

CLAS-230: Classical  
Mythology-Hercules  
2<sup>nd</sup> 1/2 Fall Semester 2015  
M-W-F- 09:00-9:50 AM  
McMichael Academic Hall 107  
Dr. Kristian Lorenzo  
[klorenzo@monmouthcollege.edu](mailto:klorenzo@monmouthcollege.edu)  
Office: Hewes Library, Room 11A  
Phone: 309-457-2289  
Office hours: Mon. & Thurs.  
11-11:50 & 1-1:50  
Or by appointment



Hercules, Cerberus and Eurystheus. Black-figure hydria, 530-525 BC, Musée du Louvre, Paris.

## Classical Mythology - Hercules

Herakles-known as Hercules among the Romans-was arguably not only the most well-known, but also most complex 'hero-god' in the ancient world. It is this very complexity and not just his famous labors, those deeds for which he is most well-known, that this class will focus on. In addition to being considered a 'hero-god,' Herakles was also often portrayed as an ordinary, albeit well-traveled and sexually adventurous, mortal. Wherever he went and on whomever he met, Herakles always made an impression, often for the better, but sometimes for the worse. Even today, his popularity remains high through various cinematic iterations, and one long-running TV show. In this course, we will read, examine, and discuss the stories of Herakles/Hercules written by Greeks and Romans. In doing so, the student will gain deeper more detailed knowledge of the major themes (e.g. violence, sex, madness, guilt, redemption, etc.) that run as consistent threads throughout Herakles' extraordinary life and even more extraordinary death. Students will use this broader perspective as a lens through which first to view both of the 2014 Hercules movies (Ratner's - *Hercules* and Harlin's - *The Legend of Hercules*) and then to analyze in an essay the presentation/handling of Hercules in one of them.

Our Goals:

To become familiar with the primary sources (literary, artistic, archaeological) from which we are able to draw out information about Heracles (and perhaps other ancient heroes and heroines);

To gain a greater understanding of the nature of Heracles as it was understood by the Greek and Romans;

To observe how Heracles has continued as a popular figure into the modern world;

To get an overview of the scholarly approaches to myth, history and religion that let us interpret the complexities of Heracles;

### **Grading and Coursework:**

#### **20%, Attendance and Participation (see Attendance Policy below)**

Participation obviously requires basic attendance, but it also requires **preparation**—come to class prepared to discuss material presented in the assigned readings and new topics presented in class, and please ask questions or make comments when you have them.

#### **20%, Quizzes, (1) Mon. Nov. 2, (2) Wed. Dec. 2**

Two questions/topics that we have discussed in class will be taken either from the Reading/Study worksheets or the Lecture Pdfs. You will have to answer one of them in a short but **substantive** paragraph (3-4 sentences).

#### **20 %, Creative Project on Hercules, 10am on Wed. Dec. 9 @ Rm 11A lower level Hewes lib.**

Each student will choose an episode or event from the myths of Hercules, but NOT one of his canonical Twelve Labors to produce a creative interpretation. Welcome are versions of the chosen episode or event in original poetry or songs, artwork (painting, sculpture, drawing, computer program generated construct, etc.), short films, photography, etc. The only requirements for this project are that the work:

- use a **creative medium** to explore one of the episodes or events from Heracles's life
- must be the **creation of something new, not a replication, copy, or reconstruction** of something ancient
- is **your own creative production** (though collaboration with other students is allowed, but ONLY with prior instructor permission)

#### **20%, Exam**

**20%, Exam, Fri. Nov. 13**

Use your Reading/Study guides and check [www.nauarchos.emmaf.org](http://www.nauarchos.emmaf.org) → **Lecture PDFs** for Pdfs of the lectures to help you study. On the exam you will be expected to identify 3 images, answer 10 short answer questions, identify 3 passages, and then answer with at least a paragraph each 2 questions that will be drawn from the Reading/Study guides and the Lecture Pdfs.

#### **20%, 4-5-Full Page Herakles Analytical Essay, due anytime between Fri. Dec. 11<sup>th</sup> @ 8am and Wed. Dec. 16 @ 8am.**

Students will use the broader perspective and deeper knowledge of Herakles/Hercules they have gained in the class as a lens through which first to view both of the 2014 Hercules movies (Ratner's - *Hercules* and Harlin's - *The Legend of Hercules* which will be on reserve at Hewes Library) and then to analyze in an essay the portrayal (i.e. presentation/handling) of Hercules in one of them. Please refer to the **Analytical Essay Directions** Pdf for more detailed information.

