Course Description

What is myth? Who are the Roman gods? How did the Romans worship them? What was their relationship with the gods? What are their most famous stories? This course will examine concepts of divinity, ritual and mystery through the eyes of the ancient Romans. We will explore the nature of the universe, humanity’s place in it, the path of the hero, magic, and origin stories which attempt to explain who the Romans were – and in many ways, who we are. All readings are in English translation.

Required Texts


Course Goals

- **To define “MYTH”** usefully & appropriately.
- **To become familiar with** the broad outlines of Roman myth and a selection of specific myths.
- **To recognize** the influence & importance of Roman myth today: literature, art, history, & religion.

This course fulfills the following General Education Requirements:

- **General Education Category**
  - for students who enrolled before the 2016-2017 Academic Year
    - Fine Arts & Literature
      - Integrated Skills: Read Complex Texts; Write Effectively; Use of Qualitative Data
- **General Education Learning Outcomes**
  - for students who first enrolled in the 2016-2017 Academic Year or later
    - Humanities Knowledge Area (Outcome A3)
    - Global Responsibilities (Outcome C2)

The Nature of a Hybrid Course

- This course will run mainly online via the Sakai Learning Management System (LMS). There will be two mandatory on-campus meetings on Friday, 1/4, 9am-3pm and Friday, 1/11, 9am-3pm. Both meetings will be in Swan Hall 201. You MUST attend both meetings. While some people enjoy this type of course, others find it extremely challenging. I have designed this course with specific due dates and deadlines. Please check the Course Schedule for all due dates. Feel free to access and utilize the materials and various components of the Sakai course whenever you like. Sakai is open for business 24/7.
Please bear in mind that this online course contains the same amount of content and coursework as a normal semester-long course. I have taken no short-cuts in that respect, although I have made some adjustments in the types of assignments and graded materials which I have incorporated into the course. In other words, just because this is a shorter, online course, do not expect to do less work. In fact, you may feel that you are doing more work. This is the nature of an intensive J-Term course. We have approximately 1/6 the time to complete the work.

You have chosen to take this online course of your own free will. GE/Core courses are offered in person on a regular basis during the semesters. You specifically chose to take this particular course. This means that you accept responsibility for the technology which we shall be using. The main internet platform which we shall use this semester is the Learning Management System (LMS) Sakai. Please acquaint yourselves with Sakai and this course’s design. You are also responsible for checking your URI email account on a regular basis throughout the course.

All course communication will be through Sakai and URI's email system. Please do not contact me regarding this course using your personal email.

N.B. If you travel while this course is on-going, please note that all due dates correspond with Eastern Daylight Savings Time.

- *** Please make sure that you have a reliable internet connection. ***

Grades

URI’s standard grade scale will be used for this course.

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<th>Grade</th>
<th>Score Range</th>
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<td>B</td>
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<td>B-</td>
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<td>59.5-66.49</td>
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- Sakai Quizzes (15 total) 40%
- Forum Posts (10 total) 35%
- Final Paper (due Saturday, 1/19, at midnight) 25%

Sakai Quizzes (40%)

Daily 10-question, multiple choice, true/false quizzes based on the readings and PPt lectures on Sakai. Fifteen (15) quizzes total, the two (2) lowest grades will be dropped. A new reading quiz will open each day at 8am, Monday through Saturday. You will have three days to take each quiz. Two (2) attempts, one (1) hour time limit. If you miss the 3-day window on any quiz, all the quizzes will remain open until midnight, Sunday January 20. You will have ONE chance to take each quiz after its 3-day window has passed – as long as you have not taken the quiz already. If you have taken the quiz at least once within the 3-day window, then you will not be able to take the quiz after that window has closed.
Forum Posts (35%)

- The class will be divided into three (3) discussion groups with 4-6 students in each group. You will receive your group assignment by January 1 (if you register late, you will receive a group assignment within 24 hours). For each due date, two groups will be active, and one group will be passive. The groups will rotate through the week so that two groups will always be active and participating on a particular forum, and the third group will be passive. I will note in each forum which groups are responsible for posting.
  - For example, this is the Day One schedule:
    - Group A – active – posts the initial post using the forum prompt which I will provide. Minimum 200 words. Graded on a 10-point scale.
    - Group B – active – responds to at least two (2) of Group A’s initial posts. Minimum 50 words. Graded on a 10-point scale.
    - Group C – passive – responsible for reading all the forum posts (this information is available to the instructor in Sakai – so I know if you have read the posts or not). No grade.
  - N.B. This course is 2.5 weeks long with multiple posts per week. There are a total of fifteen (15) forum posts. Each group will post first five (5) times, respond five (5) times, and read five (5) times as we rotate through the schedule.
- Forums will open on the day listed on the course schedule. Students will be expected to post to their assigned discussion boards within three (3) days of the opening of the discussion board. Please keep track of your assigned forum groups.
- The weekly forum posts will assess the following criteria
  - **Knowledge** of the assigned readings, relevant terms and concepts necessary for understanding and interpreting Ancient Roman Myths.
  - **Recognition** of concepts and tools relevant for appropriate analysis of Ancient Greek Myths.
  - **Discussion** of issues of Global Identity, Global Language, and Global Impact, as they relate to Ancient Roman Myth.

