

**Teaching Portfolio**  
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**Table of Contents**

1. Statement of Teaching Philosophy .....	1
2. Teaching Experience .....	3
3. Course Design and Pedagogy .....	5
4. Professional Development .....	7
5. Feedback on Teaching .....	8

**Appendices**

A. Syllabi from introductory Latin classes.....	10
B. Sample quizzes, tests, assignments, and handouts .....	24
C. Sample syllabi .....	51
D. Student evaluations .....	81

## Statement of Teaching Philosophy

The field of Classics is, in many ways, a microcosm of academia. Thus, just as an ideal university curriculum should demonstrate to students how threads of inquiry can be pursued from discipline to discipline, so each Classics course that a student takes should feed the student's understanding of a wholly integrated Classical world where history, literature, science, philosophy, and material culture go hand-in-hand. I consider it my responsibility to teach toward this goal, encouraging students to realize that each class provides them with additional pieces of a complex and interlocking puzzle.

I know that I, as a teacher, am constantly a student of teaching, and at the heart of my teaching is a desire to find the most effective methods of engaging students. Every time I teach, especially when teaching the same course for the second or third time, I try to fine-tune my approach in response to an evolving knowledge of what is (or is not) particularly effective for students, based on my own experience and on what I have learned in seminars and workshops on teaching. Over time, I have developed a few general principles that inform my approach to teaching, in particular that students learn best when engaged and challenged, and that it is important to accurately assess students' levels and make learning accessible to students at all levels.

The best demonstration of my evolving approach comes from the Greek mythology and religion courses that I have taught. At UC Berkeley, I was fortunate to have had the opportunity to lead sections of both Greek mythology and Greek religion. Teaching for the two courses separately, as opposed to a single, conglomerate course on Greek myth and religion, enabled me to become familiar with common difficulties students have in perceiving the distinction (and lack thereof) between myth and religion. It was, therefore, especially beneficial for me to teach Greek religion twice. The second time, prepared in advance for potential pitfalls, I was better able to place a strong emphasis on the distinctions—narrative versus practice—from the outset, which allowed me to frame my explanations more productively.

My experience as a teaching assistant in these courses, together with my sometimes-concurrent experience as a student of Norse mythology and Scandinavian folklore, also showed me how seasoned experts in mythology and religion approach lecturing on these disciplines. Over time, I developed ideas of my own about how I would like to teach similar courses, and I was able to put those ideas into practice in the Greek and Roman Mythology course that I taught at the University of Arkansas (2011–12; the syllabus is in Appendix C). I consider it a top priority for students to learn how myths functioned within Greek and Roman culture, and I designed my course accordingly. I assign Richard Buxton's *The Complete World of Greek Mythology* instead of a standard mythology textbook because it puts the cultural context of Greek myth up front, as well as approaching myth itself from the same conceptual angle that I do (advantageous for integrating readings with lecture). I also focus on developing student familiarity with primary sources via the anthology of mythological texts edited by Stephen Trzaskoma, *et al.*, ensuring that students will learn more than just the "standard" versions of myths that have been distilled over the centuries. Finally, I make sure to discuss the aspects of religious cult and societal norms (*e.g.*, Greek homoeroticism) that are most closely tied to our myths, as well as providing numerous color photographs of material culture in my Powerpoint slides.

I have also learned from my past mistakes. As a graduate student discussion leader, I tended to use short quizzes at the beginning of class, covering material from lecture and reading, as a springboard for discussion. I once gave my mythology students at Berkeley, after they had read Sophocles' *Antigone*, a Yes/No question on their beginning-of-class quiz: "In your opinion, was Antigone right in her defiance of Creon and her justification for it?" I then sorted the answers into piles and chose students from each group to discuss the issue. The result was resounding silence and eventual confessions that students had circled "Yes" or "No" at random. I later realized, once I began learning about student engagement, that it would have been far more profitable to assign students to pro- and anti-Antigone stances in advance and ask them to prepare some points prior to class, or to have

them discuss the issue in small groups first, each group appointing a note-taker/spokesperson to address the class at large, especially as this technique encourages fuller engagement with the task at hand. I subsequently experimented with this sort of group-work as a discussion leader for Roman civilization in Spring 2011, learning some do's and don'ts. At the University of Arkansas, as my mythology classes were only thirty students, I was able to incorporate discussion as well as lecture, and I employed group-work to good effect. I found especially rewarding my students' resulting vibrant debate on whether, in Hesiod's *Theogony*, Zeus really saw through Prometheus' trick at Mekone (and if so, what it signified), or whether Hesiod was just trying to make Zeus look good!

In introductory language classes, I have found that frequent retrieval and rehearsal of information is the best aid to learning and retention. I like to begin or end each day by having my students chant noun and verb endings or write charts up on the board. In addition to the pedagogical advantages of recitation, I have found that students who do not put enough effort into memorizing endings early on inevitably fall down later in the semester. The group recitation therefore serves as a partial safety-net to catch these students. I also find that having a brief quiz on recent material at the beginning of class is an effective way of helping my students to stay on top of things. In order not to lose those students who are less invested or are struggling, I make sure that I am accessible outside of class, in office hours and by e-mail. I give frequent tests, and if a student receives several low scores in a row, I encourage him or her to come to office hours so that I can provide additional, more personalized, help.

The New Testament Greek class that I taught in Fall 2011 provides an example of how I put these principles into practice outside of intro language classes. This course included finishing the last ten chapters of grammar from *Alpha to Omega*, and I quickly found that many of my students were very shaky on their noun and verb endings. As a result, I devised additional grammar worksheets to accompany all of their translations (whether sentences or passages) that required them to identify words, change grammatical forms, and provide information on clause construction (see Appendix B, page 28, for an example). I had already been planning to create similar worksheets for our New Testament readings in the second half of the semester, since many of my students were well versed in the content of the passages; the idea was that these worksheets would engage them with the actual Greek text as well as providing further review of grammatical concepts. I also assigned them presentations on topics that were thematically appropriate to our weekly readings, ranging from "What is Koine?" to "Ships and sea-faring in Antiquity." All of these presentation topics were designed to connect the New Testament material with the classical, cultural context in which it was written.

In addition to gradually improving my teaching through learning from my own mistakes, I have actively sought to increase my pedagogical knowledge. The GSI Teaching and Resource Center at UC Berkeley offers a number of workshops on various aspects of teaching each year, and I made a point of attending these during my final three semesters at Berkeley. At the University of Arkansas, I continued to pursue similar training through the Wally Cordes Teaching and Faculty Support Center. I have attended hour-long workshops on topics such as creating effective lesson plans and strategies and skills for mentoring, a four-part workshop on syllabus and course design, and a semester-long seminar in the Berkeley Psychology department on course design and student motivation. I find the theories discussed in these workshops and classes, such as concepts of integrated course design and hierarchical models of knowledge (content knowledge, procedural knowledge, conceptual knowledge, and metacognitive knowledge), to be very helpful for my understanding of education, and I design all of my courses in accordance with these principles. I look forward to developing further courses at all levels, in the original languages and in translation, that will fully engage students in the web of interconnections that make up the study of Classics. I hope that, through these courses and through mentoring students, I can impart to them a sense of the vibrancy and vitality that characterize our field, making them eager to continue filling in the pieces of that Classical world jigsaw puzzle.

## Teaching Experience

### University of Missouri-Columbia

Semester	Course
Spring 2013	Latin Prose (4 <sup>th</sup> semester Latin) Advanced Mythology The Age of Augustus
Fall 2012	Latin 1 Honors (15 students) Textbook: Wheelock, 7 <sup>th</sup> edition (2011) Greek and Roman Epic (14 students)

### University of Arkansas

Semester	Course
Spring 2012	Greek and Roman Mythology (25 students) The <i>Argonautica</i> (senior honors seminar; 6 students) Caesar (6 <sup>th</sup> semester Latin; 4 students)
Fall 2011	Greek and Roman Mythology (28 students) Elementary Latin I (18 students) Textbook: Balme & Morwood, <i>The Oxford Latin Course</i> (Oxford UP, 1996) New Testament Greek (3 <sup>rd</sup> semester Greek; 11 students)

### University of California, Berkeley

Semester	Course
Spring 2011	Introduction to Roman Civilization (2 sections; 32 students, 29 students) *
Fall 2009	Latin 1 (17 students) Textbook: Keller & Russell, <i>Learn to Read Latin</i> (Yale UP, 2003)
Fall 2008	Greek Religion (2 sections; 21 students, 12 students) *
Spring 2008	Latin 1 (17 students) Textbook: Keller & Russell, <i>Learn to Read Latin</i> (Yale UP, 2003)
Spring 2007	Latin 2 (9 students) Textbook: Keller & Russell, <i>Learn to Read Latin</i> (Yale UP, 2003)
Fall 2006	Greek Religion (2 sections; 12 students, 24 students) *
Summer 2006	Latin 1 (19 students) Textbook: Keller & Russell, <i>Learn to Read Latin</i> (Yale UP, 2003)

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\* Graduate Student Instructor (Teaching Assistant)

Fall 2005 Latin 2 (7 students)  
Textbook: Jones & Sidwell, *Reading Latin* (JACT/Cambridge UP, 1998)

Spring 2005 Greek Mythology (2 sections; 28 students each) \*

Fall 2004 Latin 1 (20 students)  
Textbook: Jones & Sidwell, *Reading Latin* (JACT/Cambridge UP, 1998)

## Course Design and Pedagogy

### *Introductory Latin Language Courses*

I have never taught exactly the “same” Latin course twice, due to departmentally-directed changes in materials and structure. The first two times that I taught Latin as a graduate student, our department was using Jones and Sidwell’s *Reading Latin*, produced by the UK Joint Association of Classical Teachers. After two years, we switched to Keller and Russell’s *Learn to Read Latin*. While *Learn to Read Latin* is better suited to my own priorities in teaching Latin, I benefited from the change in textbook for reasons beyond a simple preference for the new presentation of material. Teaching Latin out of textbooks with very different approaches allowed me to develop a clear idea of what concepts best build on others, a perspective which will stand me in good stead in the event of having to make textbook choices and changes in the future. Now that I have also used Balme and Morwood’s *Oxford Latin Course* at the University of Arkansas and the 7<sup>th</sup> edition of Wheelock at the University of Missouri, I am not only further persuaded that *Learn to Read Latin* is the best text I have come across so far for my own teaching style and priorities, but I am also challenged, with each textbook change, to reframe my presentation of material so that it is both pedagogically useful and corresponds with the organization of material in the textbook. Additionally, I have had the opportunity to teach Latin on a 3-day, 4-day, and 5-day/week schedule, in addition to a fast-paced summer Latin 1 course. (See Appendix A for sample syllabi from introductory Latin courses, specifically the final time I taught Latin 1 at UC Berkeley and my introductory Latin course at the University of Arkansas.)

When teaching language classes, I do generally follow the order of material as it is introduced in the textbook. This prevents students from feeling threatened by what they perceive as “advanced” material drawn from later in the book. I am, however, willing to step outside of the textbook-imposed framework when I feel it is pedagogically advantageous to do so, and I sometimes introduce “advanced” but related concepts at an early stage (for example, I teach the perfect active infinitive together with the perfect passive infinitive, which seems invariably to be introduced earlier, and I require students to memorize all principal parts when only the first two have been introduced, since I know that this will prevent an overload later on).

Creating my own quizzes and tests allows me to pinpoint precise issues that I know students are having difficulties with, whether I have had to repeatedly emphasize a particular grammatical structure or frequently set students straight on two often-confused words (such as *pecunia* and *periculum*). I also like to provide students with handouts that phrase things differently from the explanations in the textbook or that cover areas which the book neglects, as well as handouts that simply address problems that students are having. Appendix B includes several examples of materials from my Latin classes, in particular: a handout that I created for students who were consistently not paying attention to noun and verb endings and noun-adjective agreement, and which I now often distribute to all students for review purposes prior to the midterm or final; a handout that one set of students specifically requested on special case uses; a quiz from two thirds of the way through one semester (covering first- and second-declension adverbs, basic subordinate clauses, conditional sentences that do not use the subjunctive, and forms of the perfect passive); the first test of one semester (covering chapters 1–6 of *The Oxford Latin Course*); and a final exam.

### *Greek and Roman Mythology*

My primary goal in a mythology course is for students to learn how myths functioned in Greek and Roman culture. The additional learning goals that I have established for my students are a familiarity with the major figures of classical mythology and the ability to recognize and explain the primary characteristics and recurring patterns of myth. Because of my desire to place myths in their ancient context, I have chosen not to use a standard mythology textbook such as Morford & Lenardon

or Powell. Instead, I have selected three books which, together, are intended to familiarize students with primary sources and Greek mythic thought. The Greek myth sourcebook edited by Trzaskoma, Smith, and Brunet (Hackett 2004) provides an excellent and wide-ranging set of primary materials for the first of these goals. The other two books address the second goal; these are the broadly thematic *Complete World of Greek Mythology* by Richard Buxton and William Hansen's *Classical Mythology*, a somewhat non-traditional dictionary of mythology. By categorizing information under pervasive mythological motifs and concepts, rather than by character, it demonstrates a synthetic and folkloristic approach to mythology. The class proceeds through Buxton more or less in order, especially as it happens to approximately coincide with what I perceive as the optimal order of material, and I choose readings from the other two books which complement and illustrate the Buxton readings and my lectures, occasionally adding further material on Blackboard.

Two assignments from this class can be found in Appendix B (pages 25 and 27). I have also included in Appendix B (page 46) a handout that I put together for my discussion sections following the Greek Religion midterm in Fall, 2008. This handout demonstrates to the students sample answers on "IDs" (identification questions) which would have qualified as "A" work, two drawn from students' actual exams and the rest produced by me. Students were aware that the same types of questions would appear on the final. In my Greek and Roman Mythology classes at Arkansas, I distributed a sample ID answer in advance of the midterm. A PowerPoint and recording from one lecture are available for download at <http://www.darcykrasne.com/classics/teaching.html>.

Appendix C contains the syllabi for classes that I have designed which are not introductory language courses. In addition to syllabi for courses that I have taught, I have also included the syllabus for an upper division course on Ovid's *Metamorphoses* that I hope to teach in the future (see Appendix C, page 76). Here I explain my aims in brief.

### *Ovid's Metamorphoses*

The *Metamorphoses* is far too long for undergraduates to read in its entirety during a semester. However, its construction as a *carmen perpetuum*, a "perpetual-motion poem," means that just reading excerpts is not the best way to give students a real taste of the poem. In addition, students enjoy reading "full" works, rather than bits and pieces. I attempt to get around this quandary by focusing on Book 8, the poem's central book, in the first half of the semester and having students give group presentations on the other fourteen books during the second half of the semester. Students will thus become familiar, through their own and other students' efforts, with the entirety of the epic, which is essential to a proper understanding of the work. As part of the assignment, students will also be responsible for choosing passages that they would like their classmates to translate in preparation for their presentations. (The passages currently on the syllabus for weeks 9–15 are samples.)

In addition to writing one essay, the topic of which will be drawn from a list of prompts, students will come up with an "essay proposal" at the end of the semester. That is, instead of writing a full second essay, they will come up with a researchable topic. They will do preliminary research on the topic, reading scholarly articles and compiling a bibliography. The idea behind the "essay proposal" capstone task is that students will be asked, once they are as prepared as possible, to act like high-level scholars, coming up with worthwhile questions to investigate. If I asked them to come up with their own topics for essays halfway through the semester, they would not have the necessary tools—specifically, full familiarity with the poem and some current scholarship—to produce questions of the same caliber that they will be capable producing of by the end of the course. This way, they also can put all their effort into thinking and researching rather than writing, equally important but frequently less-emphasized skills which will serve them well in the long-run.

## Professional Development

At UC Berkeley, all Graduate Student Instructors (GSIs) are required to take a five-module, online course in professional standards and ethics by the third week of their first teaching appointment (see <http://gsi.berkeley.edu/ethics/index.html>). All GSIs also have a full-day training course before they teach for the first time. Currently, first-time GSIs take a semester-long pedagogy course, but that policy was only instituted after my first year of teaching. Fortunately, the GSI Teaching and Resource Center offers a number of workshops on various aspects of teaching each year. Motivated by a desire to improve my teaching, I attended these throughout my final two years at Berkeley. I attended workshops on:

- Syllabus and Course Design (a 4-part workshop)
- Creating Effective Lesson Plans
- Developing a Teaching Portfolio
- Strategies and Skills for Mentoring
- Using Group Work Effectively

I also took a seminar in the Psychology department, co-taught by Dr. Martin Covington (an expert in cognitive psychology) and Linda von Hoene (director of the GSI Teaching and Resource Center), on course design and student motivation. I found the theories discussed in these workshops and classes, such as concepts of integrated course design, hierarchical models of knowledge and learning, and the creation of rubrics for grading, to be very productive for thinking about creating my own courses as well as for understanding how to promote discussion in section.

At the University of Arkansas, the Wally Cordes Teaching and Faculty Support Center serves a similar function to the GSI Teaching and Resource Center at Berkeley. I was, therefore, able to continue my pedagogical development, in particular by attending a series of monthly lunches for new faculty members that addressed topics such as promoting student engagement and assisting students to make use of library resources.

In addition to attending on-campus workshops on effective teaching strategies, in March 2011 I attended a half-day presentation on the new Latin AP (Vergil and Caesar) syllabus, run by the AP Development Committee. As a result, I am familiar with the new syllabus' learning objectives, and I also gained a clear understanding of the achievement level at which future AP Latin students will be entering college. This will be an advantage both in designing comparable college courses and in knowing what subjects may still need to be addressed in Latin courses taught at a higher level.

## Feedback on Teaching

I have always enjoyed teaching, and based on the ratings and comments I have received, I think my students have noticed and appreciated that. For instance, the first time I taught, one student wrote on his/her evaluation, “Darcy is clear, concise, and has a passion not only for her subject but for sharing this with others.” Furthermore, I have found that feedback from my students has been very valuable in leading to improvement of my teaching. One year, a student wrote on his/her evaluation that “I think my only ‘major’ disappointment was how homeworks were assigned every day but rarely collected. One likes to feel that one’s grade is affected by such work, but I supposed I’d be doing it for my own good anyway.” The next time I taught Latin, I instituted a policy of “homework quizzes,” which were five-minute quizzes given at the beginning of class that asked students to copy out a few answers from their homework. While I did not receive a specific response to this policy, it seemed effective in ensuring that students kept up with the homework, absolutely necessary in a demanding language class like Latin, and hopefully students felt as though their efforts were being taken account of.

In discussion sections, similarly, feedback from students has prompted me to change my approach and to educate myself on different teaching strategies. When I first started teaching, my intention was to have students shape the discussion sections in accordance with their needs. Naturally, this led to some rather amorphous discussion sections, and I received a number of comments along the lines of: “Actually organizing discussion sections, having a set goal would be a lot more conducive to learning. The free form structure now is nice but sometimes not really effective, I didn’t always take something away.” After attending workshops on topics such as student engagement and developing lesson plans, I made an effort to change how I approached discussion sections, and it appears from my evaluations that my efforts were successful. For example, in the final class I taught at UC Berkeley, one student wrote, “She was very helpful and organized. Every class had a purpose and she taught section well.”

My continued improvement as an instructor is reflected in my teacher ratings, which have, on the whole, steadily increased (see Appendix D for a summary of average ratings from each semester and evaluations from two recent classes).

# APPENDICES

## Appendix A: Syllabi from Introductory Latin Classes

1. Syllabus for Elementary Latin (Fall 2011)	11
2. Syllabus for Latin 1 (Fall 2009)	19
3. Personal calendar for Latin 1 (Fall 2009), not distributed to students	22

# Elementary Latin I

## LATN 1003, Section 002, Fall 2011

MWF 11:30–12:20, WCOB 239

Instructor: Dr. Darcy Krasne  
E-mail: dakrasne@uark.edu  
Office: 509 Kimpel Hall  
Office phone number: (479) 575-7563  
Office hours: MW 1:30–2:30, or by appointment

Welcome! The aim of this course is for you to begin mastering the Latin language. We will cover chapters 1–21 of the *Oxford Latin Course*. By the end of the semester, you should feel comfortable translating continuous passages of Latin and composing short sentences in Latin. Along the way, you will be introduced to various aspects of ancient Roman culture, history, and daily life.

