



## Save Ancient Studies Alliance

### Summer 2024 Teaching Ancient Studies: Continuing Education Reading Group

# ***DiscOdyssey: An Ancient Voyage through Modern Sounds***

***Led by John Hayden***

#### **Introduction to Reading Group:**

Interdisciplinarity comes naturally to classicists. We are inveterately cross-cultural, in that we embrace Greek and Roman in a single field, with range stretching from from early hero cults and Orphic rites to the advent of Christianity. Given the broad scope of our studies, it is no surprise that we are tempted to further expand the horizons of our comparative investigations. Cue Classical Reception, which encompasses a myriad of modern pop culture monuments, from film, television, visual arts, prose, poetry and music.

'DiscOdyssey' will examine the ways in which modern artists across a range of genres utilize the classics in their works, and what their usage (and abuse) of this ancient material can say to us about our own experiences and knowledge of the classical world.

Using a variety of ancient sources, we delve into the insights these give us about ancient society, uncovering how core ideas - including *kleos*, *timé*, *arête*, *furor*, *pietas*, and other ancient notions about gender, sexuality, and community - can be observed through the prism of modern music.

Through close reading, listening, and viewing of modern songs, we explore how and why these disparate musical genres incorporate and employ classical allusion/tropes/ideals in their music, touching on the extent and intent of this allusiveness. Discussion then turns to how successfully these ancient ideals have been reframed for modern society. Learners will be encouraged to share their own musical proclivities, providing agency, and promoting a practical chance to apply the skills that this course aims to develop.

## Reading Group Objectives:

- To make the Classical world accessible to a wide range of ākongā (learners), in a way which makes them feel safe, comfortable, and validated
- To trace a lineage between ancient texts and modern music, and explore how classical ideals still resonate today across a variety of musical genres
- To encourage, develop, and/or hone critical thinking skills among group participants
- To empower learners to bring their own experiences to bear, and provide agency in their learning by co-constructing a reading/listening list, as appropriate
- To enhance my own pedagogical awareness through inviting input from ākongā

## Your SASA Educational Ambassador:

John Hayden

- BA (Hons) Classical Studies from Otago University (New Zealand)
- 16 years as a secondary school teacher, including 3 stints as a Head of Department, Classical Studies
- Music reviewer for the 'Otago Daily Times' newspaper since November 2003
- Presenter of papers at numerous conferences looking at the intersection of popular music and classical texts - these include 'Yeezy Taught Me: Pop Music in The Classics Classroom;' 'I'll Prolly Die Anonymous: The *kleos* of Kendrick Lamar;' 'Can't Tell Me Nothing: The Principate of Hip Hop;' and the upcoming 'Magic. Madness. Heaven. Sin: Taylor Swift, Ancient Poetry, and the Allure of *amor*.'
- An unhealthy obsession with allusion, intertextuality, and classical reception



## Google Classroom:

During our weekly Zoom meetings, we'll come together to discuss our readings and delve into the topic. We will also use Google Classroom to provide easy access to reading materials, resources, and facilitate ongoing discussions through open forums. This platform will also be where participants submit their assignments.


## Dates:

Fridays @ 5:00 pm EDT








- Session 1: June 14
- Session 2: June 21
- **Session 3: Rescheduled- Saturday, June 29**
- Session 4: July 5
- Session 5: July 12

## Week 1: The Freewheelin' *rhapsode* (Bob Dylan)

Readings:

- Thomas, R. '[The Streets of Rome: the Classical Dylan](#)'
-  T.S. Eliot, 'Philip Massinger' (1920).png

Music:









-  Bob Dylan - Workingman's Blues #2 (Official Audio)
-  Bob Dylan - Lonesome Day Blues (Official Audio)
-  Bob Dylan - Temporary Like Achilles (Official Audio)
-  Bob Dylan - When I Paint My Masterpiece (Demo - Official Audio)
-  Bob Dylan - I Want You (Official Audio)
-  Bob Dylan - Early Roman Kings (Official Audio)
-  Bob Dylan - Ain't Talkin' (Official Audio)

## Week 2: For Those About to Rock... (Rock and Heavy Metal)

Readings:

- K. Fletcher, '[The Metal Age - the use of Classics in Heavy Metal Music](#)'
- Umurhan, O. '[Heavy Metal Music and the Appropriation of Greece and Rome](#)'

Music:

-  Achilles Last Stand (Remaster)
-  Alexander the Great (356-323) (2015 Remaster)
- <https://www.youtube.com/watch?v=qcfaltp8CL0>
-  My Wretched Womb
-  Siouxsie And The Banshees - Cities In Dust (Official Music Video)
-  Achilles, Agony and Ecstasy in Eight Parts
-  EX DEO - I, Caligvla | Napalm Records
-  The Burning of Rome
-  Paragon Impure-To Gaius Part I

**Week 3: Classics Goes Pop! (“Pop” music - including, but not limited to Björk, Ariana Grande, Beyonce, Frank Ocean, Taylor Swift, Lil Nas X, Lizzo)**

Readings:

- [“Give ‘em something to talk about” – a breakdown of Lizzo and Cardi B’s “Rumors” – Antiquipop](#)
- [Lil Nas X Montero Video: Symbolism Explained by Historians | TIME](#)
- [LIL NAS X AND THE CLASSICAL TRADITION](#)

Music:

- [▶ Pyramids](#)
- [▶ Lizzo - Rumors feat. Cardi B \[Official Video\]](#)
- [▶ THE CARTERS - APESHIT \(Official Video\)](#)
- [▶ Björk - Venus As A Boy](#)
- [▶ Ariana Grande - God is a woman \(Official Video\)](#)
- [▶ Lil Nas X - MONTERO \(Call Me By Your Name\) \(Official Video\)](#)
- [▶ Taylor Swift - Blank Space](#)
- [▶ Sinead O'Connor - Troy \(Official Music Video\)](#)

**Week 4: “The Trilliad” (Hip Hop - including, but not limited to Jay-Z, Kendrick Lamar, Drake, Kanye West)**

Music:

- [▶ Jay-Z - What More Can I Say](#)
- [▶ Jay-Z & Kanye West - No Church In The Wild ft. Frank Ocean, The-Dream](#)
- [▶ Kanye West - POWER](#)
- [▶ Drake - Feel No Ways](#)
- [▶ Kendrick Lamar - Backseat Freestyle](#)
- [▶ Kendrick Lamar - Money Trees \(Feat. Jay Rock\)](#)
- [▶ Sing About Me, I'm Dying Of Thirst](#)
- [▶ Real](#)
- [▶ Mortal Man](#)

## Week 5: "This Lyre Lark is For the Birds" (Orpheus, as viewed by Nick Cave, Arcade Fire and *Hadestown*)

Readings:

- [BBC Arts - Living legend: Why the Orpheus myth refuses to die](#)

Music:

- [ORFEO ED EURIDICE 'Che farò senza Euridice?' Gluck - Irish National O...](#)
- [OFFENBACH : Orpheus in the Underworld "Galop Infernal" \[HD\]](#)
- [Hadestown Broadway Trailer](#)
- [Nick Cave & The Bad Seeds - The Lyre of Orpheus \(Official Audio\)](#)
- [Arcade Fire - Afterlife \(Lyric Video\)](#)
- [Arcade Fire - Awful Sound \(Oh Eurydice\) \(Official Audio\)](#)
- [Arcade Fire - It's Never Over \(Hey Orpheus\) \(Official Audio\)](#)
- [Hozier - Talk \(Audio\)](#)
- [Sara Bareilles - Orpheus \(Official Audio\)](#)
- [U2 - The Ground Beneath Her Feet \(Official Music Video\)](#)

### **Culminating Assignment:**

Instructions for this assignment can be found in your Google Classroom under Coursework.

### **Certificates of Completion:**

The following criteria must be met by participants in order to receive a certificate of completion:

- Complete culminating assignment
- Attended all 5 live class discussions

\* If you are seeking continuing education/professional development credits SASA recommends that you check with your school district, continuing education committee, or other relevant authority in advance to ensure you receive the proper credit and advancement for your coursework. Save Ancient Studies Alliance does not guarantee acceptance by your school, district, or licensing authority.