

Introduction to Mythology
English 209.XXX
SAMPLE SYLLABUS
Department of English, SFASU

Professor: TBA

E-mail: TBA

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Office Hours: TBA

Meeting Times and Location: TBA

Description:

“Study of Greek, Roman and Hebraic mythology, emphasizing the role of myth in history, culture and consciousness. Prerequisite: six semester hours of freshman English.” *General Bulletin, 2012-2013.*

General Education Core Curriculum Objectives:

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Social Responsibility: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes

As ENG 209 is a core course, English Program Learning Outcomes do not apply; English majors or minors, seeking to fulfill sophomore-level literature requirements, should enroll in ENG 211, 212, 221, 222, 229, 230, or 233H.

Student Learning Outcomes for ENG 209:

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);
2. Students will demonstrate an understanding of periodization in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely an historical consideration, as defined by events, persons, or dates; students will demonstrate an

understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

Required Text:

****(This is a sample entry; other texts may be used as per instructor discretion):

The Norton Anthology of World Literature. Vol. A, Norton 3rd ed.

Mythology. Edith Hamilton.

Ten Plays by Euripides. Translated by Moses Hadas.

Note that this text is required, and it is further required that you bring the relevant volume of this text to class with you every time that we meet (except for the days of the midterm and final).

Course Requirements: ****

As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each day's assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions. (The following statement is an example and not intended to be a standardized grade guideline): Grades will be computed in the following fashion: (Please note the inclusion of the Capstone Assignment).

Quizzes and daily work : TBD

Essays: TBD

Midterm exam: TBD

Final exam: TBD

Core Capstone Essay: TBD*****

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TOTAL POINTS: TBD

Your running points/grade will be available on D2L (<http://d2l.sfasu.edu>); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned: Scale TBD by individual instructor.

****Individual faculty members determine the number of exams and structure of exams, written assignments, and so on in specific sections of the course. Above is an example of how a faculty member might structure the course materials.

****Students will write a core capstone essay on an aspect of mythology as defined by the instructor. Students will be graded based on their use of critical thinking skills; grammar, vocabulary, and written style; and the effect of social background on the personal choices of characters in the literary work, comparing and contrasting these choices with the modern world.

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

Grade Criteria and Policy:

Overall, your grade will be based on a total of TBA points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one's ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student's hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one's struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Attendance: The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence's excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

****Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated.

Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (A-9.1): Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at

http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Policy (A-54):

The following is taken from SFASU's *Policy Manual* (2012), "Semester Grades Policy" (A-54):

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities: To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

****This schedule and content will vary from instructor to instructor; this should be regarded as an example only:

Schedule of Readings/Topics

Note: Always read the biographical and/or topical introduction(s) to the assigned material along with the literary text. Quiz and test material may come from this editorial material as well as from the primary text, although the primary text is the privileged material.

Week One

Course Introduction. Look at the 6 Aspects of Myth and discuss the interplay and similarity between cultures.

(NB: This section contributes to the Core objectives of Critical Thinking, Communication, and Social Responsibility)

“Introduction to Classical Mythology” Hamilton 3-18.

“Ancient Mediterranean and Near Eastern Literature” Norton 3-25.

Gilgamesh Norton 95-151

(NB: Discussion of Gilgamesh’s lack of civic awareness and how, through the friendship of Enkidu, he grows and develops the ability to make more ethical choices contributes to Critical Thinking Skills, Communication, Personal Responsibility, and Social Responsibility).

Student Written Response to Gilgamesh – Discuss the relevance of the friendship between Gilgamesh and Enkidu. Be able to evaluate and analyze the friendship’s importance. (NB: This writing assignment contributes to Critical Thinking, Communication, Personal Responsibility, and Social Responsibility).

Week Two

“How the World and Mankind Were Created” Hamilton 77-94. Roman and Greek Handouts. Hesiod Theogony and Works and Days Norton 39-47; Ovid Norton 1076-1079. By reading and discussing 3 different translations and interpretations of the same 2 ancient texts, the student will observe commonality and differences in views based on time period and culture.

(NB: These assignments and discussions contribute to Critical Thinking, Communication, and Social Responsibility areas of the Core objectives).

Creation. Enuma Elish Norton 34-39. Focus on the issue of male dominance and how the decisions of Uranus, Cronus, and Zeus lead to inescapable consequences.

(NB: These assignments and discussions contribute to Critical Thinking, Communication, and Personal Responsibility areas of the Core objectives).

The Bible Norton Intro 151-155. Note on Translation 157; Genesis Creation – Abraham and Isaac 158-170. Discuss the ancient Hebrew myths that are subtexts to the creation of man and woman and the cursing of Canaan and how the authors of the Bible choose to relate to them.

(NB: These assignments and discussions contribute to Critical Thinking, Communication, and Social Responsibility areas of the Core objectives).

Week Three

The Bible. Look at the parallels between Sumerian/Babylonian culture and Hebrew culture as illustrated by the Flood and Tower of Babel.

(NB: These assignments and discussions contribute to Critical Thinking, Communication, and Social Responsibility areas of the Core objectives).

The Olympian Gods Hamilton Zeus-Athena 25-29; Prometheus and Io 95-99; Europa 100-105; Arachne 426; Callisto 429; Ovid Norton Jove and Io 1083-1088; Jove and Europa 1088-1089. Discuss the stories of Io and Callisto and how the actions of Zeus lead to unhappy consequences for the women at the hands of Hera. Parallel this to modern relationship behavior.

(NB: These assignments and discussions contribute to Critical Thinking, Communication, and Personal Responsibility areas of the Core objectives).