The class moves reasonably quickly and requires a great deal of drilling, memorization, and written exercises. You should be prepared to put in **at least two hours** of outside work per class period. Please keep in touch with me if you feel that you are falling behind or if you are having difficulty with the material – I am here to help you. Remember that Latin builds on itself, so problems are best nipped in the bud: hard work early on will pay off, while hard work later on may be too late. If you are having any trouble with the class, for any reason, please don't hesitate to come and talk to me. I want you to do well in the class and enjoy it, and I am happy to do what I can to facilitate that!

### Important Dates

Holidays (no class): September 5 (Labor Day), October 17 (Fall Break), November 23–25 (Thanksgiving)

Midterm: October 14 (in class)

Final: December 16, 1–3pm (or December 7, in class; we will discuss this after the midterm)

### Required Texts

M. Balme and J. Morwood, *Oxford Latin Course*. Parts I & II.

## Course Policies and Requirements

Attendance & Participation: 10% • Homework: 10% • Vocabulary Quizzes: 10% •  
Daily Quizzes: 5% • Tests (x2): 10% each • Midterm: 20% • Final: 25%

### Attendance and Participation

Attendance is a part of your grade, but I am aware that people get sick or occasionally have necessary other commitments. You may have up to three **unexcused** absences without your grade being affected, **so long as you inform me of your absence in advance**, or as soon after as possible, **and are prepared to make up any missed work**. Also, please be on time to class; if you are late, it not only shortens your own learning period but also disrupts the entire class. (Excessive tardiness *will* severely affect your grade, as will more than three absences.) **Excused** absences will

be granted for illness accompanied by a doctor's note or for official university activities (such as sports meets). Also see below under "Inclement Weather."

### **Homework**

I will collect homework sporadically throughout the semester without warning, so you should always be prepared to hand in your homework. Failure to turn in the homework **when it is requested in class** will result in an automatic zero for the assignment, unless prior arrangements have been made.

### **Quizzes**

There will be a vocabulary quiz every Monday. All other days, there will be a very short quiz based on the previous night's homework or recently-learned grammar. All quizzes will begin promptly at the beginning of class; tardiness will therefore affect the amount of time you have for a quiz.

### **Exams**

There will be two tests plus a midterm and a final over the course of the semester. The midterm and the final are both cumulative; the tests are not.

### **Inclement Weather**

When the University of Arkansas is officially open during severe weather, we will hold class as usual. Off-campus students who cannot come to class because of severe weather will be allowed to make up in-class work they miss.

### **Academic Honesty**

Should you be unclear, on any occasion, as to the expectations for completing an assignment or taking a quiz or test, be sure to ask me for clarification beforehand. You are encouraged to study together, but any test or homework that you submit and which bears your name is presumed to be your own original work. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

### **Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

### **Blackboard**

This course uses Blackboard as an occasional supplemental tool. To access Blackboard at the University of Arkansas:

1. Go to <http://learn.uark.edu/>. Log in with your UARK username and password. (*Do not include @uark.edu when you log in.*)
2. This course will be listed in your "My Courses" menu under the University of Arkansas tab.

3.If you have difficulty with Blackboard you may contact the Blackboard helpline at **479-575-6804**. Their hours are Monday–Friday 8:00am to 5:00pm, Monday–Thursday evenings 8:00pm to 10:00pm and Sundays from 4:00pm to 11:00pm. You may also submit a help request online at <http://bbsupport.uark.edu/help/>.

## Syllabus

(*Nota Bene*: All assignments are subject to revision!)

### Week 1

Monday, August 22: CHAPTER 1

In class:  
Welcome!  
Chapter 1

Homework:  
1. Read Introduction, pp. 5–7  
2. Review and start memorizing Vocabulary 1, p. 10  
3. Read out loud and translate “Scintilla and Horatia at Home,” p. 10  
4. Read “Quintus,” pp. 11–12  
5. Read & do Grammar & Exercises, Chapter 1 (all), pp. 108–9

Wednesday, August 24: CHAPTER 2

In class:  
Chapter 2

Homework:  
1. Read and start memorizing Vocabulary 2  
2. Review Vocabulary 1  
3. Read out loud and translate “Argus steals the dinner” & answer questions, p. 14  
4. Read & do Grammar & Exercises, Chapter 2 (all)  
5. Read “Women,” pp. 15–17

Friday, August 26: CHAPTER 3

*Last day to add class*

In class:  
Chapter 3

Homework:  
1. Read & memorize Vocabulary 3  
2. Review & solidify Vocabulary 1 & 2  
3. Translate “Quintus helps his father” & answer questions, p. 19  
4. Read & do Grammar & Exercises, Chapter 3 (all)  
5. Translate “Flaccus Quīntus laudat,” lines 1–3, p. 20  
6. Read “Slaves and Freedmen,” p. 20

## Week 2

Monday, August 29: CHAPTER 4

In class:

Vocab quiz: Chapters 1–3

Chapter 4

Homework:

1. Read & do Grammar & Exercises, Chapter 4 (Ex. 4.1–4.4)
2. Read & translate “Scintilla and Horatia at the fountain,” lines 1–7, p. 25
3. Read & translate “Flaccus goes to the pub,” lines 1–3, p. 26
4. Read “Venusia,” pp. 27–9
5. Make singular/plural cards

Wednesday, August 31: CHAPTER 4

In class:

Grammar review

Homework:

1. Read & memorize Vocabulary 4
2. Do Ex. 4.5
3. Read & translate “Scintilla and Horatia at the fountain,” lines 8–17, p. 25
4. Do *Respondē Latinē*, p. 26
5. Read (without translating) “Flaccus goes to the pub,” lines 4–10 & answer questions, p. 26

Friday, September 2: CHAPTER 5

*Last day to change to audit or to drop class without a “W”*

In class:

Chapter 5

Homework:

1. Read & memorize Vocabulary 5
2. Review Vocabulary 4
3. Read & do Grammar & Exercises, Chapter 5 (Ex. 5.1–5.4)
4. Memorize present tense verb endings
5. Translate “Market day,” lines 1–7, p. 31
6. Read “The Roman Farmer – and Market Day,” pp. 34–6

## Week 3

Monday, September 5: NO CLASS (Labor Day)

Wednesday, September 7: CHAPTER 5

In class:

Chapter 5

Homework:

1. Review Vocabulary 4 & 5
2. Read & do Grammar & Exercises, Chapter 5 (Ex. 5.5–5.7)
3. Memorize ablative forms
4. Translate “Market day,” lines 8–24, p. 31

Friday, September 9: CHAPTER 6

In class:

Chapter 6

Homework:

1. Read & memorize Vocabulary 6
2. Review Vocabulary 4 & 5
3. Memorize all principal parts for Vocabulary 6
4. Memorize infinitive forms and conjugation patterns
5. Read & do Grammar & Exercises, Chapter 6 (Ex. 6.1, 6.2)
6. Translate “The school of Flavius,” lines 1–15, pp. 38–9

## Week 4

Monday, September 12: CHAPTER 6

In class:

Vocab quiz: Chapters 4–6 + *all*  
principal parts for Ch. 6

Chapter 6

Homework:

1. Look up and write out principal parts for verbs from Chapters 1–5
2. Read & do Grammar & Exercises, Chapter 6 (Ex. 6.3, 6.4, 6.6, 6.7)
3. Translate “The school of Flavius,” lines 16–32, p. 39
4. Read “Education,” pp. 40–42

Wednesday, September 14: CHAPTER 7

In class:

Chapter 7

Homework:

**Review for test**

(If you prefer to have no homework after the test, you can do Friday’s homework today)

Friday, September 16: TEST

The test covers Chapters 1–6  
(only material through Friday  
September 9)

Homework:

1. Memorize principal parts for verbs from Chapters 1–5
2. Read & do Grammar & Exercises, Chapter 7 (Ex. 7.1, 7.2)
3. Translate “Flavius’ story: The siege of Troy,” pp. 44–5
4. Do *Respondē Latinē*, p. 46

## Week 5

Monday, September 19: CHAPTER 7

In class:

Vocab quiz: principal parts  
(from Chapters 1–5)

Chapter 7

Homework:

TBA

Wednesday, September 21: CHAPTER 8

In class:

Chapter 8

Homework:

TBA

Friday, September 23: CHAPTER 8

In class:

Chapter 8

Homework:

TBA

## Week 6

Monday, September 26: CHAPTER 9

In class:

Vocab quiz: Chapters 7–8  
Chapter 9

Homework:

TBA

Wednesday, September 28: CHAPTER 9

In class:

Chapter 9

Homework:

TBA

Friday, September 30: CHAPTER 10

In class:	Homework:
Chapter 10	TBA

Week 7

Monday, October 3: CHAPTER 10

In class:	Homework:
Vocab quiz: Chapters 9–10	TBA
Grammar review	

Wednesday, October 5: CHAPTER 11

In class:	Homework:
Chapter 11	TBA

Friday, October 7: CHAPTER 11

In class:	Homework:
Grammar review	TBA

Week 8

Monday, October 10: CHAPTER 12

In class:	Homework:
Vocab quiz: Chapter 11	TBA
Chapter 12	

Wednesday, October 12: REVIEW

In class:	Homework:
REVIEW FOR MIDTERM	<b>Review for midterm</b>

Friday, October 14: MIDTERM

The midterm is cumulative.	Homework:
It covers Chapters 1–11.	TBA

Week 9

Monday, October 17: NO CLASS (Fall Break)

Wednesday, October 19: CHAPTER 12

In class:	Homework:
Grammar review	TBA

Friday, October 21: CHAPTER 13

In class:	Homework:
Chapter 13 grammar	TBA

Week 10

Monday, October 24: CHAPTER 13

In class:	Homework:
Vocab quiz: Chapters 12–13	TBA
Grammar review	

Wednesday, October 26: CHAPTER 14

In class:	Homework:
Chapter 14	TBA

Friday, October 28: CHAPTER 14

In class:	Homework:
Chapter 14	TBA

Week 11

Monday, October 31: CHAPTER 15

In class:	Homework:
Vocab quiz: Chapter 14	TBA
Chapter 15	

Wednesday, November 2: CHAPTER 15

In class:	Homework:
Chapter 15	TBA

Friday, November 4: CHAPTER 16, CHAPTER 17 – Welcome to Part III!!!

In class:	Homework:
Chapter 17	TBA

Week 12

Monday, November 7: CHAPTER 17

In class:	Homework:
Vocab quiz: Chapters 15–16	TBA
Chapter 17	

Wednesday, November 9: CHAPTER 18

In class:	Homework:
Chapter 18	<b>Review for test</b>

Friday, November 11: TEST

The test covers Chapters 12–17 (only material through Friday November 4)	Homework: TBA
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Week 13

Monday, November 14: CHAPTER 18

In class:	Homework:
Vocab quiz: Chapters 17–18	TBA
Chapter 18	

Wednesday, November 16: CHAPTER 19

In class:	Homework:
Chapter 19	TBA

Friday, November 18: CHAPTER 19

*Last day to drop class*

In class:	Homework:
Chapter 19	TBA

Week 14

Monday, November 21: CHAPTER 20

In class:	Homework:
Vocab quiz: Chapter 19	TBA
Chapter 20	

Wednesday, November 23: NO CLASS (Thanksgiving Break)

Friday, November 25: NO CLASS (Thanksgiving Break)

Week 15

Monday, November 28: CHAPTER 21

In class:	Homework:
Vocab quiz: Chapter 20	TBA
Chapter 21	

Wednesday, November 30: CHAPTER 20, CHAPTER 21

In class:	Homework:
Translating, Review grammar	TBA

Friday, December 2: CHAPTER 20, CHAPTER 21

In class:	Homework:
Translating, Review grammar	<b>Review</b>

Week 16

Monday, December 5: REVIEW

In class:	Homework:
Vocab quiz: Chapter 21	<b>Review</b>
REVIEW	

Wednesday, December 7: REVIEW

In class:  
REVIEW *or* FINAL

Friday, December 9: NO CLASS (Dead Day)

Latin 1 (MTWTh, 12pm–1pm)  
2062 VLBS

Instructor: Darcy Krasne  
E-mail: dkrasne@berkeley.edu  
Office: 7227 Dwinelle  
Office Hours: Tuesdays, 11am–12pm  
                  Wednesdays, 11am–12pm

### Holidays

September 7: Labor Day  
November 11: Veterans Day  
November 26: Thanksgiving (no Latin class on November 25, either)

There will be one midterm, on October 8.  
The date of the final is Wednesday, December 16, 8:00–11:00am.

This course covers the first half (chapters 1–8) of Keller and Russell's *Learn to Read Latin*. The class moves quickly and requires a great deal of drilling, memorization, and written exercises; you should be prepared to spend approximately 2 hours per night on homework. Please keep in touch with me if you feel that you are falling behind or if you are having difficulty with the material.

### Required Books

Keller, A. and Russell, S. *Learn to Read Latin* (Yale University Press, 2004)  
Keller, A. and Russell, S. *Learn to Read Latin Workbook* (Yale University Press, 2004)

Attendance and participation are a part of the grade, but I am aware that people get sick or occasionally have necessary other commitments. Please inform me *in advance*, or as soon as possible, of any absences and be prepared to make up class work that you may miss, preferably ahead of time. Also, please be on time to class; if you are late, it not only shortens your own learning period but also disrupts the entire class. (Excessive tardiness *will* severely affect your grade, as will more than four absences.)

There will be a short vocabulary quiz most Mondays and a longer quiz on the past week's new grammar each Thursday at the beginning of class. Your lowest quiz scores (one for each type of quiz) will be dropped at the end of the semester. If you must miss a quiz, you can either choose to let that count automatically as your lowest score or you can arrange with me a time to make up the quiz. Abuse of this policy will lead to *not* being able to make up quizzes.

On the days when there is no vocabulary or grammar quiz, there will usually be a five-minute homework quiz at the beginning of class, which will count towards your homework grade, not your quiz grade. Apart from this, I will collect homework occasionally and without warning, or I may check in class that you have done the assignment. Making sure that you actually do the homework is *very* important for not falling behind in the class, even if you think I am not going to collect it.

Please feel free to come to office hours (that's what they're there for) if you have any questions at all, not just before tests when you're suddenly panicking. You should think about coming frequently to office hours if you are consistently averaging less than 90% on your grammar quizzes. If you are averaging less than 80%, consider coming to office hours every day. If you cannot make my scheduled office hours because of class conflicts, I can try and arrange another time to meet.

Should you be unclear, on any occasion, as to the expectations for completing an assignment or taking a quiz or test, be sure to ask me for clarification beforehand. You are encouraged to study together, but any test or homework that you submit and which bears your name is presumed to be your own original work. Please read the Code of Student Conduct, to be found at:

**<http://students.berkeley.edu/uga/conduct.asp>**

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. You may see me privately after class or in my office.

Participation/Attendance: 10%

Homework: 15%

Quizzes: 25%

Midterm: 20%

Final: 30%

	Vocab Quiz (Mondays)	Grammar Quiz (Thursdays)
Week 2	NO QUIZ	§§1-4 + VOCAB: Chapter 1
Week 3	NO CLASS	§§5-9 + VOCAB: Chapter 2 verbs
Week 4	Chapter 2	§§9-13
Week 5	Chapter 3	§§14-22
Week 6	Chapter 4	§§24-29
Week 7	NO QUIZ	MIDTERM (§§1-33)
Week 8	NO QUIZ	§§34-39
Week 9	Chapter 5	§§40-46
Week 10	Chapter 6	§§47-52
Week 11	Chapter 7	§§53-60
Week 12	NO QUIZ	§§61-66
Week 13	Chapter 8	§§67-70
Week 14	§71	NO CLASS
Week 15	VOCAB REVIEW: Ch. 1-8, §71	§§72-82

This schedule is, of course, subject to change.

My personal calendar for the class, not distributed to students  
Latin 1, Fall 2009

		26-Aug – 1 introductions alphabet pronunciation drill A(a) <hr/> read LTRL pp. 1-10 drill A(b)	27-Aug – 2 pronunciation drill A(b,c) <hr/> read LTRL pp15-18
31-Aug – 3 no quiz <u>3-4</u> (+1-2) <hr/> drill 2-3(d,e), 4(e,f)	1-Sep – 4 1-4, prepositions <hr/> drill 1(a-d), 2-3, 4 read LTRL pp12-14 read LTRL pp19-23	2-Sep – 5 go over homework ch. 1 exercises intro to verbs? <hr/> ch. 1 exercises	3-Sep – 6 QUIZ 1: <u>Chapter 1</u> +VOCAB 1 <u>5-7</u> <hr/> drill 5-6(a-c)
NO CLASS	8-Sep – 7 8-9 (present only) <hr/> drill 9(a)	9-Sep – 8 8-9 (imperfect only) <hr/> drill 9(a)	10-Sep – 9 QUIZ 2: 5-9(present) +VOCAB 2(verbs) 8-9 (future only) <hr/> drill 9(a-d)
14-Sep – 10 VOCAB 2(rest) 10 <hr/> drill 10	15-Sep – 11 11-13 <hr/> drill 11	16-Sep – 12 14,16 <hr/> drill 12-15	17-Sep – 13 QUIZ 3: 9-13 <u>17-18</u> <hr/> ch. 2 sentences drill 17-18
21-Sep – 14 VOCAB 3 19-21 <hr/> drill 19, 20, 21	22-Sep – 15 22 <hr/> drill 22-23	23-Sep – 16 22-24 <hr/> TBD	24-Sep – 17 QUIZ 4: 14-22 25-26 <hr/> ch. 3 sentences
28-Sep – 18 VOCAB 4 27-28 <hr/> drill 24-28	29-Sep – 19 29 <hr/> drill 29	30-Sep – 20 <u>30</u> <hr/> drill 30	1-Oct – 21 QUIZ 5: 24-29 31-33 <hr/> drill 31-33
5-Oct – 22 no quiz 34-36 <hr/> drill 34-36	6-Oct – 23 37 <hr/> drill 37-38 REVIEW	7-Oct – 24  REVIEW	8-Oct – 25  MIDTERM (1-33)
12-Oct – 26 no quiz 38 <hr/> drill 37-38	13-Oct – 27 39, <u>40-41</u> (perfect) <hr/> ch. 4 sentences	14-Oct – 28 41(plup, fut perf)-42 <hr/> drill 40-42	15-Oct – 29 QUIZ 6: 34-39 43 <hr/> drill 43

19-Oct – 30 VOCAB 5 44 drill 40-42	20-Oct – 31 45-46 drill 44-46	21-Oct – 32 47 drill 47	22-Oct – 33 QUIZ 7: 40-46 48 drill 48
26-Oct – 34 VOCAB 6 49 drill 49	27-Oct – 35 <b><u>50-51</u></b> drill 50-51 drill 52	28-Oct – 36 53 drill 52 drill 53	29-Oct – 37 QUIZ 8: 47-52 54-55 drill 53
2-Nov – 38 VOCAB 7 56-58 ch. 6 short readings	3-Nov – 39 59-60; gods? drill 54-59	4-Nov – 40 <b><u>61-62</u></b> drill 61-66 ch. 6 drill sentences ch. 6 long readings	5-Nov – 41 QUIZ 9: 53-60 63 ch. 6 drill sentences
9-Nov – 42 no quiz 64-65 drill 61-66	10-Nov – 43 67 drill 67	NO CLASS	12-Nov – 44 QUIZ 10: 61-66 67-68 TBD
16-Nov – 45 VOCAB 8 68 drill 68	17-Nov – 46 69-70 read 71 drill 69-70 Ch. 7 readings	18-Nov – 47 <b><u>72-73</u></b> drill 72-73	19-Nov – 48 QUIZ 11: 67-70 74-75 drill 74 drill 75
23-Nov – 49 quiz on §71 76 drill 76	24-Nov – 50 77-78 drill 77-78	NO CLASS	THANKSGIVING
30-Nov – 51 VOCAB (ALL) 79-81 drill 79-81	1-Dec – 52 82	2-Dec – 53 82	3-Dec – 54 QUIZ 12: 72-82
7-Dec - 55  REVIEW	8-Dec – 56  REVIEW	9-Dec - 57  REVIEW	

## Appendix B: Sample Quizzes, Tests, Assignments, and Handouts

1. Map Assignment #1 from Greek and Roman Mythology (Fall 2011)	25
2. Hero project assignment from Greek and Roman Mythology (Fall 2011)	27
3. Worksheet to accompany <i>From Alpha to Omega</i> reading (Greek, Fall 2011)	28
4. Test #1 from Elementary Latin (Fall 2011)	29
5. Handout on how to approach a sentence if a student is having trouble (Latin)	33
6. Handout on “special” case uses, requested by students (Latin)	34
7. Sample quiz from Latin 1 (Fall 2009)	35
8. Final from Latin 1 (Fall 2009)	37
9. Post-midterm sample answers from Classics 121, Greek Religion (Fall 2008)	46