Final Paper (25%)

- 4-6 page paper (1200-1800 words)
- Due at the end of the course on Saturday, January 19, at midnight (see Sakai for details)
- Late submissions will incur penalty – loss of 10 points per day.
- Final grades are due on ecampus on Tuesday, 1/22. If I have not received your paper by noon, Monday, 1/21, you face the possibility of receiving a 0% for the final paper.
- A grading rubric is attached to the Paper Assignment on Sakai.
- Topic: Discuss the relationship between gods and men as you see it in the texts which we have read this session. What is myth? How does myth aid men and women in their understanding of the gods? Do myths bring people closer to the gods? Choose one scene from the three mythological texts we have read – Vergil’s *Aeneid*, Ovid’s *Metamorphoses*, Apuleius’ *Golden Ass* – and analyze it, given the anthropological tools we have acquired from Scheid’s *An Introduction to Roman Religion*. Examples provided in the Assignment tab.

Paper Grading Criteria:

The final paper will be graded upon the following criteria:

- **Spelling & Grammar** – There is no excuse for poor spelling and grammar. All Word programs highlight mistakes. Also try [www.grammarly.com](http://www.grammarly.com) or [www.paperrater.com](http://www.paperrater.com) for spelling and grammar assistance. Proofread!
- **Thesis statement** – Provide a clear thesis statement in your introductory paragraph. I should know in the first paragraph exactly what you intend to discuss in your paper. I should not have to search for it.
- **Structure** – Every essay, even the shortest, should have a clear introduction, body and conclusion. Your points should follow in a logical progression.
Clarity – Do you make your points clearly? I should not be confused. Eschew obfuscation!

Support – Any claim you make in an essay should be well grounded and include direct references to the text, including quotes.

Citations – Cite everything. Everything. Every essay you turn in should have an attached works cited page. MLA format preferred. Classical texts have a special citation format which is a modification of MLA. An explanation is provided in the paper assignment description.

Plagiarism Warning!

I take plagiarism very seriously. If I discover that you have plagiarized, either in your final paper or on the discussion boards, the following policy will take effect:

First Offense – student will receive a grade of ZERO for the assignment and will be notified in writing. The grade will not be eligible to be dropped (if it is a forum post or the final paper) but will be factored into the final grade.

Second Offense – Student will FAIL the course and the appropriate chairs and deans will be notified in writing, along with the student.

If you are uncertain whether or not you have plagiarized, use this handy flowchart from Curtis Newbold, “The Visual Communication Guy” to identify different forms of plagiarism.

https://lifehacker.com/this-flowchart-explains-the-severity-of-different-types-1637797055

Additional Writing Assignment Expectations

Please make your essay is no longer than the specified length. If you exceed the word count, I will return the paper to you unread and ungraded and require you to edit it to the appropriate word count. If you are below the minimum word count, do not expect to receive full credit for the assignment.

Do not make up your own writing assignment. I will not accept an off-topic paper.

Please turn in your essays on time. There will be a penalty for late papers. 10 points off for each day late. There is a very short window in which to grade and post those grades to ecampus. I need every minute.

Use a consistent writing format. MLA format is strongly preferred. There is a special type of citation format for classical text, which is a modified form of MLA. Details provided in the paper assignment on Sakai.

Carefully proofread all papers before submitting them.

Useful websites for paper writing and proofing (also, FREE!)

The Owl at Purdue – assistance with general writing and citations
  http://owl.english.purdue.edu/

Paper Rater – assistance with proofing a paper for proper grammar and structure
  http://www.paperrater.com/

Grammarly – assistance with grammar, has a Chrome extension
  https://www.grammarly.com/

J Term 2019 Undergraduate Writing Center Hours: (pending update)

Tuesday, Jan. 8 & 15: 11 a.m. – 4 p.m
Wednesday, Jan. 9 & 16: 11 a.m. – 4 p.m
Thursday, Jan. 10 & 17: 11 a.m. – 4 p.m

J Term 2019 Undergraduate Writing Center Syllabus Statement: (pending update)
The URI Undergraduate Writing Center will be open during J Term 2019 with the following schedule: January 8 – 17, Tuesdays, Wednesdays, Thursdays 11 a.m. – 4 p.m. in Roosevelt Hall 009. We provide free tutoring to all enrolled undergraduate students at URI. We can help writers in all disciplines at any stage: understanding an assignment, brainstorming and outlining, revising techniques, conducting research, and more. Visiting writers are encouraged to bring a draft, notes, syllabus, or any relevant information to help facilitate the session. You can view the schedule and make appointments online at https://uri.mywconline.com/.

