



O G L E T H O R P E
U N I V E R S I T Y

Art 498: Classical Art and Myth in Rome
Rome, Italy 5 Week session

Dr. Collins
Summer, 2021

Class Meetings: M/W 1-5 PM; locations throughout Rome and in class, St. John's University

Office Hours: online on ZOOM and after each class outing

Communications: 404.504.3452, cell---texts and calls are acceptable if needed
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I email each day so please look at your OU emails for updates

Office: St. John's University, map room

Course Description

This course focuses on the major classical architecture, sculpture, and paintings located in Rome, dating from the ancient Greek periods to the Baroque. This course critically examines through an interdisciplinary, cross-cultural, and comparative approach the major stories, fables, art, symbols and influences in classical art and myths, specifically focusing on the Greek and Roman classical constructs. Using visual, literary, and historical depictions of the myths, students will explore the spiritual, intellectual, and psychological meanings found in myths.

Course Goals & Learning Objectives

- To investigate the mythological belief-systems of classical culture, particularly Greek and Roman classical myths through the art found in the museums of Rome.
- To develop an understanding of the use of myth, symbols and rituals found in these cultures.
- To instill an awareness of the commonality of myths and their purposes.
- To awaken the critical ability to analyze and compare myths for meanings, symbols, and connections within the Western classical context.
- To foster the understanding of mythology as psychological, sociological, and anthropological pathways in self-exploration.

- To connect mythology to artistic expressions in art, music, and literature, particularly classical myth as depicted in ancient Greek and Roman culture.

Participation and Attendance

A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

Attendance:

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. Since this class meets only two days a week versus four, the consequences for missing a class are double what it is for four day a week classes.

- 1st absence 2% deduction from overall grade
- 2nd absence student fails the course

Programmatically, if a student misses 15% of their classes (more than 1 class) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 2 absences (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

Five-Week Class Schedule

The 5 weeks of intensive aesthetic investigation into the myth and art of classical Rome will be approximately divided accordingly, with discussions, oral presentations, and visual analysis in the following museums:

Week 1: Early Roman Architecture and Sculpture as Mythic Foundation

Excursions: Early Rome: Temples of Portunus and Hercules Victor; Capitolini

Museum/Centrale Montemartini: presentations in the museums; Greek/ Roman Myths in

Action: Coliseum/Forum lecture and presentations

Week 2: Greek Myths in Roman Culture

Excursion: Palazzo Massimo Alle Terme Oral Presentations, Lecture

Week 3: Greek and Roman Sculptures depicting Myths

Excursion: Palazzo Altemps Oral Presentations, Lecture

Week 4: Greek and Roman Myths and Sculptures in the Vatican

Excursion: Vatican Museum Lecture on Classical Myth in Renaissance Art, Oral Presentations, Lecture

Week 5: Paintings and Sculptures of Classical Myths/Loves of the Gods: Renaissance through Baroque

Excursions: Villa Farnese; Galleria Borghese Oral Presentations, Lecture on Classical Myths in the museums

Date	Topic	Agenda	Readings	Assignment
Week 1: June 30- July 4	Introduction and Interpreting Myth	This week, we will explore the art and architecture that depict myth and the two museums which house a collection of Roman and Greek statues.	Harris, chs. 1, 2	Forum 1 due Monday night, 7/5, midnight uploaded to Moodle
Week 2: July 5- 11	The Theogony and the Divine Woman in Myth	This week, we will deepen our discussion of myth at museums and investigate the origins of the gods and the Divine Women in classical myth	Harris, chs 3-5	Forum 2, due Monday night, 7/12 midnight uploaded to Moodle
Week 3: July 12- 18		This week, we will explore the myths of Pandora, Apollo, Dionysos, and Hades.	Harris, chs 6-9	Essay 1 Uploaded to Moodle, midnight Due: Monday, 7/19
Week 4: July 19- 25		This week, we will examine the nature of the archetypal hero: Hercules, Jason, Odysseus as well as the Trojan War as seen in sculptures and paintings in the museums.	Harris, chs 10, 11, 12	Forum 3, due Monday night, 7/26, midnight uploaded to Moodle
Week 5: July 26- July 31		This week, we discuss the origins of Roman Myth, Roman transformations of Greek myth, Ovid's love myths and the <i>Aeneid</i> in the museums housing the sculptures and paintings.	Harris, chs 18, 19	Essay 2 uploaded to Moodle, midnight Due: Monday, 8/2
				Myth Field Journal uploaded to Moodle Due: Monday, August 9th