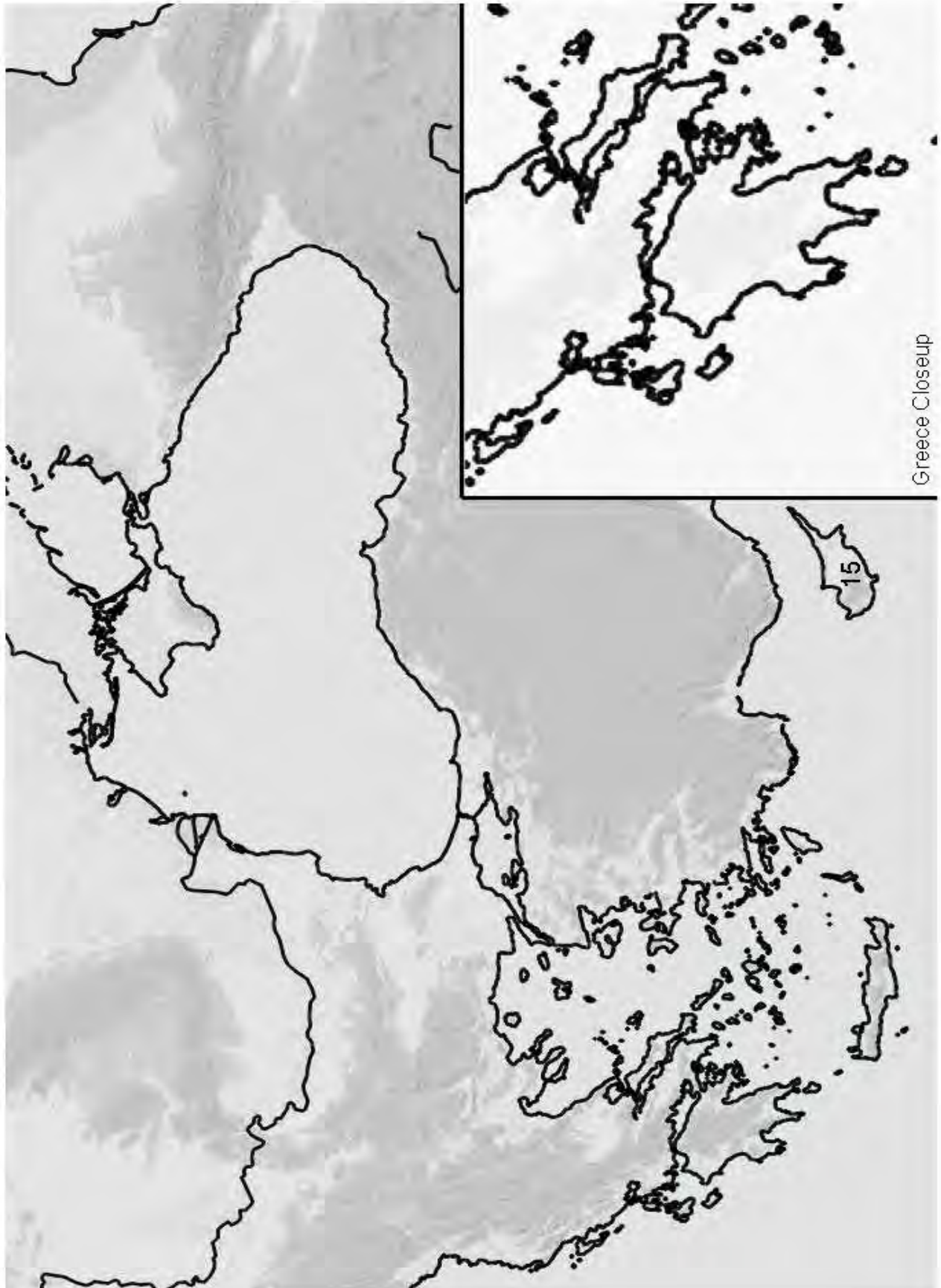
Instructions: Give the correct answer to the geographical mythological trivia, then place the relevant number on the map (you can mark small areas with a dot and draw a line to the number). Use the inset closeup of mainland Greece for areas too small to indicate on the larger map.

**Example:**

15. Aphrodite came ashore on this island. **Cyprus**

1. Poseidon and Athena competed to win this city.
2. According to the local “liars,” Zeus was raised on this island.
3. The Muses appeared to Hesiod here.
4. The home of the gods.
5. Pheidias’ famous chryselephantine statue of Zeus was located here.
6. This island is sacred to Hephaistos.
7. The city ruled by Dionysos’ grandfather.
8. Zeus’ oak tree oracle was here.
9. The most famous oracular sanctuary of the ancient world.
10. Prometheus was chained here as a punishment.

Name: \_\_\_\_\_



### Instructions

You and your partner will give a **ten-minute report** on your hero to the class. This report should include a **brief narration of the myth or myths that surround the hero** and a **presentation of ancient artistic depictions of the story**. You may divide this up how you like, but you must work together to produce your presentation. You also need to come practice your presentation for me in office hours the week before you present. On April 18, you will also each hand in a **written essay** to accompany your presentation (one per person, not one per pair).

I expect you to have read everything on your hero in Gantz, in Trzaskoma, and in LIMC (if the entry is written in English, or if you happen to know whatever foreign language it may be written in), and to have looked at all of the images in LIMC. If there are extant ancient plays or poems that deal with your hero, you should read them. A good place to start finding **ancient** material not in Trzaskoma is <http://www.theoi.com/> (don't rely on the modern interpretations that it gives). Ask me if you need help finding good and trustworthy translations of anything.

### Bibliography

- Gantz, T. (1993) *Early Greek Myth: A Guide to Literary and Artistic Sources*. Baltimore.  
Mullins Course Reserves BL782 .G34 1993  
*Lexicon Iconographicum Mythologiae Classicae* (LIMC).  
Mullins Reference N7760 .L49 1981

### Instructions for Written Essay

The written part of the project should include the following SEPARATE parts:

- A. A succinct **summary** of the myth, footnoting your various sources (ancient, modern, and pictorial). This should be one page max.
- B. A three to five page **essay** (typed, double-spaced), not including images (which may take up further pages, as necessary).

The English should be clear, grammatically correct, and free of typos; if you do not feel confident in your writing abilities, please make use of the Quality Writing Center (<http://qwc.uark.edu/>). *All* sources, even class material, must be cited, whether you are paraphrasing or quoting directly. This means *anything that you don't cook up in your own brain*. Images must be identified either by museum name and inventory/accession number (this is the way I identify images in my Powerpoint slides), or by reference to an image number in LIMC.

Because you are providing a separate *summary* of the myth, your essay itself should *discuss* the myth, especially from the perspective of what you have learned about mythology in class. Some things to consider would be the recurring themes that permeate Greek myth (e.g., the typical biographical patterns of heroes), relevant issues of genealogy, different versions of the myth(s), how these versions appear to change according to cultural and historical concerns, and so forth. You should be sure to include some discussion of the images. You will likely have to consult some outside sources – these should *not* be online sources such as Wikipedia or theoi.com (which is only appropriate for finding/accessing ancient material). I strongly suggest critiquing your partner's essay and having them critique yours.

1. Fully identify ἀφίκοντο (line 1).
  
2. Make ἀπαγγέλλοντες (line 1) aorist.
  
3. What construction is τούτων ... ἀπαγγελθέντων (lines 5–6)?
  
4. Fully identify ὧν (line 7).
  
5. What sort of conditional is in line 7?
  
6. What tense is ἀποκρινεῖται (line 9)?
  
7. Locate all of the infinitives in this story (there should be ten). For each of them, say whether they are infinitives in indirect discourse. If so, say:
  - A. what verb is governing the indirect discourse, and
  - B. what the original form of the infinitive was.If not, say why they are infinitive.  
(The last one is tricky!!)

Remember:

- For nouns and adjectives, “identify” means to provide case, number, and gender.
- For verbs, “identify” means to provide person, number, tense, voice, and mood.

### Translate

1. filiī fābulās nārrāre cupiunt, sed fēminae multae nōn eōs audiunt.

2. Do y'all see the angry farmers?

3. tandem puellae et puerī ad lūdum prōcēdunt.

Change each adjective to correctly modify its noun, then identify and translate the phrase.

4. hortum magnī

5. amīcus miserīs

6. aquās multōs

7. magistrō malae

Translate **only the underlined words/phrases** into Latin, keeping in mind the context of the sentence (e.g., is a noun serving as the subject or object, what case does a preposition take, etc.).

8. Astronauts are brave men.

9. Dinner is on the table, but mother is not present.

10. Horatia goes to school with Quintus and her friends.

11. I like to climb trees, but my dog likes to lie on the ground.

12. We're men, we're men in tights (tight tights!).

13. Conjugate **dīmittō** in the present tense and give its principal parts.

	S	P
1		
2		
3		

principal parts:

14. Conjugate “to be” in the present tense:

	S	P
1		
2		
3		

Put the stress on the correct syllable of these unfamiliar words:

15. discessērunt

16. posterō

17. confectum

Identify the **conjugation** of these unfamiliar verbs:

18. ostendō, ostendere, ostendī, ostentum

19. lūgeō, lūgēre, lūxī, luctum

20. oppugnō, oppugnāre, oppugnāvī, oppugnātum

21. rapiō, rapere, rapuī, raptum

Extra Credit

22. What is the full, real name of our character Quintus?

23. What town in Italy did Quintus come from?

24. Who normally accompanied a child to school? Who accompanied Quintus to school?

25. What is the vocative form of the following words:

a. Quintus

b. filius

c. Horātia

Sentence Translation Flow-Chart

## LOCATE THE VERB

What person and number is it?

1 <sup>st</sup> person singular	=>	I
1 <sup>st</sup> person plural	=>	we
2 <sup>nd</sup> person singular	=>	you
2 <sup>nd</sup> person plural	=>	you (pl.)
3 <sup>rd</sup> person		

Look for a possible subject.

## LOCATE THE SUBJECT

Which words can be nominative?

THINK: Does this word agree in number with the verb (i.e., are they both singular or both plural)?

If there is no nominative:

3 <sup>rd</sup> person singular	=>	he/she/it
3 <sup>rd</sup> person plural	=>	they

What tense is the verb?

future	=>	will
imperfect	=>	was/were
present	=>	is/are

## WHAT CASE AND NUMBER ARE ANY NOUNS IN THE SENTENCE?

- \* If you seem to have more than one nominative, are they joined with a form of “and”? Is the verb a “to-be” verb? Does one nominative describe another? Maybe one can have another function.
- \* If you seem to have an accusative, think whether the verb is transitive (thus requiring an accusative) or intransitive (in which case the accusative probably is something else).

## LOCATE PREPOSITIONS

What case does each preposition take? Identify the words that go with the preposition and make sure they actually agree.

## FIND ADJECTIVES

- \* If they agree with a noun, make sure they agree in CASE, NUMBER, and GENDER.
- \* If they don't agree with a noun, try making them substantive.

## ABLATIVE

with a preposition

\* many prepositions take an ablative

\* mostly (though not only) expressing location where and separation/motion away from  
Ex: *ē/ex* (out of, from), *ā/ab* (away from, by), *cum* (with), *in*\* (in, on), *dē* (down from, about), *prō* (on behalf of, in front of, instead of, in return for)

of accompaniment

\* always uses *cum* – if you have trouble remembering this, think about the fact that it's accompaniment, so it's got to have *cum* as company

\* translate: with/together with

Ex: *nautae ad forum cum feminīs ibant*

The sailors were going to the forum (together) with the women

of manner

\* the manner in which something is done

\* needs *cum* if the noun is not modified by an adjective; can use *cum* if the noun is modified by an adjective.

\* can sometimes be translated like an adverb

Ex: *servus cum studiō laborat.*

The slave is working with zeal / zealously.

*servus (cum) magnō studiō laborat.*

The slave is working with much zeal / very zealously.

of means/instrument

\* essentially, the tool used for something

\* does not use a preposition

Ex: *Romanus gladiō pugnat. bella gladiīs pugnantur.*

The Roman fights with a sword. Wars are fought with swords.

of personal agent

\* the agent in a passive construction, i.e., the one who is doing the action.

\* requires *ā/ab* (otherwise, it would be an ablative of means/instrument)

Ex: *rēgīna ab agricolā amatur.*

The queen is loved by the farmer.

## DATIVE

indirect object

\* something indirectly affected by the verb's action

Ex: *librum puerō mittō.*

I send a book to the boy.

of possession / of the possessor

\* recognizable from NOMINATIVE + DATIVE + TO-BE VERB

\* translate as though the DATIVE were the subject, the NOMINATIVE were the object, and the VERB were a word meaning "has."

Ex: *agricolīs diligentia est.*

[Literally: There is diligence for the farmers.]

The farmers have diligence.

[= *agricolae diligentiam habent.*]

of reference

\* qualifies something in the sentence – it is true specifically with reference to this person/thing

Ex: *puella pulchra agricolae vidētur.*

The girl seems beautiful to the farmer.

\* *in* also takes accusative: "into," "onto," or "against"

Translate the following. Underline any subordinate clauses and say whether they are **causal**, **concessive**, **temporal**, or **conditional**. If conditional, say **what type**.

1. servus, quamquam suum dominum ōdit, semper laetus est.
2. cōsilium bonum ā nautīs factum erat.
3. If my friend comes to the forum soon, he will hear many great poets.

Give the requested verb form

4. mittō: 2<sup>nd</sup>, plural (fem.), pluperfect, passive, indicative
5. optō: perfect, passive, infinitive
6. iubeō: 3<sup>rd</sup>, singular (masc.), future perfect, passive, indicative
7. gerō: neuter, plural, accusative, perfect, passive, participle

Make the following adjectives (not all of which you know) into adverbs

8. saevus, saeva, saevum
9. miser, misera, miserum
10. cārus, cāra, cārum
11. pulcher, pulchra, pulchrum

Latin 1  
Quiz #8

12. bonus, bona, bonum

13. longus, longa, longum

14. validus, valida, validum

Extra Credit

15. Give the singular and plural imperative of *meminī*, *meminisse*

16. Give the masculine/feminine 3<sup>rd</sup> declension regular endings:

	Singular	Plural
Nom.		
Gen.		
Dat.		
Acc.		
Abl.		

Translate and answer the questions

1. sī mihi mēns bona esset, carmina clāra laetē scriberem.

a. What type of conditional sentence is this?

b. Fully identify **mihi** in question #1. What is this usage of the case called?

2. Iovem Iūnōnemque omnīsq̄ue deōs laudāre dēbēmus. dōna quidem ad ārās mox ferāmus.

a. Fully identify **ferāmus** in question #2. What is this usage of the mood called?

*Extra Credit.* Make the first sentence (**Iovem ... dēbēmus**) passive, retaining the same meaning.

3. servī, quamquam ā dominīs iussī, cum diligentiā studiōque nōn labōrābant.

a. Fully identify **iussī** in question #3.

b. Fully identify **diligentiā** in question #3. What is this usage of the case called?

4. domī manēte. librōs legere et dē rūre cōgitāre poteritis.

a. Fully identify **domī** in question #4.

b. Fully identify **poteritis** in question #4.

Translate

5. Many sailors are desirous of money, but few of them endure dangers for its sake.

6. habuitne rēgīna rēgis amōrem? sī vērō, nōn eum interfēcisset.

7. If I come, see, and conquer, will you call me Gaius Julius Caesar?\*

Translate. Then make active sentences passive and passive sentences active (retaining the SAME meaning).

8. sē vīdērunt.

9. mortuus es quoniam ā mīlite gladiō interfectus es.

10. filium suum multum amat.

---

\* Make sure to use an abbreviation for the *praenomen*.

Change the case of the noun(s) to **agree with the preposition** and change the adjective to **modify the noun(s)**. Then **translate** the entire prepositional phrase.

11. sine [puer] [tuus]

12. ad [moenia] [ingens]

13. per [nox diēsque] [omnis]

14. ex [manus] [meus]

15. Write the following sentence in three different ways (using a verb meaning “hate,” an objective genitive, and a double dative):

**This slave hated that unlucky boy.**

a.

b.

c.

Translate just the underlined words into Latin, using the appropriate grammatical form.  
**Keep in mind the context of the sentence!**

16. Give me cake or give me death!

17. At that time, I was terrified of that animal.

18. If you ever leave home, make sure to say “farewell!” to your parents.

19. We lived there for many years.

For each noun or adjective, give the **dictionary entry**, the **specified form**, and the **translation of that form**

20. amor: accusative, singular

21. fēlix: neuter, plural, genitive

22. fidēs: ablative, plural

23. līber: masculine, singular, vocative

24. vīs: ablative, singular

25. cornū: accusative, plural

26. poena: ablative, singular

27. meus: masculine, singular, vocative

For each verb, give the **principal parts**, the **specified form**, and the **translation of that form** (for subjunctives, treat them as independent uses)

28. dūcō: perfect, active, infinitive

29. audiō: 3<sup>rd</sup> person, plural, perfect, active, subjunctive

30. meminī: 1<sup>st</sup> person, plural, future perfect, active, indicative

31. morior: 1<sup>st</sup> person, singular, imperfect, deponent, subjunctive

32. canō: 3<sup>rd</sup> person, singular, present, passive, subjunctive

33. mittō: 2<sup>nd</sup> person, plural, perfect, passive, indicative

34. sequor: 2<sup>nd</sup> person, singular, present, deponent, imperative

Give the declension or conjugation of these unknown nouns and verbs

35. castra, castrōrum: *military camp*

36. vereor, verērī, veritus sum: *fear, be in awe of*

37. cōstituō, cōstituere, cōstituī, cōstitutus: *decide, establish*

38. pectus, pectōris: *chest, breast* [give the gender for extra credit]

39. pārēō, pārēre, pārūī, —: *obey*

40. vultus, vultūs: *face, expression*

41. ingredior, ingredi, ingressus sum: *enter*

42. caput, capitis: *head*

43. tollō, tollere, sustulī, sublātus: *lift*

44. domō, domāre, domuī, domitus: *tame*

45. Conjugate **ferō** in the present passive indicative (give all alternative forms).  
[make sure to give the **passive** forms for imperative and infinitive!!!]

	Singular	Plural
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
imperative		
infinitive		

46. Give the singular forms of **hic**.

	Masculine	Feminine	Neuter
Nom.			
Gen.			
Dat.			
Acc.			
Abl.			

47. Conjugate **errō** in the future active indicative.

	Singular	Plural
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		

48. Conjugate **dūcō** in the future active indicative.

	Singular	Plural
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		

Circle the correct answer

49. Which of the following is a correct form of *clārus* to modify *agricola*?

- a) clāra                      b) clārē                      c) clāre                      d) clārō

50. Which of the following is a correct form of *ille* to modify *rērum*?

- a) illius                      b) illum                      c) illam                      d) illārum

51. Which of the following nouns could be modified by *fortis*?

- a) incolae                      b) senātūs                      c) virtūs                      d) puellīs

52. In “amor matrum filiabus suīs magnus est,” *matrum* is what kind of genitive?

- a) partitive                      b) objective                      c) possessive                      d) subjective

53. The way to say “don’t go!” is:

- a) nē eātis                      b) nōn īverītis                      c) nē īte                      d) nōn īte

54. *vīdēre* is:

- a) infinitive                      b) imperative                      c) subjunctive                      d) indicative

Scan

55. Vergil, Aeneid 2.11–12

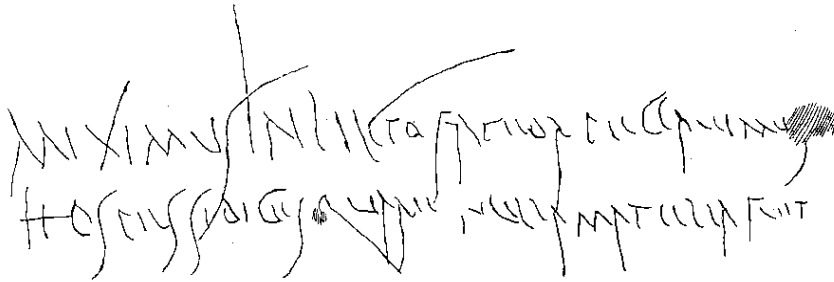
et breviter Troiae suprēmum audīre labōrem,  
quamquam animus meminisse horret lūctūque refūgit

56. Catullus 87.1–2

nūlla potest mulier tantum sē dīcere amātam  
vērē, quantum ā mē Lesbia amāta mea est.

