the textbook which all students are required to purchase for this course. It is the responsibility of the student to obtain a copy of this volume.

C. Lopez Ruiz, *Gods, Heroes, and Monsters: a Sourcebook of Greek, Roman, and Near Eastern Mythology in Translation*, 2<sup>nd</sup> Edition, (2017). Available at OSU Bookstores; also at Amazon and Oxford University Press ([www.oup.com](http://www.oup.com)).

In addition to the course textbook, a variety of other readings and/or links to readings may be placed on Carmen for you to access throughout the course.

## **Course technology**

The website for this course is [carmen.osu.edu](http://carmen.osu.edu). Aside from use and reading of the textbook, which students must purchase, all course materials, learning, and engagement will be conducted online.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment [*can be modified per each instructor's course requirements: for example, use of zoom or skype for office hours, etc.*]

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- **Microsoft Office 365 ProPlus** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## **Requirements and Grading**

[*The following is a sample grade breakdown; individual instructors will modify as necessary*]

Students in this course will be required to contribute to an online discussion forum, take weekly quizzes, and complete a midterm and a final exam. Each of these components must be completed in order to pass the class. Your grade will be determined as follows:

**Discussion: 20%**

**Quizzes: 20%**

**Midterm: 20%**

**Final Exam: 20%**

**Reflection and Analysis Papers: 20%**

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70 –72.9: C-

67 –69.9: D+

60 –66.9: D

Below 60: E

*[The following are sample descriptions of the assignments and their requirements, in coordination with the sample grade breakdown listed above. Instructors will modify these as necessary and provide their own descriptions and requirements]*

## **Discussion**

Each week, there will be several assigned “primary source” readings (these are the actual historical texts that survive from the time periods we cover in this class). Once you have listened to/viewed the lectures and have done the readings each week, you can then find the week’s discussion forum within the weekly module, listed below the lectures and available powerpoints.

For the discussions, you will see that I have posted in the forum each week with a number of discussion questions based on these primary-source readings. Each week’s discussion forum will be available to you starting at 12am (midnight) each Monday; the discussion then will close at the end of the week, at 11:59pm on Sunday. Students are required to post **3 thoughtfully written posts** in each of the weeks in order to earn credit for their overall discussion grade. Please see the ‘Tips for Writing Discussion Posts’ document that I have placed under the Week 1 module, and make sure that you read it carefully and understand what you are to do and what makes for an acceptable discussion post. I will update your discussion grade every 4 weeks throughout the course.

## **Quizzes**

Each week students will also take a 15-question, multiple-choice and true/false quiz that will test your knowledge of the material covered in the textbook, primary source readings, and lectures.

You'll find each given quiz at the bottom of that week's module, when it becomes available. These quizzes will be designed to simply test your knowledge of the materials covered in each week. The quiz will become available to you in each week's module from Saturday at 12am until Sunday at 11:59pm. This means that you will have a 48-hour window of availability in which to take the quiz. Each quiz will be timed (15 minutes), and you will have **2** attempts available to you. You will be required to utilize the lockdown browser for the duration of the quiz.

### Midterm Exam

The midterm exam will consist of two sections of assessment: 1) short-answer identifications, in which student must identify a selection of important terms and explain their significance, and 2) a long essay question in which students must analyze a given issue or topic in greater depth and sophistication. A study guide will be distributed a few days prior to each exam which will address the details, structure, and content of the exam. In particular, the study guide will give you a list of possible essay questions in advance. Since you will know the possible questions beforehand, your essays will be graded with an expectation of sophistication and rigorous analytical thought.

### Final Exam

The Final Exam will consist of two essay questions which will be released to you one week in advance of the last day of Finals Week—Tuesday, \_\_\_\_\_. You will write your responses to the two essay questions in a single word or pdf document and upload this to the proper Final Exam assignment dropbox no later than **11:59pm, Tuesday, \_\_\_\_\_**. Each essay response must be at least 3 double-spaced pages, and you will include both essay responses together in one single word or pdf document. That means that, **altogether, your two exam responses will not be more than 6 word doc or pdf pages**. Some leeway for going over the page limit, but exam be advised that responses well *under* 4 pages each will lose points. One question will ask you to review aspects of the course overall, and the second question will deal with the specific materials covered in the second half of the course since the Midterm.