NOTE: Due to our limited J Term hours, we recommend making an appointment in advance.

Students with disabilities:

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098, https://web.uri.edu/disability/.

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (www.uri.edu/aec) is a great place to do this. At the AEC you can work alone or in groups, and tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. They are open Monday through Thursday from 10 a.m. to 9 p.m. and Fridays until 1 p.m. All services are free (the coffee is free as well!), and no appointment is needed. You can call them for complete information at 874-2367, or just stop by the center on the fourth floor of Roosevelt Hall.

N.B. This information was gathered from an earlier semester. These offices may hold limited hours during J-Term. Please check their website for updated information.

Academic Honesty:

Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.

[From the Faculty Handbook] 8.27.17: Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final.
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<thead>
<tr>
<th>J-Term</th>
<th>Day</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>1/2</td>
<td>Thu.</td>
<td>Intro to Roman Religion</td>
<td>Quiz #1 &amp; Forum Post #1&lt;br&gt;Group A: Initial Post&lt;br&gt;Group B: Respond&lt;br&gt;Group C: Read</td>
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<td>Part I, p.1-38</td>
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<td>1/3</td>
<td>Fri.</td>
<td>Intro to Roman Religion</td>
<td>Quiz #2 &amp; Forum Post #2&lt;br&gt;Group A: Read&lt;br&gt;Group B: Initial Post&lt;br&gt;Group C: Respond</td>
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<td>Parts II &amp; III, p.41-126</td>
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<td><strong>On-Campus Meeting, 9-3</strong></td>
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<td>1/4</td>
<td>Sat.</td>
<td>Intro to Roman Religion</td>
<td>Quiz #3 &amp; Forum Post #3&lt;br&gt;Group A: Respond&lt;br&gt;Group B: Read&lt;br&gt;Group C: Initial Post</td>
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<td>Parts IV &amp; V, p.129-191</td>
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<td>1/5</td>
<td>Mon.</td>
<td>Vergil’s <em>Aeneid</em> Books 1-3, p.1-76</td>
<td>Quiz #4 &amp; Forum Post #4&lt;br&gt;Group A: Initial Post&lt;br&gt;Group B: Respond&lt;br&gt;Group C: Read</td>
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<td>1/7</td>
<td>Tues.</td>
<td>Vergil’s <em>Aeneid</em> Books 4-6, p.77-161</td>
<td>Quiz #5 &amp; Forum Post #5&lt;br&gt;Group A: Read&lt;br&gt;Group B: Initial Post&lt;br&gt;Group C: Respond</td>
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<td>Wed.</td>
<td>Vergil’s <em>Aeneid</em> Books 7-9, p.162-243</td>
<td>Quiz #6 &amp; Forum Post #6&lt;br&gt;Group A: Respond&lt;br&gt;Group B: Read&lt;br&gt;Group C: Initial Post</td>
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<td>Vergil’s <em>Aeneid</em> Books 10-12, p.244-340</td>
<td>Quiz #7 &amp; Forum Post #7&lt;br&gt;Group A: Initial Post&lt;br&gt;Group B: Respond&lt;br&gt;Group C: Read</td>
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<td>1/10</td>
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<td>Ovid’s <em>Metamorphoses</em> Books 1-3, p.5-88</td>
<td>Quiz #8 &amp; Forum Post #8&lt;br&gt;Group A: Read&lt;br&gt;Group B: Initial Post&lt;br&gt;Group C: Respond</td>
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<td><strong>On-Campus Meeting, 9-3</strong></td>
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<td>1/11</td>
<td>Sat.</td>
<td>Ovid’s <em>Metamorphoses</em> Books 4-6, p.91-171</td>
<td>Quiz #9 &amp; Forum Post #9&lt;br&gt;Group A: Respond&lt;br&gt;Group B: Read&lt;br&gt;Group C: Initial Post</td>
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<td>1/12</td>
<td>Mon.</td>
<td>Ovid’s <em>Metamorphoses</em> Books 7-9, p.175-263</td>
<td>Quiz #10 &amp; Forum Post #10&lt;br&gt;Group A: Initial Post&lt;br&gt;Group B: Respond&lt;br&gt;Group C: Read</td>
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<td>1/14</td>
<td>Tues.</td>
<td>Ovid’s <em>Metamorphoses</em></td>
<td>Quiz #11 &amp; Forum Post #11</td>
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<td>Apuleius’ <em>Golden Ass</em></td>
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<td>Quiz #14 &amp; Forum Post #14</td>
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<td>Books 9-11, p.185-272</td>
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