Extra Credit

57. Scan and translate this piece of graffiti from Pompeii (a transliteration is given below).



It reads:

miximus in lectō, fateor, peccāvimus, hospes.  
sī dīcēs quārē, nulla matella fuit.

Extra Vocabulary

meiō, meiere, mixī, mictus: *piss*

lectum, lectī *n.*: *bed, couch*

peccō, peccāre, peccāvī, peccātus: *sin*

hospes, hospitis *m.*: *innkeeper*

quārē: *why?*

nullus, -a, -um: *no, not any*

matella, matellae *f.*: *chamber-pot*

58. Translate: nisi conārī ausa eris, glōria tibi nōn erit.

59. How do you say **today**, **yesterday**, and **tomorrow** in Latin?

60. Scan the following (I have not included long-marks):

tu regere imperio populos, Romane, memento,  
hae tibi erunt artes, pacique imponere morem,  
parcere subiectis<sup>\*</sup> et debellare superbos.

61. What are the three neuter fourth declension nouns and their meanings?

---

\* The first i in *subiectis* is consonantal.

### Sanctuary

*This is an answer by a student; keep in mind that not everything here is necessarily quite accurate, nor has absolutely everything relevant been touched on.*

- \* sanctuaries are found all over Greece: mainland as well as island
- \* can be to divinities or to mortals
- \* for example, the Menelaion, where Helen and Menelaus were worshipped, in Sparta. votive offerings were made (“for Helen”). *not* worshipping them as gods, but as heroes of the mortal world.
- \* the Agamemnoneion, where Agamemnon was worshipped in Mycenae. a hero of the Trojan War. again, not sacrificed to / worshipped as a god, but as a hero. BIG DIFFERENCE in worshipping for actual gods.
- \* important aspects of a sanctuary:
  - the altar. simple (made of stones) or elaborate (like the altar of Zeus at Pergamum). it doesn’t matter. SACRIFICES MADE HERE – burning of animals for the gods. sacrifice a huge aspect of Greek religion.
  - image or icon: statue of the deity. sometimes sitting on throne or seen with items that correspond to them (Hera with a pomegranate, for example). not a necessary aspect of a sanctuary but usually it’s there.
  - temple to house image and where priests/priestesses dwelled. oracles like those for Delphi. important because people would seek the oracle’s advice for lots of reasons. (Delphi was Apollo’s sanctuary)
  - sometimes a treasury to house the thousands of offerings. people would make pilgrimages to these temples and leave inscribed offerings – important, a way for the gods to feel honored, people giving their best. offerings were figurines, pottery, precious metals at times.
  - boundary of sanctuary
- \* sanctuaries could be rural or urban, fancy or simple, as long as it had the aspect of a sanctuary.
- \* Pergamum, in honor of Zeus, is a very fancy sanctuary w/ altar featuring gigantomachy.
- \* Heraion is a very old (the oldest) temple, to Hera.
- \* sanctuaries were where sacrifices were made, oracles were consulted, offerings were made, festivals were held (processions to and from them, like the Tonia on Samos for Hera or Daidala in Plataea for Hera), panhellenic games were held.
- \* places for Greeks to travel to, great distances to worship.

### Olympia

*This is an answer by a student; keep in mind that not everything here is necessarily quite accurate, nor has absolutely everything relevant been touched on.*

Olympia is significant to Greek religion in the fact that it showcases three different mentalities of their religion: god-level, hero-level, and the mortal level. The actual location of Olympia is the final battle spot of Zeus and Kronos where Zeus took over the previous generation, which is a common theme throughout the myths and religious practices at Olympia and in other sanctuaries. The temple of Hera is known to have existed before that of the temple of Zeus. In the temple she is shown seated with Zeus by her side. She is seated because she is the sovereign queen. The temple of Zeus housed a magnificent statue of Zeus which is made out of gold and ivory. He is seated and he is so large that his head touches the ceiling and his feet the floor. He is shown seated because he is the sovereign male. The temple of Hera also houses other divinities such as Athena and Themis. On the pediments of the Temple of Zeus are depictions of the battle of Pelops and Oinomaos and also the Centauromachy. On one hand Zeus played a key role in both of these battles. It is through his bloodline, one could say, that the key players of both battles are present in these battles. Also, the battle between Pelops and Oinomaos is like the battle between Zeus and his father. Both are overthrowing an older generation. Also, the Centauromachy represents the order and need for justice that Zeus represents. At the hero-level, it is thought that Heracles mapped out the Hippodrome with his feet. The Pelopion is also very important to Olympia. Located between the temple of Zeus and the temple of Hera it was used as a shrine to Pelops and Hippodameia. The myth of the contest between Pelops and Oinomaos to win the hand of Hippodameia is shown in structures and religious practices at Olympia. At the Hippodrome there is an altar known as the "Horse-scarer" where horses would get scared. It is thought to be the spot where Oinomaos' chariot broke or where Myrtilos was bribed by Pelops. Also, there is a portrait of Hippodameia at the turn. Women's games were dedicated to Hera and were thought to originate from Hippodameia's dedication to Hera after she was married. Inside the Hippodrome there are statues of Poseidon, Hera, Athena, Ares which are related to horses. At the human level, athletes caught cheating were required to pay a fine and there were bronze statues of Zeus (called Zanes) that were there to remind the athletes not to cheat.

## Hermes

### \* god of transition

- interfaces between gods and mortals (messenger – also between gods)
  - in Homer, male counterpart to Iris (Hermes for Zeus, Iris for Hera)
- *psychopompos* – transition between life and death
  - often depicted on white-ground lekythoi, which are used solely in funerary ritual (hold anointing oil given to the dead)
    - mythic images on objects frequently relate to their ritual context
- merchants & thieves: transition of objects
- travelers: transition between physical locations

### \* name is originally connected with lucky chance or chance discovery (“a piece of luck”)

- seen as inventor (e.g., creates lyre, but then gives it to Apollo in exchange for cattle/forgiveness; we can also see his mercantile side here) and trickster

### \* connected with herms (pillar with head of Hermes and erect phallus)

- boundary-markers (show transitory/liminal space)
- mile-markers (for travelers)
- outside homes (marking threshold)
- erect phallus on herms is both indicative of power and also apotropaic (because of inherent power – but liminal spaces are potentially dangerous in Greek thought, hence need Hermes as guard/guide)
- offerings of fruit left at herms – essentially bloodless sacrifice but without surrounding ritual of a festival
- herms may have originated as piles of stone by side of road – either cairns or markers of some sort
  - aetiological myth about disagreement between Hermes and Hera with voting by means of stones

### \* Hermes especially popular in Athens

- Pausanias says the Athenians were the first to set up herms
  - aspects of cult can start in one city and spread to others
- Hermes Propylaios (“in front of the gate/door”)
- multiple herms throughout the city, at houses and in public space
  - defacing of these Athenian herms by Alcibiades resulted in his exile; they are sacred even though not necessarily within sanctuary bounds

### \* important rustic god

- in many accounts, the father of Pan

### \* has an oracular statue at Pharai in Achaia

- the means by which this oracle operates is the chance exchange of information – this works perfectly with the character of Hermes as a god

### Herkeios

\* cult title of Zeus

- indicative of single aspect of Zeus; each god has multiple cult titles linking to different aspects of the god or areas of their influence
- different festivals, types of sacrifice, appearances might all depend on specific cult-aspect of divinity

\* Herkeios = “of the enclosure” – Athenians had altar/shrine to Zeus H. in their courtyards, as he protected the home by virtue of the enclosing boundary

- connected with the paternal oversight of the household; the head of the household was the one to sacrifice to Zeus H.
- all Athenians had a Zeus H. – candidates for political office were asked “where is your Zeus Herkeios?” as a ritual part of investigation into their suitability for office

\* connection between religious ritual and politics; there is no division between secular and sacred

\* attendance to religious rituals proves good character, and attendance to specific Athenian customs shows good civic character/responsibility

\* King Priam killed by Neoptolemus on his altar of Zeus H.

- dissolution of state linked with death of father-figure but also ability for altar of Zeus H. to be defiled – symbolically shows the withdrawal of protection
- Priam’s altar was claimed to be the one in Argos; the statue has a 3<sup>rd</sup> eye on its forehead

- Pausanias explains the three eyes by saying that this represents Zeus as sovereign over all three regions (land/sky, water, and the dead)

- the tripartite division of Zeus, Hades, and Poseidon is sometimes seen as three versions of a single god; this is an early example of the syncretism that is so common to Greek religion

\* bard in Odysseus’ household debates between supplicating at altar of Zeus H. in courtyard or grasping Odysseus’ knees

- supplicating by grasping someone’s knees is the typical and most powerful way to plead with someone, so this shows the protective power of Zeus H.

\* A king of Sparta demands by invoking Zeus H. (and all the other gods) that his mother tell the truth about who his father is

- Zeus H. is closely connected with the male head of household, so issues of paternity (and therefore “belonging” to a household) naturally fall into the area connected with him

## Hestia

- one of the 6 children of Cronos & Rheia, but not one of the 12 Olympians
  - mythologically speaking, she is one of the 12 until the arrival of Dionysus; cedes her place to him
    - the Greeks have a concept of progression and change through mythic time; the old order is constantly modified/replaced by the new
- goddess/embodiment of the hearth (*hestia* in Greek)
  - \* in the tripartite female division of Hestia, Demeter, and Hera, she is the family unit, rather than the bride (transition between family units, from one household to another) or mother/fertility/harvest (bounty outside *and* inside household)
  - \* possibly most important divinity within the household (she is named first in many dedications)
  - \* hearth is at the center
    - both of household and of community
    - cities also have hearths, often located at the Prytaneion ( $\approx$  town hall)
      - fire kept perpetually burning on city hearth, occasionally rekindled for purification of flame/city
      - the city is a coherent unit just as the family is: expanding circles of local identity (family  $\Rightarrow$  tribe  $\Rightarrow$  deme  $\Rightarrow$  city  $\Rightarrow$  region etc.)
  - \* important household rituals involve the hearth
    - marriage, birth, death, introduction of other new members (e.g., new slaves)
      - new baby is walked around hearth, inscribing baby within the household and getting protection/blessing of Hestia
      - on introduction of new member of household, sweets and nuts are thrown at the hearth
        - presumably this is as a “gift” to sweeten the family’s feelings toward the new member and to increase Hestia’s likelihood of granting acceptance
      - at death, the hearth is extinguished and rekindled
        - so perhaps constancy of flame represents constancy of family? [speculation]
  - \* libations made to Hestia, but possibly no animal sacrifice or only rarely – but the libation was a daily affair, as with worship of other household gods

## Appendix C: Sample Syllabi

### *Taught Courses*

- |                              |    |
|------------------------------|----|
| 1. Greek and Roman Mythology | 52 |
| 2. The Argonautica           | 61 |
| 3. New Testament Greek       | 67 |

### *Proposed Courses*

- |   |    |
|---|----|
| 4. Upper division course on Ovid's <i>Metamorphoses</i> | 76 |
|---|----|

# Greek and Roman Mythology

## WLIT 2323

MW 4:30–5:50pm, WCOB 340

Instructor: Dr. Darcy Krasne  
E-mail: dakrasne@uark.edu  
Office: 509 Kimpel Hall  
Office phone number: (479) 575-7563  
Office hours: M 3:30–4:20, W 1:30–2:20 (or by appointment)

The gods and heroes of Greece and Rome have always occupied a central place in western culture, with the result that their stories are at the root of countless works of art, philosophy, and literature, from antiquity to the present. In ancient times, mythology was the narrative that underlay ritual practice. Additionally, it served as a model to demonstrate proper and improper actions with respect to cultural and religious norms. This course will introduce you to the broad range of tales that make up the complex and interconnected network of Greek and Roman mythology, and you will learn how myths functioned in Greek and Roman culture. By the end of the course, you should be familiar with the major figures of classical mythology and should be able to recognize and explain the primary characteristics and recurring patterns of myth.

All readings will be in translation. Prerequisites: ENGL 1013 and ENGL 1023.

### Important Dates

January 23: Last day to add class  
January 30: Last day to change to audit or to drop class without a “W”  
March 5: Midterm (in class)  
April 20: Last day to drop class  
May 7: Final (3:15–5:15pm)  
Holidays/No Class: March 19–23 (Spring Break), March 30 (Dr. Krasne gone)

## Course Policies and Requirements

Attendance & Participation: 15% • Reading Responses: 10% • Report: 13% •  
Quizzes: 5% • Midterm: 18% • Final: 25% • Projects & Essays: 14%

Please use an in-text or footnote citation-style in your written work; scientific styles of numerical reference are generally inappropriate for humanities essays. If you are unsure what’s okay, come and ask.

### Required Texts

1. \* Arnson Svarlien, D., trans. (2008) *Euripides: Medea*. Indianapolis.
2. Buxton, R. (2004) *The Complete World of Greek Mythology*. London.
3. Hansen, W. (2004) *Classical Mythology: A Guide to the Mythical World of the Greeks and Romans*. Oxford.
4. Hunter, R., trans. (1993) *Jason and the Golden Fleece (The Argonautica)*. Oxford.
5. Lattimore, R., trans. (1967) *The Odyssey of Homer*. New York.
6. \*\* Poochigian, A., trans. (2010) *Aratus: Phaenomena*. Baltimore.

7. \* Trzaskoma, S. M., Smith, R. S., and Brunet, S., eds. (2004) *Anthology of Classical Myth: Primary Sources in Translation*. Indianapolis.
  8. \* Woodruff, P., trans. (1998) *Euripides: Bacchae*. Indianapolis.
- *Recommended*: Tripp, E. (1974) *Meridian Handbook of Classical Mythology*. New York.

If a book is marked with an asterisk (\*), an eBook version (e.g., for Kindle) exists which you may use should you so desire (the available formats can be found at <http://www.hackettpublishing.com/ebooks> for all but Poochigian's Aratus translation [marked \*\*], which has a different publisher). Please do not use the eBook versions for any other books (since, generally speaking, they are not in fact the same book), and please do not use different translations without first consulting me.

Tripp's *Meridian Handbook*, which I highly recommend, is an excellent place to look up unfamiliar names (and it's cheap and easily available, although out of print; other titles for the same work are *Crowell's Handbook of Classical Mythology* and *Collins Dictionary of Classical Mythology*). It is on reserve in Mullins Library, and you can also find it in the library's reference section (call number **BL303 .T75**). Also very useful: H. Newman, *A Genealogical Chart of Greek Mythology* (Reference BL785 .N44 2003).

### Some important notes about the reading assignments

1. The homework assignments may look like a lot more than they are, so don't get discouraged before you even start! Most of the readings from the Trzaskoma sourcebook and Hansen's dictionary are actually very short, sometimes just a few lines each. However, because we meet Monday and Wednesday, I will sometimes assign you more work on a Wednesday than on a Monday, since you will have much more time to read it. **Don't leave it all till the last minute to read, or you will end up swamped!**

2. Please ensure that you read the introductions to ancient authors in Trzaskoma, et al., in addition to reading just the assignment. So, e.g., in your first assignment I ask you to read some lines from Hesiod's *Theogony* in the Trzaskoma book; you should also read the introduction to Hesiod and the *Theogony* on pp. 129–131.

3. I abbreviate Trzaskoma, et al., as **Trz.** and the Blackboard website as **BB**.

4. **Primary** reading is ancient material. **Secondary** reading is modern, scholarly material. Secondary does *not* mean the reading is less important!!! In fact, you will probably want to do the secondary reading first, as a general rule.

### Homeworks, Projects, Exams, etc.

**Reading Responses** (10%): These are short responses to the nightly reading assignment (typed, between ½ and 1 page, double-spaced). Please be prepared to hand in a reading response at the beginning of every class period, although I will not always collect them. They can take whatever form you like, within the following guidelines: you must refer specifically to the texts you have read, either by quoting directly or paraphrasing, and you may not just summarize the readings. If you are uncertain what to write, I have put some suggestions on Blackboard.

**Report** (6% oral, 7% written): Early in the semester, you will draw names of heroes from a hat – each name will be in there twice, so this will form you into pairs. Over the course of several weeks in the middle of the semester, each pair will give a **ten-minute report** on their hero to the class, briefly narrating the myth or myths that surround the hero and presenting artistic depictions of the story. **You must meet with me in office hours at least a week before your presentation** and do a dry-run of your presentation; this meeting will count towards your presentation grade. On the last day of presentations (April 18), you will also each hand in a **written essay** to accompany your presentation

(one per person, not one per pair), according to guidelines that I will hand out when you pick your heroes.

**Annotated Family Tree** (4% × 2): I will give you a list of names. Draw a family tree that puts these names into the correct genealogical relationships. Then write a commentary on the significance of the familial relationships and lines of descent that is keyed to the family tree. Your comments should, all together, take up between one and two pages.

**Map Assignment** (3% × 2): I will give you a number of trivia questions that refer to specific places connected with the myths we have been studying. Answer the questions and locate the answers on the provided map of Greece (or the broader ancient world).

**Quizzes, Midterm, & Final** (5%/18%/25%): There will be a few very short, fact-based quizzes scattered throughout the semester, on material from reading and lecture. The only exams are the midterm and the final, which will be cumulative.

### **Attendance and Participation**

Attendance is a part of your grade, but I am aware that people get sick or occasionally have necessary other commitments. You may have up to two **unexcused** absences; I expect you to have the courtesy to inform me of your absence *in advance*, or as soon after as possible, **and to be prepared to make up any missed work**. Also, please be on time to class; if you are late, it not only shortens your own learning period but also disrupts the entire class. (Excessive tardiness *will* severely affect your grade, as will more than two absences – **your course grade will be lowered by half a letter grade for each day above two that you are absent**, unless you make specific arrangements with me in advance.) **Excused** absences may be granted for illness accompanied by a doctor's note or for official university activities (such as sports meets). Also see below under "Inclement Weather."

A good participation grade can be achieved by being prepared for class, demonstrating attentiveness during lectures and while your peers are speaking, offering helpful comments, and asking insightful questions. A low participation grade will result from such behaviors as lack of preparation, lack of attentiveness, or discourtesy toward fellow students.

### **Inclement Weather**

When the University of Arkansas is officially open during severe weather, we will hold class as usual. Off-campus students who cannot come to class because of severe weather will be allowed to make up in-class work they miss.

### **Academic Honesty**

Should you be unclear, on any occasion, as to the expectations for completing an assignment or taking a quiz or test, be sure to ask me for clarification beforehand. You are encouraged to study together, but any test or homework that you submit and which bears your name is presumed to be your own original work. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be

found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

### Students with Disabilities

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). I cannot provide accommodation without an official letter from the CEA, and accommodation **is not retroactive**.

### Blackboard

This course uses Blackboard as a supplemental tool. To access Blackboard at the University of Arkansas:

1. Go to <http://learn.uark.edu/>. Log in with your UARK username and password. (*Do not include @uark.edu when you log in.*)
2. This course will be listed in your “**My Courses**” menu under the University of Arkansas tab.
3. If you have difficulty with Blackboard you may contact the Blackboard helpline at **479-575-6804**. Their hours are Monday–Friday 8:00am to 5:00pm, Monday–Thursday evenings 8:00pm to 10:00pm and Sundays from 4:00pm to 11:00pm. You may also submit a help request online at <http://bbsupport.uark.edu/help/>.

• • •

### Syllabus

**\*\* readings are due on the day for which they are listed \*\***  
(all assignments are subject to revision)

#### Introduction

Wed. Jan. 18: What are Myths?