### Reflection and Analysis Papers

Each week students must respond to a given question which asks them to reflect upon and analyze an aspect of the week's materials and teachings. Reflection papers will be no more than two pages, double-spaced, with 12 pt font and 1 inch margins. Papers will be uploaded in pdf or word format to the appropriate assignment dropbox in that week's module. Papers must be uploaded by Sunday at 11:59pm, when the assignment will close.

### Late Assignment Policy

*[modified by each individual instructor]*

It is the responsibility of each student to complete each assignment by the date and time it is due. Please consult the 'Schedule of Weeks and Readings' to make sure you are aware of the important dates on which assignments are due. Late assignments will only be accepted at the discretion of the instructor and in the case of valid reasons for missing class and/or assignments. All reasons for absence and/or missed assignments must be accompanied by documentation such as a doctor's note, court summons, or other verifiable documentation.



## Faculty feedback and response time

*[modified by each individual instructor]*

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

*[modified by each individual instructor]*

- **Logging in: AT LEAST ONCE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**

All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums: 3+ TIMES PER WEEK**

As participation, each week you can expect to post at least three times as part of our substantive class discussion on the week's topics. *[adjustable per each instructor's requirements]*

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Accessibility accommodations for students with disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
- Streaming audio and video
- Synchronous course tools

### **Student Academic Services**

The following links provide overviews and contact information for the various student academic services offered on OSU's main campus:

- <http://advising.osu.edu/welcom.shtml>;
- <http://ssc.osu.edu>

## **Your mental health!**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned

conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614- 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

*Schedule of Weeks and Readings*  
[schedule based on a SU20, 12-week course]

Week 1 (May 6-10): Intro to Classical Myth and Creation Myths

Reading:

- Hesiod, *Theogony*

Week 2 (May 11-17): Creation Myths Continued

Reading:

- Hesiod, *Theogony*
- Hesiod, *Works and Days*

Week 3 (May 18-24): Greek Epic and the Trojan War

Reading:

- Homer, *Iliad* (selections from Books 1-12)

Week 4 (May 25-31): The Trojan War Continued

Reading:

- Homer, *Iliad* (selections from Books 13-24)

Week 5 (June 1-7): Beyond the Trojan War

Reading:

- Homer, *Odyssey* (selections from books 1-12)

Week 6 (June 8-14): Beyond the Trojan War

Reading:

- Homer, *Odyssey* (selections from books 13-24)

Week 7 (June 15-21): Greek Tragedy and the Theater

Reading:

- Aeschylus, *Agamemnon*
- Aeschylus, *Seven against Thebes*

Week 8 (June 22-28): Greek Tragedy, the Theban Cycle

Reading:

- Sophocles, *Oedipus Rex*
- Sophocles, *Antigone*
- Sophocles, *Oedipus at Colonus*

**Week 9 (June 29 – July 5): Roman Civilization and Myth**

**Reading:**

- Ovid, *Metamorphoses*, selections

**Week 10 (July 6-12): Roman Myth Continued**

**Reading:**

- Ovid, *Metamorphoses*, selections

**Week 11 (July 13-19): Roman Myth and War**

**Reading:**

- Virgil, *Aeneid*, books 1-6

**Week 12 (July 20-24): Roman Myth and War**

**Reading:**

- Virgil, *Aeneid*, books 7-12

**Finals Week: Monday – Wednesday, July 27-29**

# Classical Mythology

Classics 2220

M/W/F 11:30-12:25

Independence Hall, 100

Professor Tom Hawkins.312

University Hall 414E

Office Hours: M 9-10:00, R 10-11:00

TA's:

Your Last Name	Your TA	Office Hours
A-D	Brandon Bourgeois.23	M 1-3
E-K	Ekaterina But.3	M 2-3, F 1-2
L-P	Jimmy Wolfe.771	T, W 10-12
Q-Z	Dannu Hutwohl.1	W, F 1-2

*TA Offices are located in University Hall 450 (across from the elevators on 4<sup>th</sup> floor). If you cannot attend your TA's office hours, contact them to set up an alternative arrangement.*

### **Course Description:**

Mythology is a field that presents delightful and disturbing tales of gods, monsters and heroes as a network of culturally valuable lore. A vast array of cultures have left us mythical stories, but those from classical Greece (and, to a lesser extent, Rome) have long held pride of place in the Western world. We will study some of these classical narratives and evaluate them in three mutually reinforcing and overlapping ways:

1. How does the myth resonate within its (as far as we can tell) original context of production? (What did the myth mean to ancient Greek people?)
2. How does the myth fit into the wider network of world myths? (What does this myth tell us about how myths function cross-culturally?)
3. What does the myth mean for us today? (Is there a trans-historical meaning to a myth? If not, why does it persist?)

### **Required Texts:**

All readings will be made available via pdf or links through Carmen. All of these are free, open source documents with one exception. Rita Dove has made her text available to us with the caveat that each student makes a \$5 donation to the [Southern Poverty Law Center](#).

### **Requirements and Assignments:**

1. Attendance and readings: All lectures and readings are required, and success on the graded portions of this course will depend on your mastery of both lecture material and assigned readings.
2. Quizzes: In weeks without exams, a 10-question, multiple choice quiz will be made available on Carmen each Friday.
3. Papers: Three, two-page papers are required. Six paper topics will be announced throughout the term for you to choose from.
4. Exams: Midterm and Final Exams will be multiple choice and non-cumulative (i.e. material presented prior to the Midterm will not be tested on the Final Exam).

### **Evaluation:**

10%	Quizzes
10%	1 <sup>st</sup> Paper
10%	2 <sup>nd</sup> Paper
10%	3 <sup>rd</sup> Paper
30%	Midterm Exam, March 10
30%	Final Exam, April 28 12:00-1:45 pm



## STATEMENTS PAGE

### GE Status

This course fulfills the 'Literature' and 'Diversity: Global Studies' GE categories.

### Plagiarism

*Plagiarism is the representation of another's works or ideas as one's own. Don't do it! All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.*

*It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.*

### Disability

*If you need an accommodation based on the impact of a disability, please talk to me privately to discuss your needs and contact the Office for Disability Services in room 150 Pomerene Hall (614-292-3307) to coordinate arrangements.*

### Title IX

*Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)*

### Diversity

*The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.*

**TENTATIVE Schedule of Topics and Readings (SB = Sourcebook):**

**Week 1 (Jan 9-13):** Creation myths (From Chaos to Zeus)

**Read:** Hesiod, *Theogony* (SB 2)  
Hesiod, *Works and Days* (SB2, lines 106-201)

**Week 2 (Jan 16-20):** Tricksters (Prometheus, Pandora, Demeter and Persephone)

**NB:** **NO CLASS ON JAN 16 IN HONOR OF MARTIN LUTHER KING, JR.**

**Read:** Hesiod, *Theogony* (SB 2, Prometheus sections on pp. 443-444)  
Hesiod, *Works and Days* (SB 2, Lines 1-105)  
Homeric Hymn to Demeter (SB1)