Caveat

This is a flexible syllabus, and some changes may occur in content, with possible time adjustments made as needed in class and at specific sites in the cities. Please remain aware of possible changes announced in class. In addition, many of the works we will review we will be standing near, giving reports by them, and will not necessarily always correspond to your readings for that week. **There is no classroom per se for this course; we will meet in the Map Room and go to sites each day and find places to work and give reports. We will also meet online for information about the next day or for Forums when necessary.**

Most of the course deals with sophisticated concepts in classical myth. Beliefs may in ancient Greece or Rome may differ from your own; students are asked to view this as intellectual, cultural, and aesthetic examination, and not as religious teaching.

Course Methodology

Lecturing and taking notes are a time-honored tradition, but not necessarily the best way to learn. Students learn best by doing: thus, you will be asked to fully participate in discussions both inside and outside the class through oral reports, internet chat-rooms, and forums, and oral discussions in small groups and in class at sites.

All classes will be conducted solely as undergraduate discussion/research presentations, with the professor as moderator, questioner, and commentator on the art. All visual images will be assigned from the text or the internet, and research areas given in the order the images are presented in the text.

Students will be assigned to present or discuss assigned paintings, sculpture, or architecture as individual reports at sites and online. Thus, students should come prepared with notes, questions, or ideas about the assigned works, and present research findings either in class or online in Moodle.

In addition, extensive use of the internet and websites is required.

Class discussion grades will be based upon your presentation, questions, responses, and ideas BOTH WITHIN THE GROUP, IN CLASS, and in Moodle FORUMS, demonstrating understanding of the material read, as well as your individual input. **Class participation counts as 1/3 of your total grade.**

Essay Exams, Reports/Participation and Field Journal

ESSAY EXAMS:

You will be given **TWO out-of-class essay exams**, all of which you will submit one week after the discussion questions are given to you. You will return them via Moodle uploaded—no hardcopy will be accepted. The essay must be typed, research style using APA or MLA, double-spaced, **usually 5-7 pages** total for each.

Essay exams count collectively as 1/3 of the final grade.

REPORTS/PARTICIPATION:

You are required to give at least **2-4 oral presentations** at the museums we visit or at specific locales of approximately 10-15 minutes on selected topics found in the readings and research and assigned to you.

You develop a handout with a picture of your image, with sufficient analysis and then analyze what we are seeing. Discuss the essential points. Please review the points about making Oral Presentations in the course materials in Moodle.

In addition, this class requires a high level of participation. You are required to submit a **3 -5 paragraph** post and respond to your colleagues in a **weekly FORUM on Moodle. The responses are usually due Monday night.**

You are also required to attend class with **no more than 1 absence allowed**. Any more than one absence, without legitimate excuse, and you will be dropped from the course. There is no reason to miss a class; any online activity and FORUMS are archived on Moodle, and you can also access the class and what was discussed at any time.

In addition, any visit or exploration of a site or attendance at a museum will be required of all students.

Reports/Participation (oral reports and 3 forums) count collectively as 1/3 of the final grade.

FIELD JOURNAL:

Each student will upload at the session's end a digital field journal, with your photos or sketches and notes. **Please keep a hardcopy of the journal if you wish, but give me only the digital upload in Moodle. Please use Word. Make sure that you have clearly marked the research paper in a filename.**

You are required in this journal to provide all of your observations, notes, and facts you have accumulated over our 5 weeks together from sites, museums, and ruins.

Observations and field journal notes MUST include:

- your assessment of myth in the architecture and art and terms learned
- terms you learned and myths you discovered and definitions given about ancient Rome and paintings using the glossary and from talks
- a timeline you create from Greece through the Baroque: 750BCe—1600CE.
- questions, left unanswered often, you may have about any myth seen in sculpture or painting.
- any observations you make about sites we do not or cannot see together often assigned on a forum for you to experience in Rome.

Remember, this is an aesthetic and intellectual inquiry, not a diary; use the journal to reflect, develop ideas, or give insights you may have from your readings, your actual experiences of the sites, or any pertinent info you found we do not have time to discuss in class.