**Week 1**

#### Cosmogony

Mon. Jan. 23: Pre-Olympian Cosmogony

**Week 2**

**Secondary Reading (i.e., modern material):**

- ▶ Buxton, “Introduction: Myths in Context,” pp. 6–13; “Contexts, Sources, Meanings,” pp. 14–41; “Myths of Origin: Cosmogony,” pp. 42–53
- ▶ Hansen, “Introduction,” pp. 1–5, 46–51; “Erebus,” “Tartaros”
- ▶ Trzaskoma, etc. “A Note to Students,” xvi–xxiii

**Primary Reading (i.e., ancient material):**

- ▶ Trz: Hesiod, *Theogony* 1–455

Wed. Jan 25: The Olympians Come into Power & Alternative Cosmogonies

**Secondary:**

- ▶ Hansen, “Time,” pp. 61–9; “Adamant,” “Atlas,” “Combat Myth and Legend,” “Cosmogony,”

“Divine Guilds,” “Genealogy,” “Giants,” “Kronos,” “Olympians,” “Personified Abstractions,”  
“Succession Myth,” “Titans,” “Triads”

▶ BB: Caldwell, pp. 22–6

**Primary:**

▶ Trz: Antoninus Liberalis 28; Apollodorus A, D; Critias; Hesiod, *Theogony* 456–969; Homeric Hymns 3g

▶ BB: Orpheus’s Song (Apollonius Rhodius, 1.496–511); Ovid’s Cosmogony (Ovid, *Met.* 1.1–221 [1.1–162])

Mon. Jan. 30: The Olympians: The First Generation

**Week 3**

**Secondary:**

▶ Buxton, “The Olympians: Power, Honor, Sexuality: Powers and Spheres of Influence,” pp. 66–73

▶ Hansen, “Introduction,” pp. 6–14, 27–32; “Demeter,” “Hades,” “Hera,” “Hestia,” “Kouretes,” “Poseidon,” “Zeus”

**Primary:**

▶ Trz: Aeschylus 70; Archilochus (all); Homeric Hymns 2, 12, 13, 22, 23, 24, 29; Pausanias D, F, H, K, M

▶ BB: Callimachus, *Hymn to Zeus*

▶ Euripides, *The Bacchae* (Woodruff), 1–432

Wed. Feb. 1: The Olympians: Art, War, and Beauty

**Secondary:**

▶ Buxton, “The Olympians: Power, Honor, Sexuality: Powers and Spheres of Influence,” pp. 73–84

▶ Hansen, “Aphrodite,” “Ares,” “Athena,” “Epithet,” “Folk Etymology,” “Hephaistos,” “Honor”

**Primary:**

▶ Trz: Callimachus 5 (lines 1–44); Homeric Hymns 6, 8, 10, 11, 20, 28; Sappho 1; Sophocles 941

▶ Homer, *Odyssey* 8.266–369 (Lattimore)

▶ Euripides, *The Bacchae*, 433–861

Mon. Feb. 6: The Olympians: Youth & Merriment

**Week 4**

**Secondary:**

▶ Hansen, “Apollon,” “Artemis,” “Dionysos,” “Eileithyia,” “Hermes,” “Maenads”

**Primary:**

▶ Trz: Babrius 68, 117; Homeric Hymns 1, 3, 4, 7, 9, 18, 21, 26, 27; Horace, Ode 1.10, Ode 2.19; Hyginus 167; Lucian, *Dialogues of the Sea Gods* 9; Pausanias B, I

▶ Euripides, *The Bacchae*, 862–end

**Assignment:** Annotated family tree #1 handed out (due 2/15)

Wed. Feb. 8: Minor Gods (and selection of heroes!)

**Secondary:**

▶ Buxton, “The Olympians: Power, Honor, Sexuality: Powers and Spheres of Influence,” pp. 84–7

▶ Hansen, “Introduction,” pp. 32–43; “Ambrosia,” “Ichor,” “Iris,” “Ker,” “Luminaries,” “Nectar,” “Nymphs,” “Pan,” “Persephone,” “Satyrs,” “Waters,” “Winds”

**Primary:**

▶ Trz: Homeric Hymns 14, 19, 25, 30, 31, 32; Longus (all); Sophocles 1130

### The Origins of Humankind

Mon. Feb. 13: Creation & Sacrifice

**Week 5**

**Secondary:**

- ▶ Buxton, "Myths of Origin," pp. 54–9
- ▶ Hansen, "Time," pp. 69–74; "Absent Deity," "Aetiology," "Anthropogony," "Flood Myth and Legend," "Myth of the Ages," "Pandora"

**Primary:**

- ▶ Trz: Aeschylus 193; Apollodorus E; Euripides 660; Hesiod, *Works and Days*; Lucian, *Dialogues of the Gods* 5; Plato, *Protagoras* 320c–322d; Semonides 7
- ▶ BB: Hesiod, *Theogony* 507–616 (Caldwell)

**Assignment:** Map assignment #1 handed out (due 2/22)

Wed. Feb. 15: Variant and Local Origins & What are Heroes?

**Secondary:**

- ▶ Buxton, "Myths of Origin," pp. 60–5; "The Olympians: Power, Honor, Sexuality: Divine Sexuality," pp. 94–101; "Heroic Exploits," pp. 102–3
- ▶ Hansen, "Introduction," pp. 43–46; "Time," pp. 74–8, 91–4; "Biographical Pattern," "Culture Hero," "Hero," "Promotion and Demotion," "Sex-Changers," "Tasks," "Trickster"

**Primary:**

- ▶ Trz: Acusilaus 23; Arrian; Hesiod *Theog.* 970–1030; Plato, *Symposium* 189d–193b

**DUE:** Annotated family tree #1

### Heroes, Sinners, and Monsters

Mon. Feb. 20: Civilizers and Travelers

**Week 6**

**Secondary:**

- ▶ Buxton, "Heroic Exploits," pp. 104–7
- ▶ Hansen, "Hunters," "Meleager," "Perseus," "Romantic Narratives," "Sexual Myths and Legends," "Special Rules and Properties," "Wondrous Objects"

**Primary:**

- ▶ Trz: Aelian 13.1; Antoninus Liberalis 2; Apollodorus F, J; Bacchylides 5; Conon 40; Lucian, *Dialogues of the Sea Gods* 12; Pherecydes 10–12; Simonides 543
- ▶ BB: Homer's Meleager (Homer, *Iliad* 9.529–99)

Wed. Feb. 22: Monsters

**Secondary:**

- ▶ Hansen, "Centauris," "Cyclopes," "Fabulous Peoples and Places," "Monsters," "Mountains," "Wondrous Animals"

**Primary:**

- ▶ Trz: Diodorus of Sicily 2.45–2.46; Hellanicus 88; Hyginus 151; Lucian, *Dialogues of the Sea Gods* 2; Theocritus 11
- ▶ BB: Galatea and Scylla (Ovid, *Met.* 13.1058–14.106 [13.730–14.74]); packet from theoi.com

**DUE:** Map assignment #1

Mon. Feb. 27: *Hubris*

**Week 7**

**Secondary:**

- ▶ Buxton, "The Olympians: Power, Honor, Sexuality: Honour and Boundaries," pp. 88–93; "Family Sagas: Strong Bonds," pp. 170–3
- ▶ Hansen, "Alods," "Asklepios," "Bellerophon," "Hubris," "Orpheus," "Midas," "Seers," "Transformation"

**Primary:**

- ▶ Trz: Antoninus Liberalis 6, 10, 36; Apollodorus I; Babrius 70; Callimachus 5, 6; Critias; Euripides 286, 473; Horace, Ode 3.11; Hyginus 152–152a, 165–166, 168, 176, 191; Lucian, *Dialogues of the Gods* 9; Parthenius 13, 29; Pausanias J, L; Pindar, *Olympian* 1
- ▶ BB: Bellerophon (Homer, *Il.* 6.144–211); Lycaon (Ovid, *Met.* 1.222–335 [1.163–415]); Ixion (Pindar, *Pythian* 2)

Wed. Feb. 29: Herakles

**Secondary:**

- ▶ Buxton, “Heroic Exploits: Herakles,” pp. 114–23; “Same-Sex Eroticism,” pp. 174–7
- ▶ Hansen, “Herakles”

**Primary:**

- ▶ Trz: Antoninus Liberalis 4; Apollodorus K; Babrius 20; Homeric Hymns 15; Hyginus 29–36; Xenophon
- ▶ Apollonius Rhodius, *Argonautica*, Book 1 (Hunter)

**Mon. Mar. 5: MIDTERM**

**Week 8**

Wed. Mar. 7: Theseus

**Secondary:**

- ▶ Buxton, “Heroic Exploits: Theseus and the Heroic Athenian Past,” pp. 124–9
- ▶ Hansen, “Labyrinth,” “Theseus”

**Primary:**

- ▶ Trz: Apollodorus N; Bacchylides 17; Hyginus 37–43, 47, 79; Ovid 10; Pausanias A
- ▶ Apollonius Rhodius, *Argonautica*, Book 2 (Hunter)

Mon. Mar. 12: The Argonauts (+Hero Presentations)

**Week 9**

**Secondary:**

- ▶ Buxton, “Heroic Exploits: Jason, the Argonauts, and Medea,” pp. 108–13
- ▶ Hansen, “Argonauts,” “Jason,” “Oracles”

**Primary:**

- ▶ Trz: Aelian 5.21; Antoninus Liberalis 26; Pausanias C
- ▶ BB: Pindar, *Pythian* 4
- ▶ Apollonius Rhodius, *Argonautica*, Books 3–4 (Hunter)
- ▶ Euripides, *Medea* 1–784 (Svarlien)
- ▶ Homer, *Odyssey*, Book 1–2

Wed. Mar. 14: The Argonauts (+Hero Presentations)

**Secondary:**

- ▶ Hansen, “Time,” pp. 81–91; “Trojan War”

**Primary:**

- ▶ Trz: Acusilaus 39; Antoninus Liberalis 27; Hellanicus 145; Herodotus, *Histories* 1.1–1.5; Herodotus, *Histories* 2.113–2.120; Lucian, *Dialogues of the Sea Gods* 7; Lucian, *Judgment of the Goddesses*
- ▶ Euripides, *Medea* 785–1469 (Svarlien)
- ▶ Homer, *Odyssey*, Books 3–4 (Lattimore)

**\*\* NOTE: Apart from Euripides’ Medea, this homework assignment has nothing to do with the Argonauts, so don’t expect it to! It’s to keep you from having too much reading over Spring Break. \*\***

**SPRING BREAK: March 19–23**

**Week 10**

WLIT 2323: Greek and Roman Mythology  
Spring 2012

Mon. Mar. 26: The Trojan War and its Aftermath (+Hero Presentations)

**Week 11**

**Secondary:**

- ▶ Buxton, "Heroic Exploits: The Trojan War," pp. 130–45; "A Landscape of Myths: Troy," pp. 200–5
- ▶ Hansen, "Translation"

**Primary:**

- ▶ Trz: Homeric Hymns 5; Hyginus 77–8, 89–110; Ovid 3; Parthenius 4; Proclus A–D; Sophocles 432; Statius, *Achilleid*
- ▶ Homer, *Odyssey*, Books 5–8 (Lattimore)

Wed. Mar. 28: NO CLASS (Dr. Krasne gone) – please spend your extra time reading *The Odyssey*!

Mon. Apr. 2: The Trojan War and its Aftermath (+Hero Presentations)

**Week 12**

**Secondary:**

- ▶ Hansen, "Aeolus," "Aineias," "Odysseus"

**Primary:**

- ▶ Trz: Aelian 3.22; Conon 34; Hyginus 111, 116, 127; Lucian, *Dialogues of the Dead* 23; Parthenius 2
- ▶ Homer, *Odyssey*, Books 9–16 (Lattimore)

Wed. Apr. 4: The Trojan War and its Aftermath (+Hero Presentations)

**Primary:**

- ▶ Trz: Ovid 1; Parthenius 3; Proclus E–F
- ▶ Homer, *Odyssey*, Books 17, 19–20.159, 21–23 (Lattimore)

Mon. Apr. 9: Six Degrees of Separation: Thebes (+Hero Presentations)

**Week 13**

**Secondary:**

- ▶ Buxton, "Family Sagas," pp. 146–69
- ▶ Hansen, "Kadmos," "Oedipus," "Theban Wars"

**Primary:**

- ▶ Trz: Apollod. L, M; Pausanias N, O

Wed. Apr. 11: Six Degrees of Separation: Pelopidae (+Hero Presentations)

**Secondary:**

- ▶ Hansen, "Time," pp. 79–81

**Primary:**

- ▶ Trz: Hellanicus 157; Ovid 4; Pausanias E

**Assignment:** Map assignment #2 handed out (due 4/25)

**\*\* NOTE:** This is a very light reading assignment, so please use the time to catch up if you're behind and to work on the written half of your hero project \*\*

Mon. Apr. 16: Like Father, Like Son & Hero Re-cap (+Hero Presentations)

**Week 14**

**Primary:**

- ▶ Trz: Antoninus Liberalis 34; Apollodorus B2, B3, B5, H; Bion, *Lament for Adonis*; Conon 24; Diodorus of Sicily 4.25; Homeric Hymns 16, 17, 33; Hyginus 49, 58, 77–80, 202; Lucian, *Dialogues of the Gods* 16; Lucian, *Dialogues of the Sea Gods* 11; Parthenius 20; Pausanias G
- ▶ BB: Orion (Ovid, *Fasti* 5.493–544)

**Assignment:** Annotated family tree #2 handed out (due 4/30)

### Building Greece

Wed. Apr. 18: The Real World (+Hero Presentations)

**Secondary:**

- ▶ Buxton, "A Landscape of Myths," pp. 178–99
- ▶ Hansen, "Introduction," pp. 15–27; "Aetiology," "Eponymy," "Luminaries," "Mountains," "Waters"

**Primary:**

- ▶ Trz: Conon 27, 37; Hellanicus 125; Herodorus 34; Herodotus 1.23–1.24; Parthenius 15; Pausanias E, F, G, L, O; Plutarch; Theophrastus; Thucydides; Appendix Two: Inscriptions
- ▶ BB: Mt Lycabettos (Callimachus, *Hecale* fr. 50–51 [Nisetich], Amelesagoras *FGrH* 330F1)

**DUE:** Written half of hero presentation

Mon. Apr. 23: The Night Sky

**Week 15**

**Secondary:**

- ▶ Hansen, "Catasterism"

**Primary:**

- ▶ Trz: Eratosthenes
- ▶ Aratus, *Phaenomena* (Poochigian) 1–732

Wed. Apr. 25: Geography of the Underworld

**Secondary:**

- ▶ Buxton, "A Landscape of Myths: The Underworld," pp. 206–13
- ▶ Hansen, "Charon," "Elysion Field"

**Primary:**

- ▶ Trz: Aeschylus 161; Andron 10; Plato 10.614a–10.621d; Vergil, *Aeneid* 6.237–6.755; Vergil, *Georgics* 4.453–4.527
- ▶ BB: Dionysus's descent (Aristophanes, *Frogs* 1–270), Hesiod, *Theogony* 722–819 (Caldwell)

**DUE:** Map assignment #2

Mon. Apr. 30: How the ancients viewed their myths & Greeks in Italy

**Week 16**

**Secondary:**

- ▶ Buxton, "Greek Myths after the Greeks: How Rome Re-imagined Greece," pp. 214–25

**Primary:**

- ▶ Trz: Cornutus; Diodorus of Sicily; Fulgentius 2.11; Heraclitus; Herodorus; Lucian, *On Sacrifices*; Palaephatus; Plato 2.376d–2.380c; Sallustius; Xenophanes

**DUE:** Annotated family tree #2

### De-mythologizing Mythology

Wed. May 2: Catch-up and/or Review

**Secondary:**

- ▶ Buxton, "Greek Myths after the Greeks," pp. 226–45

# The Argonautica

CLST 4003H, Spring 2011

TTh 9:30–10:50am, Mullins 372B

Instructor: Dr. Darcy Krasne  
E-mail: dakrasne@uark.edu  
Office: 509 Kimpel Hall  
Office phone number: (479) 575-7563  
Office hours: M 3:30–4:20, W 12:30–1:20 (or by appointment)

Have you ever wondered what lies behind the movie *Jason and the Argonauts*? Do you like epic tales of adventure, magic, love, and betrayal? Come explore ancient accounts of the Greek prince Jason and his valiant crew of heroes, who sailed the world's first ship to the distant reaches of the East in order to reclaim the legendary Golden Fleece.

This course provides an introduction to the extensive ancient Argonautic tradition that spanned both art and literature, from early Greece to the Roman empire, with a particular focus on the Roman side of the tradition. We will discuss persistent issues such as the temporal and political relevance of the Argonautic theme, changes imposed or encouraged by considerations of genre, and the “literary conversation” in which Argonautic authors engage. Philosophy, religion, expansionist politics, civil war, and gender stereotypes are just a few of the topics that will concern us throughout the semester as we fit the literature into its cultural context.

Knowledge of Greek and Latin is not required.

## Course Policies and Requirements

### **Participation: 50%**

General participation: 25%  
Discussion leading: 25%

Half of your grade is based on your class participation. Students will rotate as “discussion leader” for assigned readings: for each class, one student will be in charge of primary readings and one student will be in charge of each secondary reading. This discussion-leading makes up an equal portion of your grade to your general participation (in other words, even though you won't necessarily be “on point” every class, I do expect you to have done the readings and thought about them!). Contributing to any discussion topics on Blackboard will also be included in your general participation.

### **Paper (and related sundries): 50%**

Rough musings: 10%  
Peer-review: 10%  
Final paper: 25%  
Paper Presentation: 5%

The semester will culminate in the writing and presentation of a research paper (approximately 10–15 pages) on a course-related topic of your choice. This paper, plus various associated assignments, make up the other half of your grade. The assignments are as follows:

- ▶ **Rough ideas of topics** are due in the 8<sup>th</sup> week of the semester, although I will not hold you to these ideas should something later in the semester pique your interest. I will meet with you over the following week or two to discuss your ideas with you.
- ▶ In the 12<sup>th</sup> week, you will **exchange rough drafts** with each other for **peer-critiquing** (outlines are acceptable if you have changed your topic); these should be returned the following week. Please also submit to me a copy of your comments.
- ▶ In lieu of a final, we will have a **mini-conference**, during which you will present your papers to an audience of the Classical Studies faculty and majors. [**Note:** *This was later changed to an Argonautic-themed performance of the class's devising.*]

## Assigned Texts

1. Ahl, F., trans. (1986) *Seneca: Medea*. Cornell. ISBN 978-0801494321
2. Arnson Svarlien, D., trans. (2008) *Euripides: Medea*. Hackett. ISBN 978-0872209237 (also available in eBook format; see <http://www.hackettpublishing.com/ebooks>)
3. Barich, M., trans. (2009) *Valerius Flaccus: Argonautica*. XOXOX Press. ISBN 978-1880977293
4. Hunter, R., trans. (1993) *Jason and the Golden Fleece (Argonautica)*. Oxford. ISBN 978-0199538720
5. Hunter, R. (1993) *The Argonautica of Apollonius: Literary Studies*. Cambridge. ISBN 978-0521604383

### Recommended:

1. Boyle, A. (2006) *Roman Tragedy*. Routledge. ISBN 978-0415251037
2. Green, P., trans. (1997) *The Argonautika*. UC Press. ISBN 978-0520253933 (Be sure to get the one with notes! Either the old hardcover, or the new expanded paperback.)

All other readings will be available either on Blackboard or on reserve at the library (or both).

## Syllabus

### Week 1. Jason the Hero

#### Primary

Pindar, *Pythian 4 & Olympian 4*

relevant images in the *Lexicon Iconographicum Mythologiae Classicae* (LIMC)

#### Secondary

Braswell, "Introduction," in *A Commentary on the Fourth Pythian Ode of Pindar*, pp. 1–30

Mackie, "The Earliest Jason. What's in a Name?" *G&R* 48: 1–17

1/17: In class: Welcome, discussion, LIMC; HW: read Pindar and Braswell<sup>1</sup>

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<sup>1</sup> I'd like you to read the Braswell, but if for some reason you find Section 2 ("The Myth of the Argonauts before Pindar") particularly hard going, read the less-in-depth excerpt from Zissos (on Blackboard) instead of that section.