**Week 3 (Jan 23-27):** Prometheus in later mythology

**Read:** Aeschylus, [\*Prometheus Bound\*](#)  
Plato and Ovid, selections on Prometheus

**Week 4 (Jan 30-Feb3):** Background to the Trojan War (Marriage of Peleus and Thetis)

**Read:** Homeric Hymn to Aphrodite (SB1)  
The Epic Cycle (Proclus' summary of the Cypria, SB1)

**Week 5 (Feb 6-10):** Homer's *Iliad*

**Read:** *Iliad* (SB1), Scrolls 1, 3, 6, 9, 11

**Week 6 (Feb 13-17):** Homer's *Iliad*

**Read:** *Iliad* (SB1), Scrolls 16-18 and 21-24

**Week 7 (Feb 20-24):** Homer's *Odyssey*

**Read:** *Odyssey* (SB1), Scrolls 1, 5-8

**Week 8 (Feb 27-Mar 2):** Homer's *Odyssey*

**Read:** *Odyssey* (SB1), Scrolls 9-12

**Week 9 (Mar 6-8):** Homer's *Odyssey*

**Read:** *Odyssey* (SB1), Scrolls 17-24

**MIDTERM EXAM, Friday March 10**

**Week 10 (Mar 13-17):** **SPRING BREAK**

**Week 11 (Mar 22-24):** Agamemnon's return

**NB: CLASS CANCELLED, MARCH 20**

**Read:** Aeschylus, *Agamemnon* and *Eumenides* (SB2)

**Week 12 (Mar 27-31):** Theban mythology

**Read:** Sophocles, *Oedipus Tyrannos* (SB2)

Aeschylus, *Seven against Thebes* (SB2)

Sophocles, *Antigone* (SB2)

**Week 13 (Apr 3-7):** End of an age?

**Read:** Sophocles, *Oedipus at Colonus* (SB2)

Euripides, *Bacchae* (SB2)

**Week 14 (Apr 10-14):** Classical mythology after classical antiquity

**Read:** TBA

**Week 15 (Apr 17-21):** Classical mythology today

**Read:** Rita Dove, *Darker Face of the Earth*

**FINAL EXAM: Friday April 28, 12:00-1:45pm**

For Global Studies, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b><u>ELO 1</u></b>  Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Embedded question on exams	75% of students responses are at rubric levels of Good or Excellent.	Assessment Evaluation Goals: The instructor will submit ELO assessment data results to the Department Chair, the Director of Undergraduate Studies, and Undergraduate Studies Committee for a full data review. The findings of the assessment data will be presented to the faculty along with any recommendations or calls to action based on the findings.
<b><u>ELO 2</u></b>  Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded question on exams	75% of students responses are at rubric levels of Good or Excellent.	

**\*Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

**\*Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the “Assessment Report Requirements” in Appendix 11.

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b><u>ELO 1</u></b>  Students analyze, interpret, and critique significant literary works.	Embedded question on exams	75% of students responses are at rubric levels of Good or Excellent.	Assessment Evaluation Goals: The instructor will submit ELO assessment data results to the Department Chair, the Director of Undergraduate Studies, and Undergraduate Studies Committee for a full data review. The findings of the assessment data will be presented to the faculty along with any recommendations or calls to action based on the findings.
<b><u>ELO 2</u></b>  Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.	Embedded question on exams	75% of students responses are at rubric levels of Good or Excellent.	

**\*Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

**\*Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the “Assessment Report Requirements” in Appendix 11.

## **GE Diversity: Global Studies**

### **ELO 1**

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

#### **Sample midterm question from Classics 2220**

How does Homer's *Iliad* illustrate the importance of burial to ancient societies? Pick one example from the text in which burial customs are either observed or ignored to support your comments.

**Level of student achievement expected for the ELO:** Expected score: 75% of students responses are at rubric levels of Good or Excellent.

**Assessment Evaluation Goals:** The instructor will submit ELO assessment data results to the Department Chair, the Director of Undergraduate Studies, and Undergraduate Studies Committee for a full data review. The findings of the assessment data will be presented to the faculty along with any recommendations or calls to action based on the findings.

### **ELO 2**

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

#### **Sample midterm question from Classics 2220**

Pick one example from Homer's *Iliad* that demonstrates either a positive or a negative encounter between individuals from different cultures. What does this episode indicate about cultural contact in the ancient Mediterranean and/or the norms surrounding interactions with one's enemies?

**Level of student achievement expected for the ELO:** Expected score: 75% of students responses are at rubric levels of Good or Excellent.

