CNES/RELS 3071/5071 Greek and Hellenistic Religions
3 credits
Fall 2016
WF 11:15-12:30, Falwell 8

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Course Description

This course will explore key components of religion and religious practice of Greeks during the ancient and Hellenistic periods using literary, archaeological, and inscriptions evidence.

Course Objectives

1. To articulate some common religious practices and experiences for average ancient Greeks.
2. To demonstrate specific analytical skills required to understand a particular local expression of Greek religion.

University Student Learning Outcomes

A student successfully completing this course will meet the following University SLO’s:

1. Can locate and critically evaluate information, met through the analysis of ancient evidence about Greek religion, the identification of relevant data within this data, and critically evaluating the data to describe the religious practice and possible experience of ancient Greeks.
2. Understands diverse philosophies and cultures within and across societies, through exposure to and analysis of diverse literary discussions of Greek religion from ancient, unfamiliar cultures.
3. Can communicate effectively, with respect to written communication through the two assigned papers and an essay-based final exam.

Assignments:

1. Weekly Written Assignments (10% of grade) (10 chances to hand in 6 assignments due on an given Wednesday before class begins; must hand in 3 before October 21 and 3 after October 21): Most Fridays, I will post a question or statement to which you will have to react with a 300-word paper. This will help you engage with the readings in a way that will facilitate discussions in class. The papers will be due the following Wednesday.
2. Short Paper (15% of grade) (Due Monday, October 3 by midnight): Write a 1000-word paper comparing two texts and trying to determine which is part of a magical spell and which is not. The texts will be provided at the appropriate time.
3. **Long Paper (25% of grade) (Due Wednesday, November 23):** Write a 2000-word paper that describes the religious aspects of a particular text and analyzes the logic of the actions that are found in the text. Possible texts and more details will follow closer to the assignment due date.

4. **Midterm Essay Exam (20% of grade) (October 21)**

5. **Final Exam (30% of grade) (December 22)**

**Late Work and Extra Credit**

**Late work** will not be accepted without a legitimate and serious excuse (family death or emergency, serious illness [documented doctor visit], unforeseen circumstance beyond the student’s control, and the like). All late work for legitimate, non-emergency excuses must be arranged ahead of time.

**Makeup work for legitimate Absences:** Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

**Extra Credit:** If you focus on the work assigned and complete it satisfactorily, there will be plenty of opportunities to compensate for a bad grade along the way by completing future work at a higher level. However, I do give extra credit if you attend a lecture related to the class. There will be more information on this as the schedule of department and university lectures develops.

**Communication with Students**

The primary way that I will communicate with the class is through email. I may change the assignment that is due for a particular class, or I will notify you regarding a change in the schedule for the class. Therefore, it is very important that you CHECK YOUR EMAIL REGULARLY for notices regarding the class. If there is a change of assignment that I communicate through email, it is the student’s responsibility to complete the assignment on time.

**Moodle**

The Moodle course site will be the place for all work to be submitted. Go to the assignments page and there will be a link for each assignment with a description of it and the range of time you can submit it. No late assignments can be submitted on this site, so if you have to turn in something late (for a legitimate reason; see above), then email it to me for grading.

The Moodle site will also be where all readings will be posted, except for readings from the required books.

**Attendance**

Successful completion of the class requires active participation in the course. I will not take regular attendance, but you will not do well in the course unless you attend the class sessions. The required books are not “textbooks” per se, and you will not be asked to regurgitate information from them. The kind of analytical skills I wish you to learn and on which the assignments will be based will be practiced in class.

**Course Policies (Mostly from the University)**

**Student Conduct Code**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**For this course, you are welcome to use computers, tablets, or other note-taking devices in the classroom if you wish. If your use of electronic devices becomes a distraction to other students, your electronic device privileges will be revoked.**

FYI, the use of computers or tablets to take notes might be more convenient, but it is actually more effective to take notes by hand. See the following for the research on this: http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
DO NOT TEST ME ON THIS POLICY. I WILL NOT HESITATE TO IMPOSE THE MAXIMUM PENALTY ON THOSE WHO ACT IN AN ACADEMICALLY DISHONEST WAY.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A- 3.667

B+ 3.333

B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B- 2.667

C+ 2.333

C 2.000 - Represents achievement that meets the course requirements in every respect

C- 1.667

D+ 1.333

D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSRIPTS.html.
Note: Although anything on this grading scale will earn you credit for this course, in my mind, anything below a B means that you did not learn enough of the important skills of critical thinking and analysis that this course encourages you to develop. DO NOT SETTLE FOR PASSING. Demand excellence of yourself, and you will discover things about yourself that you did not even know existed.