1/19: In class: Discuss Pindar and Braswell; HW: read Mackie, start reading Euripides (intro xiii–xvii [provides context of ancient drama; skip if familiar], intro xvii–xxii, *Medea* lines 1–784)

## Week 2. Medea the Hero

### Primary

Euripides, *Medea*

### Secondary

Boedeker, “Becoming Medea: Assimilation in Euripides,” in Clauss and Johnston (eds.) *Medea: Essays on Medea in Myth, Literature, Philosophy, and Art*, pp. 127–48

Buxton, “Tragedy and Greek Myth” (excerpt), pp. 168–71

1/24: In class: Discuss Pindar and Mackie; HW: finish reading Euripides (lines 785–end), read Buxton

1/26: In class: Discuss *Medea* and Buxton; HW: read Boedeker, start reading Apollonius (book 1)

## Week 3. All This Has Happened Before

### Primary

Apollonius Rhodius, *Argonautica*, Books 1–2

### Secondary

Hunter, “Chapter 1: Modes of heroism,” pp. 8–45

Hunter, “Chapter 4: The gods and the divine,” pp. 75–100

1/31: In class: Discuss *Medea* and Boedeker; HW: finish reading Apollonius, books 1–2, read Hunter, ch. 1

2/2: In class: Discuss Apollonius and Hunter; HW: read Hunter, ch. 4 and Apollonius, Book 3

## Week 4. The Alexandrians

### Primary

Apollonius Rhodius, *Argonautica*, Books 3–4; Theocritus, *Idylls* 13, 22

### Secondary

Hunter, “Chapter 2: Images of love,” pp. 46–74

Hunter, “Chapter 6: The *Argonautica* and its Ptolemaic context,” pp. 152–69

2/7: In class: Discuss Apollonius and Hunter; HW: read Apollonius, Book 4 and Hunter, ch. 2

2/9: In class: Discuss Apollonius and Hunter; HW: read Theocritus and Hunter, ch. 6

## Week 5. Beginnings and Ends

### Primary & Secondary

Boyle, *Roman Tragedy*, pp. 3–23, 56–78 (Ennius, *Medea Exul*), 87–100 (Pacuvius, *Medus*), 109–27 (Accius, *Argonautae*)

Erasmus, *Roman Tragedy*, pp. 42–51 (mostly Accius, *Argonautae*)

Manuwald, *Roman Drama: A Reader*, pp. 108–13 (fragments of Pacuvius, *Medus*)

2/14: In class: Discuss Apollonius, Theocritus, and Hunter; HW: read Boyle 3–23, 56–78

2/16: In class: Discuss Roman drama; HW: read remainder of Boyle, read Erasmus and Manuwald

## Week 6. A New Age

### Primary

Varro of Atax, *Argonautae* (fragments with translation and commentary in Hollis, *Fragments of Roman Poetry, c. 60BC–AD20*, pp.171–179, 196–211)

Diodorus Siculus, Book 4.40–56

## Secondary

Braund, "Writing a Roman Argonautica: The Historical Dynamic," *Hermathena* 154: 11–17

Johnson, "Neoteric Poetics," in Skinner (ed.) *A Companion to Catullus*, pp. 175–89

2/21: In class: Discuss Roman drama; HW: read Varro and Johnson

2/23: In class: Discuss Varro and Johnson; HW: read Diodorus, Catullus 64, and Braund

## Week 7. Ends and Beginnings

### Primary

Catullus 64

### Secondary

O'Hara, "Catullus 64: Variants and the virtues of heroes," in *Inconsistency in Roman Epic*, pp. 33–54

DeBrohun, "Catullan Intertextuality: Apollonius and the Allusive Plot of Catullus 64," in Skinner (ed.) *A Companion to Catullus*, pp. 293–313

Bulloch, "Jason's Cloak," *Hermes* 134: 44–68

2/28: In class: Discuss Varro, Braund, and Diodorus (special guest: Dr. Muntz!); HW: read O'Hara

3/1: In class: Discuss Catullus and O'Hara; HW: read DeBrohun, Bulloch, and Catullus 4

## Week 8. Voyages

### Primary

Catullus 4

Ovid, *Tristia* 1.10

Horace, *Odes* 1.3

### Secondary

Harrison, "Introduction: Generic Groundwork," in *Generic Enrichment in Vergil and Horace*, pp. 1–33

### Other

Rough ideas on your paper are due!

3/6: In class: Discuss Catullus, DeBrohun, and Bulloch; HW: read Ovid (*Tristia*), Horace, and Harrison

3/8: In class: Discuss lyric and elegy, HAND IN ROUGH IDEAS; HW: read Ovid (*Heroides*) and start reading Newlands

## Week 9. Elegy as Tragedy

### Primary

Ovid, *Heroides* 6 & 12; Ovid, *Met.* 6.412–8.151

### Secondary

Newlands, "The Metamorphosis of Ovid's Medea," in Clauss and Johnston (eds.) *Medea: Essays on Medea in Myth, Literature, Philosophy, and Art*, pp. 178–208

3/13: In class: Discuss lyric and elegy; HW: finish Newlands, read Ovid, *Met.*

3/15: In class: Discuss Ovid and Newlands; HW: read Seneca (Ahl's introduction and the whole play)

## Week 10. SPRING BREAK

## Week 11. The Beginning of the End

### Primary

Seneca, *Medea*

## Secondary

Ahl, "General Introduction" in *Seneca: Medea*

Nussbaum, "Serpents in the Soul," in Clauss and Johnston (eds.) *Medea: Essays on Medea in Myth, Literature, Philosophy, and Art*, pp. 219–49

3/27: In class: Discuss Seneca; HW: Read Nussbaum

3/29: NO CLASS (Dr. Krasne gone) – please take this opportunity to visit the QWC and consult on your paper drafts.

## Week 12. All This Will Happen Again

### Primary

Valerius Flaccus, *Argonautica* Books 1–2

Vergil, *Aeneid* Book 1

### Secondary

Davis, "Ratis Audax: Valerius Flaccus' Bold Ship," *Ramus* 18: 46–73

Hunter, "Chapter 7: *Argonautica* and *Aeneid*," pp. 170–89

4/3: In class: Discuss Seneca and Nussbaum; HW: read Vergil and Hunter, ch. 7

4/5: In class: Discuss Vergil and Hunter; HW: read Valerius Flaccus 1–2 and Davis

## Week 13. Where Do We Go from Here?

### Primary

Valerius Flaccus, *Argonautica* Books 3–4

Propertius 1.20

### Secondary

Heerink, "Going a Step Further," *CQ* 57: 606–20

Zissos, "Allusion and Narrative Possibility in the *Argonautica* of Valerius Flaccus," *CP* 94: 289–301

### Other

Exchange of drafts for peer-critiquing

4/10: In class: Discuss Valerius Flaccus and Davis, EXCHANGE ROUGH DRAFTS; HW: read VF 3–4 and Zissos, work on peer-critiquing

4/12: In class: Discuss VF and Zissos; HW: read Propertius and Heerink, work on peer-critiquing

## Week 14. Wars More Than Civil

### Primary

Valerius Flaccus, *Argonautica* Books 5–6

Vergil, *Aeneid* 7.641–817

Lucan, *Civil War*, Books 1–4

### Other

Peer-critiques are due

4/17: In class: Discuss VF, Propertius, and Heerink; HW: read Vergil, VF 5 (and 6 if possible), begin reading Lucan, work on peer-critiquing

4/19: In class: Discuss VF, Vergil, and Lucan, HAND IN PEER-CRITIQUES (2 copies); HW: read VF 6 and rest of Lucan, look over peer-critiques

## Week 15. The Incompleteness Theorem

### Primary

Valerius Flaccus, *Argonautica* Books 7–8

**Secondary**

Stover, "Unexamined Exemplarity: Medea in the *Argonautica* of Valerius Flaccus," *TAPA* 141: 171–200

Hershkowitz, "Incompleteness: *me talia velle?*" in *Valerius Flaccus' Argonautica: Abbreviated Voyages in Silver Latin Epic*, pp. 1–34

4/24: In class: Discuss VF and Lucan, workshop papers; HW: read VF 7–8 and Stover

4/26: In class: Discuss VF and Stover; HW: read Hershkowitz, Statius, and O’Gorman

Week 16. After the End

**Primary**

Statius, *Thebaid* 4.739–5.498

Martial 7.19

**Secondary**

Zissos, "Navigating Genres: Martial 7.19 and the *Argonautica* of Valerius Flaccus," *CJ* 99: 405–22

O’Gorman, E. (2005) "Beyond Recognition: Twin Narratives in Statius’ *Thebaid*," in Paschalis (ed.) *Roman and Greek Imperial Epic*, pp. 29–45

5/1: In class: Discuss VF and Hershkowitz; HW: read Martial and Zissos

5/3: Discuss VF, Statius and O’Gorman, Martial and Zissos

Mini-conference date: TBA (maybe Dead Day?)

Paper due-date: TBA (probably 5/9)

# New Testament Greek

## GREK 2003, Fall 2011

MWF 2:30–3:20pm, KIMP 213

Instructor: Dr. Darcy Krasne  
E-mail: dakrasne@uark.edu  
Office: 509 Kimpel Hall  
Office phone number: (479) 575-7563  
Office hours: MW 1:30–2:30, or by appointment

Welcome! The purpose of this class is twofold: to finish learning the last part of Greek grammar from *From Alpha to Omega* and to get you started on reading real Greek, in the form of the New Testament. In order to read as much real Greek as possible, we will be moving through the remaining grammar at a somewhat faster pace than you have been accustomed to, but the rewards in the second half of the semester will make the hard slog in the first half worthwhile!

One theme of the second half will be intersections between the New Testament and non-Christian Classical literature, but we will study other (related) aspects of the New Testament as well, such as the broader cultural context in which it was written and, perhaps more importantly, read. Let me know if there is anything that you're particularly interested in, and I will try to incorporate that topic. Please be prepared to put in **at least two hours** of outside work per class period—while hard work is theoretically its own reward, it is also really the only way to increase your facility with Greek.

I am here to help you. If you are having any trouble with the class, for any reason, please don't hesitate to come and talk to me. I want you to do well in the class and enjoy it, and I am happy to do what I can to facilitate that!

### **Important Dates**

Holidays (no class): September 5 (Labor Day), October 17 (Fall Break), November 23–25 (Thanksgiving)

Midterm: October 21 (in class)

Final: December 16, 1–3pm

### **Course Policies and Requirements**

Attendance & Participation: 15% • Homework: 15% • Quizzes: 10% •  
Report: 5% • Tests: 20% (10% each) • Midterm: 15% • Final: 20%

### **Attendance and Participation**

Attendance is a part of your grade, but I am aware that people get sick or occasionally have necessary other commitments. You may have up to three **unexcused** absences without your grade being affected, **so long as you inform me of your absence in advance**, or as soon after as possible, **and are prepared to make up any missed work**. Also, please be on time

to class; if you are late, it not only shortens your own learning period but also disrupts the entire class. (Excessive tardiness *will* severely affect your grade, as will more than three absences.) **Excused** absences will be granted for illness accompanied by a doctor's note or for official university activities (such as sports meets). Also see below under "Inclement Weather."

When you are present, participation is graded on a three point scale. You will receive 1 point if you are present but not actively contributing to class, or if you are unprepared. You will receive 2 points if you answer questions when called on but do not make any apparent effort to be involved. You will receive 3 points if you are proactively engaged, as demonstrated by making helpful comments, asking insightful questions, and engaging with the material and class on an intellectual level.

### Quizzes

There are three types of daily assessment: vocab quizzes, principal parts quizzes, and homework "quizzes". Homework quizzes count towards your homework grade, not your quiz grade.

- ▶ There will be **vocab quizzes** every Monday. In the first half of the semester, the vocabulary will be drawn from the vocab lists in *Alpha to Omega*. In the second half of the semester, the vocabulary will primarily be drawn from Metzger's *Lexical Aids for Students of New Testament Greek*, in decreasing order of frequency of occurrence, but I reserve the right to add other words that you have been encountering in your readings.
- ▶ Every day that there is no other quiz or test, I will give you EITHER:
  - a) a quiz on the **principal parts** of one or two verbs that you have already learned (each Friday, I will tell you the verbs that are "fair game" for the next week), OR
  - b) a **homework quiz**, namely a very short quiz on the homework.
- ▶ N.B. Since I will sometimes collect your homework instead of giving you a homework quiz, you could have two principal parts quizzes in a single week!
- ▶ I will drop your lowest grades from each kind of quiz (vocab, principal parts, and homework).

### Exams

There will be two tests plus a midterm and a final over the course of the semester. The midterm and the final are both cumulative; the tests are not. The second test will be a take-home test.

### Report

Please refer to the last page of the syllabus.

### Inclement Weather

When the University of Arkansas is officially open during severe weather, we will hold class as usual. Off-campus students who cannot come to class because of severe weather will be allowed to make up in-class work they miss.

### Academic Honesty

Should you be unclear, on any occasion, as to the expectations for completing an assignment or taking a quiz or test, be sure to ask me for clarification beforehand. You are encouraged to study together, but any test or homework that you submit and which bears your name is presumed to be your own original work. As a core part of its mission, the University of

Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

### **Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

### **Blackboard**

This course uses Blackboard as a supplemental tool. To access Blackboard at the University of Arkansas:

1. Go to <http://learn.uark.edu/>. Log in with your UARK username and password. (*Do not include @uark.edu when you log in.*)
2. This course will be listed in your "My Courses" menu under the University of Arkansas tab.
3. If you have difficulty with Blackboard you may contact the Blackboard helpline at 479-575-6804. Their hours are Monday–Friday 8:00am to 5:00pm, Monday–Thursday evenings 8:00pm to 10:00pm and Sundays from 4:00pm to 11:00pm. You may also submit a help request online at <http://bbsupport.uark.edu/help/>.

## **Books**

### **Required Books**

Aland, B., et al. (eds.) (2001) *The Greek New Testament with Dictionary*. 4<sup>th</sup> rev. ed. United Bible Societies. ISBN 3-438-05113-3 (**NOT** ISBN 978-3-438-05149-3)  
Groton, A. (2001) *From Alpha to Omega*. 3<sup>rd</sup> ed. Focus.  
Hamilton, R. (1986) *Acts*. Bryn Mawr.

### **Recommended Books**

Metzger, B. M. (1998) *Lexical Aids for Students of New Testament Greek*. 3<sup>rd</sup> ed. Grand Rapids, MI.  
Liddell, H. G. and Scott, R. (2007) *Liddell and Scott's Greek–English Lexicon, Abridged*. Simon Wallenburg Press.  
Wallace, D. B. (2000) *The Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids, MI.

**Selected Books on Reserve (Mullins Library)**

- Bruce, F. F. (1990) *The Acts of the Apostles: The Greek Text with Introduction and Commentary*. 3<sup>rd</sup> ed. Grand Rapids, MI.
- Coogan, M. D. (ed.) (2001) *The New Oxford Annotated Bible*. Oxford.
- Liddell, H. G. and Scott, R. (1992) *An Intermediate Greek–English Lexicon*.
- Metzger, B. M. (1998) *Lexical Aids for Students of New Testament Greek*. 3<sup>rd</sup> ed. Grand Rapids, MI.
- Metzger, B. M. and Ehrman, B. D. (2005) *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. Oxford.
- Smyth, H. W. (1956) *Greek Grammar*. Cambridge, MA.
- Wallace, D. W. (1996) *Greek Grammar Beyond the Basics*. Grand Rapids, MI.

**Selected Reference Books**

- The New Interpreter's Bible*, vols. 1, 8–10. Nashville. REFERENCE BS491.2 .N484 1994
- Liddell, H. G. and Scott, R. (1996) *A Greek–English Lexicon*. 9<sup>th</sup> ed with rev. supplement. REFERENCE PA445.E5 L6 1996

Assigned material that is not from the books listed above will be made available on the course Blackboard site and/or distributed in class (depending on length). (Also see Blackboard for the full lists of books on reserve and of suggested reference books for consultation.)

SCHEDULE OF ASSIGNMENTS

**\*\* N.B. All assignments subject to change \*\***  
(Homework is due on the *day after* it is listed)

August

**Week 1: Review, Chapter 39**

- M 8/22 In Class: Welcome!  
Review  
HW: REVIEW: Chapters 35–37
- W 8/24 In Class: Review  
HW: REVIEW: Chapters 37–38
- F 8/26 In Class: Review  
Ch. 39 grammar  
HW: READ: Ch. 39, pp. 265–267  
DO: Handout (Bruss, p. 47–8 [Lesson 39, #2–4, 6])  
DO: Ch. 39 Greek-to-English Sentences, p. 268  
*Last day to add class*

**Week 2: Chapters 39–41**

- M 8/29 In Class: **Vocab Quiz: Ch. 39, principal parts from Ch. 35–39**  
Ch. 40 (§238) grammar  
HW: READ: Ch. 40 (§238), pp. 271–272  
DO: Handout (Bruss, p. 48 [Lesson 40, #1–5])

GREK 2003: New Testament Greek  
Fall 2011

W 8/31 In Class: Ch. 40 (§239–§241) grammar  
HW: READ: Ch. 40 (§239–§241), pp. 273–276  
DO: Ch. 40 Greek-to-English Sentences, p. 276: EVENS ONLY

September

F 9/2 In Class: Ch. 41 grammar  
HW: READ: Ch. 41, pp. 279–283  
DO: Ch. 41 Greek-to-English Sentences, p. 283: ODDS ONLY  
DO: Handouts (sentences worksheet; Bruss, p. 49–50 [Lesson 41, #1–2])  
*Last day to change to audit or to drop class without a “W”*

**Week 3: Chapters 41–42**

M 9/5 **NO CLASS** (Labor Day)  
W 9/7 In Class: Sign up for report topics  
Ch. 39 Reading: “Justifiable Homicide? Part 1”<sup>2</sup>  
HW: DO: Ch. 40 Reading: “Justifiable Homicide? Part 2”  
F 9/9 In Class: Ch. 42 grammar  
HW: READ: Ch. 42, pp. 287–292  
DO: Ch. 42 Greek-to-English Sentences, p. 292: ODDS ONLY  
DO: Handout (Bruss, p. 51 [Lesson 42, #1])

**Week 4: Chapters 42–43**

M 9/12 In Class: **Vocab Quiz: Ch. 40–41**  
Ch. 41 Reading, pp. 284–285: “Not What Darius Expected, Part 1”  
HW: DO: Ch. 42 Reading, pp. 293–294: “Not What Darius Expected, Part 2”  
W 9/14 In Class: Ch. 43 grammar  
HW: READ: Ch. 43, pp. 295–298  
DO: Ch. 43 Greek-to-English Sentences, p. 299: #2–6  
F 9/16 In Class: Review/Catch-Up  
HW: DO: Handout (Bruss, p. 52 [Lesson 43, #1–5, 7–8])

**Week 5: Chapters 43–45**

M 9/19 In Class: **Vocab Quiz: Ch. 42–43**  
Ch. 44 grammar  
HW: READ: Ch. 44, pp. 303–307  
DO: Ch. 44 Greek-to-English Sentences, p. 307: EVENS ONLY  
DO: Handout (Bruss, p. 53 [Lesson 44, #1–5, 7.1, 7.5, 8–11])  
W 9/21 In Class: Ch. 45 grammar  
HW: READ: Ch. 45  
DO: Ch. 45 Greek-to-English Sentences: ODDS ONLY  
F 9/23 In Class: Review/Catch-Up  
HW: STUDY for Monday’s test

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<sup>2</sup> Most reading passages from Groton, and most translation passages in the second half of the semester, will be accompanied by a handout with grammar questions on the passage, which is also due as part of your homework.

**Week 6: Test, Chapters 45–47**

- M 9/26 In Class: **TEST (on Chapters 39–44, plus vocab for Ch. 44–45)**  
HW: DO: Ch. 45 Reading: “Frightened but Enlightened”
- W 9/28 In Class: Ch. 46 grammar  
HW: READ: Ch. 46  
DO: Ch. 46 Greek-to-English Sentences: #1–5  
DO: Handout (Bruss, p. 56–7 [Lesson 46, #4, 5.1–5.10, 5.17–5.20, 9–10])
- F 9/30 In Class: Ch. 47 grammar  
HW: READ: Ch. 47  
DO: Ch. 47 Greek-to-English Sentences: #1–3, 5–6  
DO: Handout (Bruss, p. 57 [Lesson 47, #1–2, 3.1–3.4, 4, 6, 8])

October

**Week 7: Chapters 47–49**

- M 10/3 In Class: **Vocab Quiz: Ch. 46–47**  
Ch. 48 grammar  
HW: READ: Ch. 48  
DO: Ch. 48 Greek-to-English Sentences: #1–5  
DO: Handout (Bruss, p. 59 [Lesson 48, #2, 6, 8])
- W 10/5 In Class: Ch. 49 grammar  
HW: READ: Ch. 49  
DO: Ch. 49 Greek-to-English Sentences  
DO: Handout (Bruss, p. 60–1 [Lesson 49, #1–3, 5–6])
- F 10/7 In Class: Review/Catch-Up  
HW: DO: Ch. 49 Reading: “A Preview of What’s to Come, Part 1”

**Week 8: Chapters 49–50**

- M 10/10 In Class: **Vocab Quiz: Ch. 48–49**  
Ch. 50 grammar  
HW: READ: Ch. 50  
DO: Ch. 50 Greek-to-English Sentences
- W 10/12 In Class: TBA/Review  
HW: DO: Ch. 50 Reading: “A Preview of What’s to Come, Part 2”
- F 10/14 In Class: TBA/Review  
HW: REVIEW for Midterm

**Week 9: Review, Midterm**

- M 10/17 **NO CLASS** (Fall Break)
- W 10/19 In Class: REVIEW  
HW: REVIEW for Midterm
- F 10/21 In Class: **MIDTERM** (primarily on 45–50, but 39–44 is also fair game; plus new vocab for Ch. 50)  
HW: TRANSLATE: Mark 4.1–9  
READ: Nongbri, “A Very Brief Introduction to the Critical Apparatus of the Nestle-Aland”

**Week 10: Papyri and Parables (Mark 4)**

- M 10/24 In Class: **Vocab Quiz: NT Words, 151–500+ times**  
Papyri and Manuscripts Project  
HW: TRANSLATE: Mark 4.10–20  
READ: Acts 1–9 (in translation)<sup>3</sup>
- W 10/26 In Class: Translation & Discussion [**report: What is Koine?**]  
HW: TRANSLATE: Mark 4.21–34  
READ: Acts 10–19 (in transl.)  
READ: Handout (Wallace, *Beyond the Basics*, pp. 17–20)
- F 10/28 In Class: Translation & Discussion [**report: What are the gospels?**]  
HW: TRANSLATE: Acts 14.1–18  
READ: Acts 20–end (in transl.)