#### **Attendance Policy:**

You have **THREE** free absences. Every unexcused absence thereafter will drop your **Attendance and Participation** grade by a full letter (e.g. 4 absences = B; 5 = C, etc.).

**Please do not arrive late or leave early, as this is disruptive and discourteous to your classmates.**

**No electronic devices are to be used during class: no laptops (except with prior instructor permission), phones or other devices may be used. Every device must be turned OFF and put away out of sight before each class begins and remain off until class has ended.**

**Required text (McL):**

McLeish, K. and R. Cannon. 1997. *Euripides Plays: 5: Andromache, Herakles' Children and Herakles* (Classical Dramatists) (Vol. 5). ISBN-10: 0413716406; ISBN-13: 978-0413716408

**Required Primary Sources (NAU):**

Greek: Herakles

Apollodorus – The Library (*Bibliotheke*) K1-K21

Homer – *Iliad*

Homer – *Odyssey* Bk. 11.601-626

*Homeric Hymn to Herakles*

Hesiod (?) – The *Shield of Herakles*

Euripides – *Herakles*

Sophocles – The *Women of Trachis*

Roman: Hercules

(Req.) √ Virgil – The *Aeneid* Bk. 8

(Req.) √ Ovid – *Metamorphoses* Bk. 9.1-365; 11.221-260; 12.617-663; 15.1-68

(Req.) √ Ovid – *Heroides*: Letter of Deianira

**Required Movies\*:**

Ratner's - *Hercules* (2014) showing on Sat. Nov. 21 @ 12-2pm in the Barnes Electronic Classroom, lower level Hewes Library \*(Also on Reserve at Hewes)

Harlin's - *The Legend of Hercules* (2014) showing on Sun. Nov. 22 @ 12-2pm in the Barnes Electronic Classroom, lower level Hewes Library \*(Also on Reserve at Hewes)

Additional Resources (Primary Sources et al.) (not req. but could be useful for ideas)

Greek: Pindar – *Nemean* 1 (33-72); Euripides – *Alcestis*; Apollonius of Rhodes – The *Argonautica* Bk. 1; Diodorus Siculus – The *Library (Bibliotheke)* 4.8.1-4.39.4

Roman: Lucretius – *On the Nature of Things* Bk. 5 proem; Seneca – *Hercules Furens*; Lucan-  
*Civil War*, 582-660

**Class Schedule:**

**Week 1: From Snakes in a Cradle to a Poisoned Shirt**

Wed. Oct. 21: Introduction

Fri. Oct. 23: Apollodorus – *The Library* K1-K21 (read all except the Twelve Labors) (NAU)

**Week 2: In Labor for 8 years and Life in the Underworld**

Mon. Oct. 26: Apollodorus – *The Library* K1-K21: the Twelve Labors (NAU)

Wed. Oct. 28: Homer, Herakles in the *Iliad* (NAU)

Fri. Oct. 30: Homer, *Odyssey* and *Homeric Hymn to Herakles* (NAU)

**Week 3: The Son of Ares, Madness, and Murder**

Mon. Nov. 2: Quiz 1: Reading; pseudo-Hesiod, *The Shield of Herakles* (NAU)

Wed. Nov. 4: Euripides-*Herakles* (McL)

Fri. Nov. 6: Euripides-*Herakles* (McL)

**Week 4: Sanity, Realization, and Repentance**

Mon. Nov. 9: Euripides-*Herakles* (McL)

Wed. Nov. 11: Review

Fri. Nov. 13: Midterm

**Week 5: Domestic Troubles**

Mon. Nov. 16: Sophocles -*Women of Trachis* (NAU)

Wed. Nov. 18: Sophocles -*Women of Trachis* (NAU)

Fri. Nov. 20: Sophocles-*Women of Trachis* (NAU)

Sat. Nov. 21 @ 12pm: Showing of Ratner's - *Hercules* (2014) (Dwayne Johnson)

Sun. Nov. 22 @ 12pm: Showing of Harlin's - *The Legend of Hercules* (2014) (Kellan Lutz)

**Week 6: At Home in Rome**

Mon. Nov. 23: Virgil – *The Aeneid* Bk. 8.1-369 (NAU)

Wed. Nov. 25: Thanksgiving Break

Fri. Nov. 27: Thanksgiving Break

**Week 7: Cult, Change, and a Wife's Lament**

Mon. Nov. 30: Livy – *From the Foundation of the City* Bk. 1.7; Lucan-*Bellum Civile*-582-660 (NAU)