**Sexual Harassment**

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf](http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf)

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)

**Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/).

**Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

**Academic Freedom and Responsibility:** for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

**Required Books and Resources**

**Price** = Simon Price, *Religions of the Ancient Greeks* (Cambridge University, 1999).
**Kindt** = Julia Kindt, *Rethinking Greek Religion* (Cambridge University, 2012).
**Handbook** = Ester Eidenow and Julia Kindt, ed. *The Oxford Handbook of Ancient Greek Religion* (Oxford University, 2015). Important note: This is available online for free through the UMN library website. I give the page numbers of each article from the hard copy of the book to give you a sense of how many pages of reading is required.

***All other required readings will either be posted on Moodle or a link will be provided for electronic versions.

Optional:

Robert Parker, *On Greek Religion* (Cornell University, 2011).

**Course Schedule (Subject to Change)**

Wednesday September 7 Introduction

**Part I Big Questions**

Friday September 9 What is Ancient Religion?


Wednesday September 14 Ritual and Ritual Systems


Friday September 16 Panhellenic vs. Local


**Part II Personal Religion**

Wednesday September 21 Religion of the *Oikos* and the Family

**Kearns**, pp. 152-161.


Friday September 23 Birth, Marriage, Death


Wednesday September 28 Prayers, Curses, and Spells (a.k.a. “Magic”)


**Kindt**, pp. 90-122.

Optional:


Friday September 30 Initiation and Mysteries


**Price**, pp. 112-125.

**Kearns**, pp. 311-328.

Monday, October 3: Short Paper Due by Midnight
Wednesday October 5 Dreams

Aelius Aristides, excerpts.

Friday October 7 Incubation and Healing

Kearns, pp. 302-311.

Wednesday October 12 Divination and Oracles

Kearns, pp. 284-302.
Price, pp. 73-76, 178-180 (#11 and #12).

Friday October 14 Sacrifice and Ritual Offering

Kearns, pp. 212-223.

Optional:

Part III Public or “Official” Religion

Wednesday October 19 The City and Sacred Authority

Price, pp. 67-88.
Kindt, pp. 12-35.
Kearns, pp. 244-254.

Friday October 21 Midterm Exam

Wednesday October 26 Sanctuaries and Sacred Sites

Price, pp. 47-66.
Kearns, pp. 195-212, 223-244, 276-284.

Friday October 28 Myth and Story


Wednesday November 2 Major or Minor Gods? A Case Study (Apollo)

Homeric Hymn to Apollo.
Orphic Hymn to Apollo.
Kearns, 45-49, 51-57, 103-107, and poke around other Apollo passages.

Friday November 4 Zeus

Hesiod, Theogony.
Orphic Hymn to Zeus
Kearns, 6-10, 33-34, 86-87, 257-61, and poke around other placed where Zeus is featured.

Wednesday November 9 Demeter and Persephone

Homeric Hymn to Demeter.
Orphic Hymn to Eleusinian Demeter.
Orphic Hymn to Persephone.

Friday November 11 Athena and Artemis

Homeric Hymns to Artemis and Athena.
Orphic Hymns to Athene and Artemis.

Wednesday November 16 Dionysus and Orpheus

Euripides, Bacchae.
Kearns, pp. 130-133.

Friday November 18 Hellenism; Isis and Osiris as a Case Study

Wednesday November 23 No Class (Long Paper Due by Midnight)

Friday November 25 No Class; Thanksgiving Break

Wednesday November 30 Hellenistic Ruler Cults

John J. Collins and Adela Yarbro Collins, King and Messiah as Son of God (Grand Rapids: Eerdmans, 2008), pp. 48-54.

Optional:

Friday December 2 Heroes

Kearns, pp. 18-23.
Robert Parker, On Greek Religion (Cornell University Press, 2011), pp. 103-123.

Part IV: Conclusion

Wednesday December 7 Making Sense of Greek and Hellenistic Religions: Ancient Philosophers

Plato, Euthyphro.
Price, pp. 126-142.

Friday December 9 Making Sense of Greek and Hellenistic Religions: Modern Scholars

Kindt, pp. 190-194.

Optional:

Wednesday December 14 Final Exam Review

FINAL EXAM Thursday December 22 1:30-3:30pm