**Week 11: Non-Judeo-Christian Asia Minor and Greece (Acts 14, 17, 19)**

- M 10/31 In Class: **Vocab Quiz: NT Words, 101–150 times**  
Translation & Discussion [**report: The biblical geography of Israel and the eastern Roman Empire**]  
HW: TRANSLATE: Acts 17.16–29 [optional: to 31, if you're not exhausted yet]  
READ: Cleanthes, *Hymn to Zeus* (in transl.)  
READ: Aratus, *Phaenomena* 1–18 (in transl.)

November

- W 11/2 In Class: Translation & Discussion [**report: Religion & philosophy in 1<sup>st</sup> c. Athens**]  
HW: TRANSLATE: Acts 19.21–40
- F 11/4 In Class: Translation & Discussion [**report: Artemis at Ephesus**]  
HW: TRANSLATE: Acts 27.1–20

**Week 12: Storm and Shipwreck (Acts 27)**

- M 11/7 In Class: **Vocab Quiz: NT Words, 81–100 times**  
Translation & Discussion [**report: Ships & sea-faring in antiquity**]  
HW: TRANSLATE: Acts 27.21–38
- W 11/9 In Class: Translation & Discussion [**report: The genre of Acts**]  
HW: TRANSLATE: Acts 27.39–28.10 [optional: to 16, if you're not exhausted yet]
- F 11/11 In Class: Translation & Discussion [**report: Apollonius of Tyana**]  
HW: TRANSLATE: John 1.1–18  
READ: Euripides, *Bacchae* 1–432 (in transl.)

**Week 13: In the Beginning (John 1–2)**

- M 11/14 In Class: **Vocab Quiz: NT Words, 71–80 times**  
Translation & Discussion [**report: Ancient cosmogonies**]  
HW: TRANSLATE: John 1.19–42  
READ: Euripides, *Bacchae* 433–861 (in transl.)

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<sup>3</sup> If you have a preferred translation of the New Testament, feel free to use that. Otherwise, I suggest the English Standard Version (ESV) or the New Revised Standard Version (NRSV) [on reserve as *The New Oxford Annotated Bible*].

GREK 2003: New Testament Greek  
Fall 2011

- W 11/16 In Class: Translation & Discussion [**report: Mystery cults**]  
HW: TRANSLATE: John 1.43–2.12  
READ: Euripides, *Bacchae* 862–end (in transl.)
- F 11/18 In Class: Translation & Discussion [**report: Dionysus in late antiquity**]  
HW: TRANSLATE: Acts 5.17–26  
RE-TRANSLATE: John 2.1–12
- Last day to drop class*

**Week 14: Dionysus and Christ (John 2, Acts 5)**

- M 11/21 In Class: **Vocab Quiz: NT Words, 61–70 times**  
**DUE: Take-home test**  
Translation & Discussion  
HW: TRANSLATE: John 3.1–21  
READ: John 4.1–42 (in transl.)
- W 11/23 **NO CLASS** (Thanksgiving Break)
- F 11/25 **NO CLASS** (Thanksgiving Break)

**Week 15: Understanding Words (John 3, 4, 11) & The Nativity (Matthew 1–2)**

- M 11/28 In Class: **Vocab Quiz: NT Words, 56–60 times**  
Translation & Discussion  
HW: TRANSLATE: John 11.1–16, 38–44
- W 11/30 In Class: Translation & Discussion [**report: Sickness and healing in antiquity**]  
HW: TRANSLATE: Matthew 1.18–2.12 [or possibly 2.18, TBA]

December

- F 12/2 In Class: Translation & Discussion [**report: Miraculous births in antiquity**]  
HW: TRANSLATE: Luke 2.1–21

**Week 16: The Nativity (Luke 2)**

- M 12/5 In Class: **Vocab Quiz: NT Words, 50–55 times**  
Translation & Discussion  
HW: REVIEW
- W 12/7 In Class: REVIEW
- F 12/9 **NO CLASS** (Dead Day)

## Reports

You will each be giving a fifteen-minute report in the second half of the semester. The topics listed below are the ones that I think are most germane to the subjects we will be studying and discussing and that I would like you to choose your topic from. However, if you have good reason for wanting to present on another topic, please come talk to me since there is some room for flexibility.

Please sign up (on the Wednesday following Labor Day) for a report that you think works with your schedule and your interests (mythology, literature, linguistics, philosophy, history, religion, etc.). You can see the exact dates on the syllabus (although again, we can be somewhat flexible if needed).

### **Week 10**

What is Koine?

What are the gospels?

### **Week 11**

The biblical geography of Israel and the eastern Roman Empire

Religion & philosophy in 1<sup>st</sup> c. CE Athens

Artemis at Ephesus

### **Week 12**

Ships & sea-faring in antiquity

The literary genre of Acts

Apollonius of Tyana

### **Week 13**

Ancient cosmogonies

Mystery cults

Dionysus in late antiquity

### **Week 15**

Sickness and healing in antiquity

Miraculous births in antiquity

## Ovid, *Metamorphoses*

The *Metamorphoses* is Ovid's only epic and the work for which he is primarily remembered today (at least among non-Classicists). In this course, we will focus on reading the epic's central book in Latin (although we will read the entirety of the *Metamorphoses* in English), engaging closely with the text and investigating the background myths and literary sources. We will confront such issues as whether the book has any unifying factors and how it relates to Ovid's other work and the rest of the *Metamorphoses*, and we will discuss current scholarship on the poem. Through careful reading of the Latin, we will also become familiar with Ovid's particular and engaging style.

### Required Texts

A. S. Hollis, *Ovid: Metamorphoses Book VIII*. (Oxford UP, 2008)

A. D. Melville, transl. *Metamorphoses* (Oxford World's Classics, OUP 2009)

W. Smith and J. Lockwood, *Chambers Murray Latin-English Dictionary* (Chambers, 1994)

Course reader (material also available on course website), containing primary material to be read in translation

### Course Policies and Requirements

Attendance & Participation: 10% • Presentations: 10% • Essay: 20% • Essay proposal: 15% • Quizzes: 10% • Midterm: 15% • Final: 20%

Attendance and participation are a part of the grade, but I am aware that people get sick or occasionally have necessary other commitments. Please inform me *in advance* of any absences, and be prepared to make up class work that you may miss, preferably ahead of time. More than three unexcused absences will lower your grade for the course. Also, please be on time to class; if you are late, it not only diminishes your own learning but also disrupts the entire class. Excessive tardiness will severely affect your grade.

### Weekly Readings

Every week, you will be assigned approximately 150–200 lines of Latin and at least 25 lines of scansion. I will not collect your translations, but we will go over some translations in class and there will be occasional translation quizzes. In addition to this weekly translation, you will be assigned a number of readings in English. These will include translations of ancient material beyond the *Metamorphoses*, provided in the course reader, and scholarly articles, which will be available on the course website. You should be prepared to discuss these readings in class.

### Presentations

Throughout the second half of the semester, you will be giving group presentations on other books of the *Metamorphoses* (there are 15 total). In preparation for these, you must read some scholarly articles that I will provide you with, look at some influential ancient texts (again, provided by me), and do some research on at least three of the myths told in the book you are presenting on (your choice). You will also need to choose passages for the class to translate. The rest is pretty much up to you, although I will hand out some guidelines on what makes a good presentation.

### Essay and Essay Proposal

You will write one 6–8 page essay (double-spaced; approximately 2000 words) on a topic chosen from a set of essay prompts (distributed in week 5), due part-way through the semester (week 12). However, instead of writing a second essay, you will come up with a researchable topic of your own. You will do preliminary research on the topic *as though* you were going to write an essay, reading scholarly articles and compiling a bibliography. I will give you more detailed specifics later in the semester. This will be due at the final exam.

Should you be unclear, on any occasion, as to the expectations for completing an assignment or taking a quiz or test, be sure to ask me for clarification beforehand. You are encouraged to study together, but any test or homework that you submit and which bears your name is presumed to be your own original work. Plagiarism and other forms of cheating will not be condoned.

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. You may see me privately after class or in my office.

. . .

The hope is that, over the course of this class, you will improve your translation and scansion skills, practice close reading of Latin and identification of rhetorical/poetic devices, build up your mental store of ancient literature, do research into secondary literature, hone your ability to read scholarly work in a critical fashion, and practice concocting well-defended scholarly arguments of your own. This may sound like a lot to ask of you, but these are all necessary components of being a classicist, and it's good to start practicing them early!

A+: 99–100	An A requires great translation skills, clear excellence, dedication, and a demonstrated ability for innovation.
A: 93–98	
A-: 90–92	
B+: 87–89	A B requires a solid knowledge of Latin, dedication, and a thorough understanding of the material covered in class.
B: 83–86	
B-: 80–82	
C+: 77–79	A C can be achieved through work which is acceptable, meeting any stated requirements, but is generally mediocre.
C: 73–76	
C-: 70–72	
D+: 67–69	A D is reserved for work which is not up to the standards of the course, showing lack of care or apparent lack of ability.
D: 63–66	
D-: 60–62	
F: 0–59	A student who fails the class will have failed to meet the requirements in substantial ways. Missing assignments, persistent lack of attendance, or inability to translate Latin can all lead to an F. Plagiarism or cheating will also result in an F.

Proposed syllabus for an upper division course on Ovid's *Metamorphoses*

Week 1

Read (in English)

Ovid, *Met.* Books 1–7

Read (on website)

*article about historical time-period\**

Week 2: Minos & Scylla

Translate

*Met.* 8.1–151

Read (in course reader)

Catullus 64

Propertius 4.4

Ovid, *Heroides* 10

Week 3: Daedalus & Icarus

Translate

*Met.* 8.152–272

Read (in course reader)

Ovid, *Ars Amatoria* 2.15–98

Read (on website)

*article about Ovid's re-use of his own material, or about the figure of the artist\**

Week 4: The Calydonian Boar Hunt

Translate

*Met.* 8.273–443

Read (in course reader)

Apollonius Rhodius, *Argonautica* 1.1–246

Apollonius Rhodius, *Argonautica* 2.815–34

Homer, *Iliad* 9.430–605

Read (on website)

N. Horsfall, "Epic and Burlesque," *Classical Journal* 74

Week 5: The Death of Meleager ("USING RESEARCH TOOLS" PROJECT)

Translate

*Met.* 8.444–610

Read (in course reader)

Bacchylides 5

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\* Still to be decided.

## Week 6: Baucis & Philemon

### Translate

*Met.* 8.611–737

### Read (in course reader)

Callimachus, *Hecale*

Homer, *Odyssey* 4.355–586

Vergil, *Georgics* 4.315–558

Ovid, *Fasti* 5.493–544

### Read (on website)

(maybe) E. Gowers, “Talking Trees: Baucis and Philemon Revisited,” *Arethusa* 38

## Week 7: Erysichthon

### Translate

*Met.* 8.738–884

### Read (in course reader)

Callimachus, *Hymn to Demeter*

Plautus, *Persa*

### Read (on website)

E. Fantham, “*Sunt quibus in plures...*” *Classical World* 87

## Week 8: MIDTERM

### Read (in English)

*Met.* Books 9–15

### Read (on website)

N. Holzberg, “*Ter quinque volumina as carmen perpetuum...*” *Materiali e discussioni* 40

## Week 9: Books 1 & 2

### Translate\*

1.1–31, 452–467; 2.1–30

## Week 10: Books 3 & 4

### Translate

3.339–510; 4.55–165

## Week 11: Books 5 & 6

### Translate

5.294–345, 662–78; 6.675–720

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\* Translations assigned from Week 9 onwards are only sample assignments; the students giving each week's presentation will be required to choose passages for their colleagues to translate.

Proposed syllabus for an upper division course on Ovid's *Metamorphoses*

Week 12: Books 7 & 9 (ESSAY DUE)

Translate

7.796–865; 9.1–97

Week 13: Books 10 & 11

Translate

10.243–297; 11.592–709

Week 14: Books 12 & 13 (ROUGH IDEAS for ESSAY PROPOSAL DUE)

Translate

12.536–76; 13.730–899

Week 15: Books 14 & 15

Translate

14.308–440; 15.176–251

## Appendix D: Student Evaluations

1. Summary sheet of all evaluations	82
2. Sample sets of evaluations	84

Summary of Teaching Evaluations from UC Berkeley  
*for*  
 Darcy Krasne

Latin 1

Average Instructor Rating	
Semester	Scale: 1–7 (low–high)
Fall 2009	6.06
Spring 2008	6.03
Summer 2006	5.82
Fall 2004	5.63

Latin 2

Average Instructor Rating	
Semester	Scale: 1–7 (low–high)
Spring 2007	6
Fall 2005	5.57

Greek Religion

Average Instructor Rating	
Semester	Scale: 1–7 (low–high)
Fall 2008	5.95
Fall 2006	5.67

Greek Myth

Average Instructor Rating	
Semester	Scale: 1–7 (low–high)
Spring 2005	5.48

Roman Civilization

Average Instructor Rating	
Semester	Scale: 1–7 (low–high)
Spring 2011	5.43

N.B. The median average for all courses was 6, with the exception of Latin 2 (Fall 2005), for which the median was 5.

The evaluation forms for Greek Myth, Greek Religion, and Roman Civilization also had some supplementary questions:

	<u>Scale: 1–4 (poor, fair, good, excellent)</u>			
	<i>median average</i>			
	Greek Myth Spring 2005	Greek Religion Fall 2006	Greek Religion Fall 2008	Roman Civ Spring 2011
How much do you consider you learned from the section meetings?	3	3	3	3
How would you evaluate the content of the material covered in sections?	3	3	4	3
How well did the TA organize and present the material?	3	3	3	3
How well did the TA encourage wide participation and respond to questions posed by students?	3	4	4	3

Summary of Teaching Evaluations from University of Arkansas

for

Darcy Krasne

Scale 1–5 (low–high) [Median (Mean)]	<u>Intro Latin</u> <u>Fall '11</u> 18 responses	<u>NT Greek</u> <u>Fall '11</u> 11 responses	<u>Myth</u> <u>Fall '11</u> 24 responses	<u>Myth</u> <u>Spring '12</u> 21 responses	<u>Argonautica</u> <u>Spring '12</u> 6 responses
Course overall:	5 (4.44)	2.5 (2.7)	3 (3.67)	5 (4.43)	4.5 (3.67)
Instructor overall:	5 (4.53)	3 (2.91)	4 (3.92)	5 (4.76)	4.5 (3.67)

**Supplementary Questions**

Scale 1–5 [Median (Mean)]	Intro Latin (Fall '11)	NT Greek (Fall '11)	Myth (Fall '11)	Myth (Spr. '12)	Argo. (Spr. '12)
<i>Assignments are related to goals of this course.</i>	5 (4.83)	4 (3.91)	4 (4.38)	5 (4.67)	4.5 (3.67)
<i>The teaching methods used in this course enable me to learn.</i>	5 (4.22)	3 (2.91)	4 (3.79)	4 (4.38)	4.5 (3.5)
<i>The stated goals of this course are consistently pursued.</i>	5 (4.56)	4 (3.73)	4 (4.17)	5 (4.62)	4 (3.67)
<i>My instructor displays a clear understanding of course topics.</i>	5 (4.83)	4 (4)	5 (4.71)	5 (4.9)	5 (4.67)
<i>My instructor is readily available for consultation.</i>	5 (4.72)	4 (4.09)	5 (4.21)	5 (4.67)	4.5 (4)
<i>My instructor explains difficult material clearly.</i>	4 (4.29)	3 (3)	4 (4)	5 (4.57)	4.5 (4.5)
<i>My instructor gives appropriate/timely feedback on each student's performance / on exams and projects.</i>	4 (4.35)	3 (3)	3.5 (3.5)	5 (4.43)	3.5 (3.17)
<i>Course materials are a helpful guide to key concepts covered during class time.</i>	4 (3.83)	4 (3.36)	—	—	4 (3.17)
<i>My instructor is friendly and accessible.</i>	5 (4.72)	4 (4.27)	—	—	4.5 (3.5)
<i>My instructor encourages questions and expression of ideas.</i>	5 (4.56)	4 (3.82)	—	—	4.5 (3.5)
<i>My instructor displays enthusiasm when teaching.</i>	5 (4.78)	4 (4.09)	—	—	5 (4.67)
<i>My instructor's in-class explanations help clarify course material.</i>	5 (4.29)	3 (3.09)	—	—	4.5 (4)
<i>My instructor evaluates often and provides help where needed.</i>	5 (4.56)	3 (4.56)	—	—	—
<i>Exams reflect what is emphasized in class.</i>	5 (4.44)	3 (3)	—	—	—
<i>My instructor seems concerned that students learn.</i>	5 (4.78)	4 (3.55)	—	—	—
<i>Frequent attendance in this class is essential to good learning.</i>	5 (5)	—	—	—	—
<i>My instructor suggests references for added reading/research.</i>	—	4 (4.18)	—	—	—
<i>My instructor creates an atmosphere where ideas can be exchanged freely and easily.</i>	—	—	—	—	5 (3.67)
<i>Comments on my papers help me improve my writing.</i>	—	—	—	—	4 (3.67)
<i>My instructor displays a personal interest in students and their learning.</i>	—	—	—	—	4.5 (3.67)
<i>Developing the term project is a good learning experience.</i>	—	—	3 (3.63)	4 (4.24)	4 (3.67)
<i>Course topics are dealt with in sufficient depth.</i>	—	—	4 (3.88)	5 (4.57)	—
<i>I learned new ways to think about the issues dealt with in this course.</i>	—	—	4 (3.88)	5 (4.76)	—
<i>In this course, I always felt challenged and motivated to learn.</i>	—	—	4 (3.83)	4 (4.38)	—
<i>The assigned reading is well integrated into this course.</i>	—	—	4 (3.96)	4 (3.95)	—
<i>My instructor uses multi-media presentations effectively.</i>	—	—	4 (4.08)	5 (4.85)	—
<i>Exams require me to do more than recall facts.</i>	—	—	5 (4.42)	5 (4.67)	—
<i>My instructor identifies major or important points in the course.</i>	—	—	4 (4.08)	5 (4.62)	—
<i>My instructor responds to questions with consideration.</i>	—	—	4 (4.42)	5 (4.76)	—

\* There are no evaluations for Caesar (Spring 2012), as Arkansas does not process evaluations for courses with 5 or fewer students.