**The journal should be a minimum of 30 pages.
The field journal counts as 1/3 of the final grade.**

Expectations

You are expected to be in class each period and at all museums or sites we investigate. **More than one absence constitutes a W in the course.**

You are expected to have read required chapters closely before we discuss it either in class or online. **You are also expected to take notes and ask questions at any museum visit or site investigated.**

In addition, you are expected to present as requested your reports, observations, and analysis on the day and at the site assigned.

You are also expected to upload your out-of-class essays and forums by midnight, Sunday, on the week due. Please do not ask for extensions unless there is a dire emergency.

You are expected to participate online our Moodle Class when requested and your presence is automatically archived and counted by the software.

Please review and adhere to the Computer Use Policies.

IT IS ESSENTIAL TO BUY THE TEXT AND BRING IT TO CLASS FOR VISUALS, RESEARCH, AND DISCUSSIONS.

IN-CLASS Research and Oral Presentations

You will be assigned specific sites or art individually.

Each day at the site, you will present at certain times, and I will let you know who does what report when on Moodle. You will use the internet, your texts, selected articles, films, and visuals to define, shape, and develop your report on assigned artists or periods in Renaissance art. You will present to the class the research, discussion points, hypotheses, and ideas.

You will be guided and prompted by your professor.

HOW TO DO IT

Show up on time to your site or museum. Everyone must pay attention and TAKE NOTES on what is being said. Please, no side conversations—respect the presenter.

Avoid rambling, disjointed, disorganized presentations. SPEAK LOUDLY ENOUGH FOR ALL TO HEAR, AS YOU ARE ADDRESSING THE CLASS, not just the Professor. You may use PowerPoint or the internet for images if we can see them outside.

Again, avoid rambling, digressive, or personal remarks about the image. Instead, analyze, evaluate, and help your classmates understand symbolism, historical context, and meaning.

It is much more effective to hand out copies of your points to all of us.

DO NOT USE YOUR PHONES TO GIVE REPORTS PLEASE.

EACH STUDENT WILL HAVE 10-15 MINUTES TO PRESENT—NO MORE WILL BE ALLOWED IN ORDER TO FINISH THAT WEEK'S ASSIGNMENT.

The Professor will serve as mentor, guide, reference, and commentator on the presentations, and reserves the right to correct, challenge, or encourage further research in the areas being discussed.

Presentations

Each person will have an opportunity to speak and present. Make sure you address the whole class, not just the professor, and use concise art terms, dates, place names, and specific info to define the subject.

You must speak loudly in some places, as we will be near tourists and traffic. No phones please as that is distracting.

We will gather around you as you speak in a circle. Questions are welcomed after the report.

We will often give reports on the additional readings in the text on art that may not be in front of us, so be prepared to have a visual for all to see on the handout.

Be prepared on some occasions to go over the class time by 15 minutes as we have to walk to find our sites.

ISSUES TO CONSIDER:

How does the myth explain, enlighten, or entertain?

What is the myth, and what is the mythical context?

What are the specific thematic aspects of the myth seen in the art?

How does it compare to other myths in the art or architecture we have seen, and why?

Why is the myth interesting, and why it does it still appeal to us, or does it?

Grading Policies

1. All grades for this course will be based on the system as outlined in the OU student handbook and will be conducted under the rubrics of the Honor Code.
2. All papers and projects must be uploaded before any final grade is determined.
3. Late papers are accepted only with valid reasons, discussed beforehand with the professor.
4. All papers must follow the accepted guidelines for university-level papers, typed professionally, with readable font and appropriate citations.
5. Papers will be uploaded to the Moodle site. No hardcopies will be accepted.
6. GRADES WILL BE DETERMINED BY ADDING ALL LETTER SCORES AND AVERAGING THE TOTAL.

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| 7. | Journals and Essays count | 1/3 |
| | Oral reports count | 1/3 |
| | Attendance: In-Class, at sites, and FORUMS count | 1/3 |
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8. Absenteeism at any off-campus event OR LECTURE indicates a lack of commitment and negatively affects the discussion grade. Students are allowed **only 1 absence** throughout the course.

 9. All final grades are final; questions about the final grade should be made directly to the professor, and clear reasons presented for possible change. However, the grade decision resides with the professor.

Academic Policies

Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1** The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2** Copying another person's work or participation in such an effort.
- 1.3** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4** Forging or deliberately misrepresenting data or results.
- 1.5** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7** Making unauthorized copies of graded work for future distribution.
- 1.8** Claiming credit for a group project to which one did not contribute.
- 1.9** Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10** Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11** Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12** Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities. Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Title IX

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.