Wed. Dec. 2: Quiz 2: Reading; Ovid – *Metamorphoses* Bk. 9.1-365; 11.221-260; 12.617-663; 15.1-68 (NAU)

Fri. Dec. 4: Ovid – *Heroides*: Letter of Deianira to Hercules (NAU)

**Week 8: In-class Essay conferences; 1-2-pg 1st Draft due via email by 12pm on Sat., Dec. 5th**

Mon. Dec. 7: In-class Essay conferences @ my office Rm 11A lower level Hewes library

Wed. Dec. 9: In-class Essay conferences @ my office Rm 11A lower level Hewes library;

Creative project is due by 10am.

Wed. Dec. 16<sup>th</sup> = 4-5-full page **Analytical Essay** due any time via email between 8am on Friday, December 11<sup>th</sup> and 8am on Wednesday, December 16<sup>th</sup>.

**Extra Credit Opportunities:**

Students may earn extra credit by attending an Archaeological Institute of America (AIA) lecture and submitting a 1-2-page response paper commenting on how it related or compared to what we have studied. However, if no relations are present or comparisons can be made, then summarize the lecture. Please include the speaker's thesis, main evidence/argumentation, and conclusion.

Your summation should end with your answers to the following questions: Was the lecturer successful, or convincing? Is their argument logical? Does the evidence support their thesis?

Responses are due by email on or before the last day of class.

**Thursday, October 22, 2015**

**“Archaeology in Mexico”**

**Lawrence Conrad**, Professor Emeritus of Anthropology, Western Illinois University

([LA-Conrad@wiu.edu](mailto:LA-Conrad@wiu.edu))

**7:30 P.M., Pattee Auditorium, Center for Science and Business**

**Wednesday, November 4, 2015**

**“Ritual Immersion Baths of the Early Rabbinic Period**

**Danielle Fatkin**, Assistant Professor of History, Knox College ([dfatkin@knox.edu](mailto:dfatkin@knox.edu))

**7:30 P.M., Pattee Auditorium, Center for Science and Business**

**Monday, November 23, 2015**

**“Report on Summer Archaeological Work on the Palatine East Project”**

**Mackenzie Davis MC’18** ([mdavis@monmouthcollege.edu](mailto:mdavis@monmouthcollege.edu)) and **Victor Martinez**, Visiting Assistant Professor of Art History, Arkansas State University ([vmmartinez001@gmail.com](mailto:vmmartinez001@gmail.com))

**7:30 P.M., Pattee Auditorium, Center for Science and Business**

### **Academic Honesty:**

Working together on homework assignments can be very beneficial, and is, in fact, encouraged. Graded class activities, except for those specifically designated as group activities, are designed to develop your thinking abilities, to increase your learning, to enhance your understanding of professional standards, and/or to measure your ability to apply course material to particular situations. The maximum penalty for academic dishonesty will be a grade of F for the course and the incident will be reported to the appropriate administrative office, which may result in your suspension or expulsion from the college. Monmouth College’s policy is included in the Scot’s guide and is available at: <http://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>

The policy contains the following examples of violations of the policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students,
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that this list is not intended to be exhaustive.

### **The Writing Center:**

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Contact [bdraxler@monmouthcollege.edu](mailto:bdraxler@monmouthcollege.edu) or visit the website <http://writingatmc.wordpress.com/writing-center/> for more information.

**Teaching & Learning Center:**

The Teaching and Learning Center offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, drop-in and appointment tutoring, and individual academic coaching. The TLC is here to help students excel academically. TLC services are not just for struggling students, but can assist all students to get better grades, practice stronger study skills, and manage time.

Visit Dana and Rita at the TLC on 2<sup>nd</sup> floor Poling Hall from 8am-4:30pm or online at <http://ou.monmouthcollege.edu/academics/teaching-learning-center/>. We can also be reached at: [tlc@monmouthcollege.edu](mailto:tlc@monmouthcollege.edu) or 309-457-2257

Like the TLC on Facebook: [https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210?ref=aymt\\_homepage\\_panel](https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210?ref=aymt_homepage_panel)

**Disability Support Services:**

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. Students with disabilities can apply for accommodations at the Teaching and Learning Center (TLC). The TLC is located on the 2<sup>nd</sup> floor of Poling Hall. For more information, call 309-457-2257 or connect online at <http://ou.monmouthcollege.edu/life/disability-services/default.aspx>