### **Sample sets of evaluations**

- Elementary Latin (Fall 2011, University of Arkansas)
  
- Greek and Roman Mythology (Spring 2012, University of Arkansas)

Fall - 1119 Survey  
1 - 1119 2011

University of Arkansas  
UARK

Course: LATN 1003 0002 - ELEMENTARY LATIN I

Department: WLLC

Responsible Faculty: Darcy Krasne

Resp. Rec'vd / Expected: 18 / 21

LATN 1003 - 0002

Demographics

Demographics	Responses					Course				
	[A]	[B]	[C]	[D]	[F]	Med.	Mode	S.D.	N	Mean
Q1 Expected grade	9	6	2	0	1	4.5	5	1.03	18	4.22

Responses: [A] A/PASS=5 [B] B=4 [C] C=3 [D] D=2 [F] F/FAIL=1

LATN 1003 - 0002

Demographics

Demographics	Responses								Course				
	[A]	[A]	[A]	[W]	[E]	[E]	[L]	[U]	Med.	Mode	S.D.	N	Mean
Q2 Your college	1	0	16	0	0	0	0	1	3	3	1.26	18	3.17

Responses: [A] AFLS=1 [A] ARCH=2 [A] ARSC=3 [W] WCOB=4 [E] EDUC=5 [E] ENGR=6 [L] LAW=7 [U] UNDECLARED=8

LATN 1003 - 0002

Demographics

Demographics	Responses						Course				
	[F]	[S]	[J]	[S]	[G]	[O]	Med.	Mode	S.D.	N	Mean
Q3 Your class	6	9	1	0	1	1	2	2	1.33	18	2.11

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [G] Graduate=5 [O] Other=6

LATN 1003 - 0002

Demographics

Demographics	Responses		Course				
	[Y]	[N]	Med.	Mode	S.D.	N	Mean
Q4 Course required	11	7	2	2	.49	18	1.61

Responses: [Y] Yes=2 [N] No=1

LATN 1003 - 0002

ARSC College Core: Course Questions

ARSC College Core: Course Questions	Responses					Course				
	[SA]	[A]	[U]	[D]	[SD]	Med.	Mode	S.D.	N	Mean
Q5 Assignments are related to goals of this course.	15	3	0	0	0	5	5	.37	18	4.83
Q6 The teaching methods used in this course enable me to learn.	10	4	2	2	0	5	5	1.03	18	4.22
Q7 The stated goals of this course are consistently pursued.	12	5	0	1	0	5	5	.76	18	4.56

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1

LATN 1003 - 0002

ARSC WLLC: Course Based Questions

ARSC WLLC: Course Based Questions	Responses					Course				
	[SA]	[A]	[U]	[D]	[SD]	Med.	Mode	S.D.	N	Mean
Q8 Course materials are a helpful guide to key concepts covered during class time.	6	7	2	2	1	4	4	1.17	18	3.83

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1

LATN 1003 - 0002

University Core Course

Responses Course

	[E]	[G]	[F]	[P]	[VP]	Med.	Mode	S.D.	N	Mean
<b>Q9</b> Overall, I would rate this course as:	11	4	3	0	0	5	5	.76	18	4.44

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

#### LATN 1003 - 0002

##### Faculty Added Questions

	Responses					Course				
	[SA]	[A]	[U]	[D]	[SD]	Med.	Mode	S.D.	N	Mean
<b>Q10</b> My instructor is friendly and accessible.	13	5	0	0	0	5	5	.45	18	4.72
<b>Q11</b> My instructor evaluates often and provides help where needed.	11	6	1	0	0	5	5	.60	18	4.56
<b>Q12</b> Exams reflect what is emphasized in class.	11	5	1	1	0	5	5	.83	18	4.44
<b>Q13</b> Frequent attendance in this class is essential to good learning.	18	0	0	0	0	5	5	0	18	5
<b>Q14</b> My instructor seems concerned that students learn.	14	4	0	0	0	5	5	.42	18	4.78

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1

#### Krasne, Darcy

##### ARSC College Core: Instructor Questions

	Responses					Individual				
	[SA]	[A]	[U]	[D]	[SD]	Med.	Mode	S.D.	N	Mean
<b>Q15</b> My instructor displays a clear understanding of course topics.	15	3	0	0	0	5	5	.37	18	4.83
<b>Q16</b> My instructor is readily available for consultation.	15	2	0	1	0	5	5	.73	18	4.72
<b>Q17</b> My instructor explains difficult material clearly.	8	9	0	0	1	4	4	.93	18	4.28

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1

#### Krasne, Darcy

##### ARSC WLLC: Instructor Based Questions

	Responses					Individual				
	[SA]	[A]	[U]	[D]	[SD]	Med.	Mode	S.D.	N	Mean
<b>Q18</b> My instructor gives appropriate/timely feedback on each student's performance.	8	7	2	0	0	4	5	.68	17	4.35
<b>Q19</b> My instructor encourages questions and expression of ideas.	10	8	0	0	0	5	5	.50	18	4.56
<b>Q20</b> My instructor displays enthusiasm when teaching.	14	4	0	0	0	5	5	.42	18	4.78
<b>Q21</b> My instructor's in-class explanations help clarify course material.	10	4	1	2	0	5	5	1.02	17	4.29

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1

#### Krasne, Darcy

##### University Core Instructor

	Responses					Individual				
	[E]	[G]	[F]	[P]	[VP]	Med.	Mode	S.D.	N	Mean
<b>Q22</b> Overall, I would rate this instructor as:	11	4	2	0	0	5	5	.70	17	4.53

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

#### Krasne, Darcy

##### University Core Instructor













	Responses					Individual				
	[E]	[G]	[F]	[P]	[VP]	Med.	Mode	S.D.	N	Mean
<b>Q23</b> Overall, I would rate my instructor's Spoken English as:	15	1	0	0	0	5	5	.24	16	4.94

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

#### Faculty: Krasne, Darcy

**Instructions:** Please use the box below to provide additional comments regarding your instructor or this course. All comments are seen only by the instructor and are not viewed by department heads, chairs or deans.

**Question: Comments:****Response Rate: 66.67% (12 of 18)**

- 1 Dr. Krasne is a good Latin teacher. She demands "extra" things out of us (memorization of all 4 principal parts when we first learn verbs) that will no doubt make our lives easier. Also, she handles what I consider to be silly questions or undesirable behavior with grace. 
- 2 Dr. Krasne explains all material very well and connects with all the students to give them the best educational experience that they can have. 
- 3 Definitely a good instructor. I was able to learn the material with relative ease, mostly due to the instructor's understanding of the material and ability to explain it. 
- 4 I've enjoyed being in this class and your willingness to give any extra help to students if needed 
- 5 I enjoyed the class but much of the material was very difficult to get even with hours of studying and drilling. 
  - 1) The daily quizzes do not make me want to learn the material. I think they should be open note. What is the point of doing the homework if you cant use them on the quizzes?
  - 2) During your lectures, it may be beneficial for students if you do not tell us what we will learn in the future. This confuses the students and the material that we should be currently learning does not get covered.
  - 3) It would help if before the test you would post answers to the homework.
- 7 Great class Dr. Krasne!!!! Just wish we could have study guides for the exams! 
- 8 Dr. Krasne is an extremely adept Latin scholar; however this knowledge does not directly translate into a clear teaching method for Latin beginners. Some of the material was confusing because it was rushed through in class, with extraneous information that made it hard to focus on what was most important for that day. But with that said, I feel that this was a course that pushed me to my limit of understanding, which made me exceedingly proud of myself when I succeeded. The classroom rapport is fantastic, I would absolutely take another class from Dr. Krasne. 
- 9 My only complaint is I felt like the homework was not adequate. I felt like the way you randomly choose to pick up homework was pointless and that there was not enough work assigned. Though most would complain and say there was to much homework in order to learn a language i feel like there needs to be an extensive amount of homework to reinforce what we have learned in class 
- 10 Hey Dr. Krasne! It's Kevin from Latin 1. Sorry I dropped on zero notice but my catalog for my major changed and I could use a class I've already taken instead of 3 semesters of a foreign language. Made more economic sense. But I truly enjoyed your class! Thanks! 
- 11 Dr. Krasne was a very enthusiastic teacher who always did everything in our power to help us understand what she was teaching. She had a good balance of being nice and pushing us to work harder in the classroom. I would definetly take another course with her as teacher. 
- 12 My only problem with this class was with the textbook. I have had a lot of foreign language in high school and in college (spanish), and to me, these books didn't seem to know how to plan their lessons. It made it difficult for me to learn at many points.   
Great class, but the choice of books could have been much better. Personally, I would have preferred Wheelock's Latin. 

**UARK ARSC Spring 2012 Survey**  
1 - 1123 2012

**University of Arkansas**  
**UARK**

**Course:** WLIT 2323 0001 - GREEK & ROMAN MYTHOLOGY

**Department:** ENGL

**Responsible Faculty:** Darcy Krasne

**Resp. Rec'vd / Expected:** 21 / 26

- 5.00** Your College (21 responses)
- 4.95** Excellent to Very Poor with N/A (19 responses)
- 4.60** Excellent to Very Poor (42 responses)
- Overall Mean: 4.56** 5 Point Likert Scale (335 responses)
- 4.48** Expected Grade (21 responses)
- 3.00** Your Class (21 responses)
- 1.33** Yes/No (21 responses)

**WLIT 2323 - 0001**

**--- Comparisons ---**

Demographics	Responses						Course			ENGL		All	
	[F]	[S]	[J]	[S]	[G]	[O]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q1</b> Your class	2	1	13	5	0	0	3	21	3	2.10	79	2.39	64
Number of Courses / Survey Responses used for Comparisons:										247 / 2,597		1,873 / 28,161	
<b>Responses:</b> [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [G] Graduate=5 [O] Other=6 <b>Pct = Percentile Rank (Higher is better)</b>													

**WLIT 2323 - 0001**

**--- Comparisons ---**

Demographics	Responses								Course			ENGL		All	
	[CO]	[CO]	[DB]	[FJ]	[J]	[SM]	[SO]	[U]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q2</b> Your college	0	0	0	0	21	0	0	0	5	21	5	4.26	76	4.18	62
Number of Courses / Survey Responses used for Comparisons:										247 / 2,604		1,873 / 28,293			
<b>Responses:</b> [CO] College of Education and Health Professions=1 [CO] College of Engineering=2 [DB] Dale Bumpers College of Agriculture, Food and Life Sciences=3 [FJ] Fay Jones School of Architecture=4 [J] J William Fulbright College of Arts and Sciences=5 [SM] Sam M Walton College of Business=6 [SO] School of Law=7 [U] UNDECLARED=8 <b>Pct = Percentile Rank (Higher is better)</b>															

**WLIT 2323 - 0001**

**--- Comparisons ---**

Demographics	Responses					Course			ENGL		All		
	[A]	[B]	[C]	[D]	[F]	Med.	N	Mean	Mean	Pct	Mean	Pct	
<b>Q3</b> Expected grade	11	9	1	0	0	5	21	4.48	4.52	40	4.44	40	
Number of Courses / Survey Responses used for Comparisons:										247 / 2,604		1,874 / 28,305	
<b>Responses:</b> [A] A/PASS=5 [B] B=4 [C] C=3 [D] D=2 [F] F/FAIL=1 <b>Pct = Percentile Rank (Higher is better)</b>													

**WLIT 2323 - 0001**

**--- Comparisons ---**

Demographics	Responses					Course			ENGL		All	
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	[Y]	[N]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q4</b> Course required	7	14	1	21	1.33	1.85	6	1.75	10
Number of Courses / Survey Responses used for Comparisons:						247 / 2,590		1,874 / 28,140	
<b>Responses:</b> [Y] Yes=2 [N] No=1									
<b>Pct</b> = Percentile Rank (Higher is better)									

ARSC College Core: Course Questions	WLIT 2323 - 0001					--- Comparisons ---						
	Responses					Course			ENGL		All	
	[SA]	[A]	[U]	[D]	[SD]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q5</b> Assignments are related to goals of this course.	14	7	0	0	0	5	21	4.67	4.47	55	4.47	56
<b>Q6</b> The teaching methods used in this course enable me to learn.	8	13	0	0	0	4	21	4.38	4.16	52	4.12	51
<b>Q7</b> The stated goals of this course are consistently pursued.	13	8	0	0	0	5	21	4.62	4.34	60	4.38	59
Number of Courses / Survey Responses used for Comparisons:						247 / 2,612		1,873 / 28,280				
<b>Responses:</b> [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1												
<b>Pct</b> = Percentile Rank (Higher is better)												

ARSC College Core: Instructor Questions	Krasne, Darcy					--- Comparisons ---						
	Responses					Individual			ENGL		All	
	[SA]	[A]	[U]	[D]	[SD]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q8</b> My instructor displays a clear understanding of course topics.	19	2	0	0	0	5	21	4.90	4.52	79	4.52	79
<b>Q9</b> My instructor is readily available for consultation.	16	4	0	1	0	5	21	4.67	4.45	59	4.30	69
<b>Q10</b> My instructor explains difficult material clearly.	13	7	1	0	0	5	21	4.57	4.23	60	4.11	67
Number of Individuals / Survey Responses used for Comparisons:						247 / 2,613		2,126 / 30,924				
<b>Responses:</b> [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1												
<b>Pct</b> = Percentile Rank (Higher is better)												

ARSC ENGL: Course Based Questions	WLIT 2323 - 0001					--- Comparisons ---						
	Responses					Course			ENGL		All	
	[SA]	[A]	[U]	[D]	[SD]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q11</b> Course topics are dealt with in sufficient depth.	13	7	1	0	0	5	21	4.57	4.25	69	4.25	69
<b>Q12</b> I learned new ways to think about the issues dealt with in this course.	16	5	0	0	0	5	21	4.76	4.17	86	4.17	86
<b>Q13</b> I receive appropriate and timely feedback on exams and projects.	12	7	1	1	0	5	21	4.43	4.15	51	4.15	51
Number of Courses / Survey Responses used for Comparisons:						247 / 2,604		247 / 2,604				
<b>Responses:</b> [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1												
<b>Pct</b> = Percentile Rank (Higher is better)												

ARSC ENGL: Instructor Based Questions	Krasne, Darcy					--- Comparisons ---						
	Responses					Individual			ENGL		All	
	[SA]	[A]	[U]	[D]	[SD]	Med.	N	Mean	Mean	Pct	Mean	Pct
<b>Q14</b> My instructor identifies major or important points in the course.	14	6	1	0	0	5	21	4.62	4.38	60	4.38	60
<b>Q15</b> My instructor responds to questions with consideration.	16	5	0	0	0	5	21	4.76	4.44	69	4.44	69
Number of Individuals / Survey Responses used for Comparisons:						247 / 2,602		247 / 2,602				

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1  
Pct = Percentile Rank (Higher is better)

University Core Course	WLIT 2323 - 0001							--- Comparisons ---				
	Responses					Course		ENGL		All		
	[E]	[G]	[F]	[P]	[VP]	Med.	N	Mean	Mean	Pct	Mean	Pct
Q16 Overall, I would rate this course as:	11	8	2	0	0	5	21	4.43	4.21	54	4.13	57
Number of Courses / Survey Responses used for Comparisons:								247 / 2,598	1,874 / 28,190			

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1  
Pct = Percentile Rank (Higher is better)

University Core Instructor	Krasne, Darcy							--- Comparisons ---				
	Responses					Individual		ENGL		All		
	[E]	[G]	[F]	[P]	[VP]	Med.	N	Mean	Mean	Pct	Mean	Pct
Q17 Overall, I would rate this instructor as:	17	3	1	0	0	5	21	4.76	4.33	69	4.28	74
Number of Individuals / Survey Responses used for Comparisons:								247 / 2,605	2,127 / 30,717			

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1  
Pct = Percentile Rank (Higher is better)

University Core Instructor	Krasne, Darcy							--- Comparisons ---					
	Responses					Individual		ENGL		All			
	[E]	[G]	[F]	[P]	[VP]	N/A	Med.	N	Mean	Mean	Pct	Mean	Pct
Q18 Overall, I would rate my instructor's Spoken English as:	18	1	0	0	0	2	5	19	4.95	4.82	54	4.66	64
Number of Individuals / Survey Responses used for Comparisons:								246 / 2,496	2,117 / 29,075				

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1  
Pct = Percentile Rank (Higher is better)

#### Q19 - Comments:

Faculty: Krasne, Darcy

Response Rate: 52.38% (11 of 21)

Some of the reading assignments seemed excessive/superfluous. Though it's important to realize that the myths contain variations, the discussion of those variations in class seemed more than adequate in driving home that point.

Surprisingly, the hero presentations were fun to do and provided a good exercise in applying the concepts stressed in the course.

The course, as a whole, is extremely engaging and well-designed. It's apparent that you put a lot of hard work into your lesson plans (awesome Powerpoints!) and really care about the subject and material. You are an excellent professor and really know your stuff and explain it very well.

As far as any amount of criticism I feel that, while the class does a great job at delving into mythology and exploring all of its nooks and crannies, there is a great deal more work required (assignments and reading) than expected of a 2000 level class. It's almost like taking a 3000 or 4000 level course which can throw the students who are expecting a 2000 level amount of work. Also, the lectures were often behind the reading so a lot of what was lectured lost impact due to the amount of time between reading and lecture.

That being said, you are very understanding and grade fairly and obviously care about your class and your students. You are a fantastic teacher in every way and I'm glad to have had the chance to take your course.

Though the assigned readings were pertinent, there were at times far too many to complete before classes. Also, it is difficult for some to have quizzes without any hint that they are upcoming.

The only problem I faced in this class was the extreme expectation of attendance. I understand that attendance is important but I don't think a student should fail a course as a result of 2-5 absences. The reading was often tedious and at times difficult to keep up with. The amount of information learned in this class was extravagant and in my opinion could have been reduced a bit especially with a cumulative final. Professor Krasne was however, very open to consultation and willing to help students who struggled in the course. All in all she was a good professor.

From the perspective of a Classical Studies class, this course is excellent and is wonderfully taught. Dr. Krasne is well spoken, informative, and engaging. However, as an English major, I would say that I'm somewhat disappointed. I would have liked more discussion focused on reading the ancient texts from a literary standpoint, and analysis of the poetry and poets themselves from that viewpoint.

Also, I don't like the way reading assignments are assigned. Personally, I better comprehend and remember the readings if the I read them after the lecture. This class has them assigned often a week or more before the lecture on those readings. I do appreciate that Dr. Krasne makes use of Echo. Having the opportunity to go back over readings with the lecture is very helpful.

I love Dr. Krasne! There was never a dull moment in the class and she shows a really passion for Greek/Roman mythology that showed through her lectures. I am so sad that this isn't a year long course because I will greatly miss it. The only concern I have is that I wish we would have further discussed the reading materials in class rather than do it on our own and apply what we learned on the exams. I would have liked to dedicate a day or two to the texts rather than apply it to the general topics. Other than that I would definitely recommend Dr. Krasne to any future students!

This class has actually helped outside of mythology. In Myth, we learned how often the story follows a path, if A happens than B happens and so on. These patterns help with understanding where a story should go if I myself was writing it. If I make the character do this, than later he should have to do this. I really learned a lot in this course, it has been one of my favorites.

Dr. Krasne has an obvious passion for the subject, and makes the class an educational and enthusiastic place to be. One of my favorite courses in college thus far.

Thank you for a great semester! You did a great job of explaining the material, especially for someone like me who has never taken a mythology class before. Honestly, I looked forward to coming to class every day and learning new material. I attribute that to your skill as a teacher and your passion and enthusiasm about mythology. Thank you again.

Dr. Krasne, your class was excellent and I learned a lot. My only complaint was the sheer amount of reading. I had a great deal of difficulty keeping up, and while the amount of work would be appropriate for a higher level class, I don't know if a 2000 level course should have this amount of material.

Love this class. the material is very interesting, I am a bit fearful of the final because the amount of material that will be covered is enormous.

Faculty Added Questions	WLIT 2323 - 0001									--- Comparisons ---			
	Responses					Course				ENGL		All	
	[SA]	[A]	[U]	[D]	[SD]	Med.	N	Mean	Mean	Pct	Mean	Pct	
<b>Q20</b> In this course, I always felt challenged and motivated to learn.	10	10	0	1	0	4	21	4.38	4.33	100	4.16	100	
<b>Q21</b> The assigned reading is well integrated into this course.	8	7	3	3	0	4	21	3.95	3.95	100	4.02	50	
<b>Q22</b> My instructor uses multi-media presentations effectively.	17	3	0	0	0	5	20	4.85	4.85	100	4.81	100	
<b>Q23</b> Developing the term project is a good learning experience.	8	10	3	0	0	4	21	4.24	4.24	100	4.11	100	
<b>Q24</b> Exams require me to do more than recall facts.	16	4	0	1	0	5	21	4.67	4.50	100	4.60	67	
Number of Courses / Survey Responses used for Comparisons:									2 / 27	5 / 118			

**Responses:** [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1  
**Pct** = Percentile Rank (Higher is better)