**Assessment Evaluation Goals:** The instructor will submit ELO assessment data results to the Department Chair, the Director of Undergraduate Studies, and Undergraduate Studies Committee for a full data review. The findings of the assessment data will be presented to the faculty along with any recommendations or calls to action based on the findings.

## **GE Literature**

### **ELO 1**

Students analyze, interpret, and critique significant literary works.

#### **Sample midterm question from Classics 2220**

Literary presentations of myths often provide explanations for the origins of customs or inventions. Describe one example of a myth that explains the origin of a custom or the invention of a new technology.

Level of student achievement expected for the ELO: Expected score: 75% of students responses are at rubric levels of Good or Excellent.

Assessment Evaluation Goals: The instructor will submit ELO assessment data results to the Department Chair, the Director of Undergraduate Studies, and Undergraduate Studies Committee for a full data review. The findings of the assessment data will be presented to the faculty along with any recommendations or calls to action based on the findings.

### **ELO 2**

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

#### **Sample midterm question from Classics 2220**

Friendship is an important theme in the *Iliad*. Pick two characters who seem to be friends and describe one example that demonstrates their relationship.

Level of student achievement expected for the ELO: Expected score: 75% of students responses are at rubric levels of Good or Excellent.

Assessment Evaluation Goals: The instructor will submit ELO assessment data results to the Department Chair, the Director of Undergraduate Studies, and Undergraduate Studies Committee for a full data review. The findings of the assessment data will be presented to the faculty along with any recommendations or calls to action based on the findings.

### Assessment Rubric

#### ELO 1 GE Diversity: Global Studies

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of the Ancient Mediterranean	Demonstrates an adequate understanding of the varied aspects of the cultures and communities of the Ancient Mediterranean	Demonstrates a modest understanding of the varied aspects of the cultures and communities of the Ancient Mediterranean	Demonstrates little or no understanding of the varied aspects of the cultures and communities of the Ancient Mediterranean

#### ELO 2: GE Diversity: Global Studies

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of cultural diversity in shaping their worlds.	Demonstrates adequate understanding of the role of cultural diversity in shaping their worlds	Demonstrates modest understanding of the role of cultural diversity in shaping their worlds.	Demonstrates little or no understanding of the role of Cultural diversity in shaping their worlds.

#### ELO 1: GE Literature

Excellent	Good	Fair	Poor
Demonstrates excellent ability to analyze, interpret, and critique significant literary works from ancient Mediterranean cultures	Demonstrates adequate ability to analyze, interpret, and critique significant literary works from ancient Mediterranean cultures	Demonstrates modest ability to analyze, interpret, and critique significant literary works from ancient Mediterranean cultures	Demonstrates little or no ability to analyze, interpret, and critique significant literary works from ancient Mediterranean cultures

#### ELO 2: GE Literature

Excellent	Good	Fair	Poor
Demonstrates excellent ability to develop and critically assess their own views and the production of norms at both the cultural and individual levels.	Demonstrates adequate ability to develop and critically assess their own views and the production of norms at both the cultural and individual levels.	Demonstrates modest ability to develop and critically assess their own views and the production of norms at both the cultural and individual levels.	Demonstrates little or no ability to develop and critically assess their own views and the production of norms at both the cultural and individual levels. cultures



**Arts and Sciences Distance Learning Course Component Technical Review  
Checklist**

**Course: Classics 2220**  
**Instructor: TBD**  
**Summary:** Introduction to Classical Mythology

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"><li>• Carmen</li><li>• Office 365</li></ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"><li>• Carmen discussion board</li><li>• Carmen Quizzes</li></ul>
6.3 Technologies required in the course are readily obtainable.	X			All are provided at no cost by the university
6.4 The course technologies are current.	X			All are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8Help are present.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used. 1 <sup>st</sup> party information is provided.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Accessibility options are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

**Reviewer Information**

- Date reviewed: 10/16/19
- Reviewed by: Ian Anderson

**Notes:**

**Under Academic Integrity section remove,** “[*instructors may modify and add policies as they feel necessary for their own courses*]”

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.