The Olympian Gods Hamilton Apollo- The Sirens 29-49; Apollo and Daphne 155-156; Ovid Norton Apollo and Daphne 1079-1082. Look at the interplay of the gods with mortals through the stories of Arachne and Daphne. Bring out the connection between the role of women in Greek culture and the myths.

(NB: These assignments and discussions contribute to Critical Thinking, Communication, Personal Responsibility, and Social Responsibility areas of the Core objectives).

Week Four

Test. (NB: The examination contributes to the Core objectives of Critical Thinking and Communication; students will analyze, interpret, and evaluate the material covered up to this week).

Stories of Love Hamilton Cupid and Psyche- Endymion 121-154; Flower Myths 111-118; Ovid Norton Pygmalion 1104-1105; Myrrha 1105-1110; Venus and Adonis 1110-1115.

(NB: By focusing on the story of Cupid and Psyche, students will observe and discuss the growth of an individual woman into a cultural, archetypal heroine; this contributes to the Core objectives of Personal Responsibility and Social Responsibility).

Week Five

Stories of Love. Look at how the Stories of Love in Greek mythology connect to major elements that create the core of Greek culture – hospitality, treatment of the dead, the place of men and women, and religious beliefs.

(NB: This discussion and reading contributes to the Core objectives of Critical Thinking and Social Responsibility).

The Quest of the Golden Fleece Hamilton 159-179. Focus on Jason's various obligations as a son, leader of an expedition, hero, and future king, and how his decisions and actions create how he is remembered before meeting Medea.

(NB: This discussion and reading contributes to the Core objectives of Critical Thinking, Personal Responsibility, and Social Responsibility).

"Ancient Athenian Drama" Norton 644-649; Medea Norton 783-822.

(NB: Discussion about Jason's being too reasonable and Medea as being too emotional and how this behaviors create inevitable consequences for themselves and others contributes to the Core objectives of Critical Thinking and Personal Responsibility).

Week Six

Oedipus Norton 701-747.

Student Response – Discuss how even though Oedipus is a good king, his quest for knowledge leads to his downfall.

(NB: The reading and the written response contribute to the Core objectives of Critical Thinking, Communication, Personal Responsibility, and Social Responsibility).

Formal Proposal.

(NB: Outlines of a project to research and illustrate an aspect of Greek culture associated with myth contributes to the Core objectives of Critical Thinking, Communication, Personal Responsibility, and Social Responsibility).

Heroes and Heroines, Hamilton: Pegasus and Belleophon 184-190; Daedalus 193-194; Perseus 197-208; Theseus 209-223.

(NB: Discussions about the importance of the hero in Greek culture contribute to the Core objectives of Personal Responsibility and Social Responsibility).

Heroes and Heroines, Hamilton: Hercules 224-243; Atalanta 244-251.

(NB: Continuation of the discussion of the importance of the hero in Greek culture contributes to the Core objectives of Critical Thinking, Personal Responsibility, and Social Responsibility).

Week Seven

Heroes and Heroines. Relate Atalanta as heroine to her male counterparts and Psyche.

(This discussion and reading contributes to the Core objectives of Personal Responsibility and Social Responsibility).

The Trojan War, Hamilton 255-262. Iphigenia at Aulis Euripides 355-401. Watch *Troy*; we will reference the film and examine what created the background for the Trojan War.

(NB: Discussion about the effect decisions have on various characters involved contributes to Critical Thinking, Personal Responsibility, and Social Responsibility).

Iphigenia.

(NB: Discussion about how Agamemnon balances the demands as king and war chief with those of father and husband contribute to the Core objectives of Critical Thinking, Communication, Personal Responsibility, and Social Responsibility).

Week Eight

Mid-Semester Exam. (NB: Students will analyze, interpret, and evaluate material covered over the last 3 weeks; this examination contributes to the Core objectives of Critical Thinking and Communication).

The Iliad, Norton Intro 222-226; 230-283.

(NB: Discussion upon the ancient Greek view of the warrior/hero by analyzing Achilles and contrasting the modern tragic hero as illustrated by Hector contributes to the Core objectives of Personal Responsibility and Social Responsibility).

Week Nine

The Fall of Troy Hamilton 277-290.

(NB: An examination of the decisions and strategies that lead to the conclusion the Trojan War contributes to the Core objectives of Personal Responsibility and Social Responsibility).

Trojan Women, Euripides 195-231.

(NB: A discussion on the aftermath of war and victimization contributes to the Core objectives of Personal Responsibility and Social Responsibility).

The House of Atreus, Hamilton 345-363. Agamemnon, Norton 650-701.

(NB: This discussion and reading focuses on how a decision made in the past by Agamemnon and a larger family flaw that follows each generation leads to continual bloodshed; the consequential attributes contribute to the Core objectives of Personal Responsibility and Social Responsibility).

Week Ten

The Iliad, Norton 284-331; Agamemnon; compare and contrast the film adaptation of *Troy* to the text.

(NB: An examination of various aspects of warrior culture and the place of women in Greek culture contributes to Critical Thinking, Communication, Personal Responsibility and Social Responsibility).

Week Eleven

The Libation Bearers and The Eumenides Handouts. Electra, Euripides 233-271.

(NB: This portion of the course provides a return to the history of the House of Atreus and an examination of the growth and development of Greek justice; the Core objectives of Personal Responsibility and Social Responsibility are contributed to).

Electra.

(NB: A study of Electra continues the discussion of the place of women in Greek culture as illustrated by the atypical characters of Clytemnestra and Electra; this study contributes to the Core objectives of Personal Responsibility and Social Responsibility).

The Adventures of Odysseus, Hamilton 291-318. The Odyssey, Norton 449-467.

(NB: This section contributes to the Core objective of Personal Responsibility).

Essay/Project Due.

(NB: The research-based essay contributes to the Core objectives of Communication and Critical Thinking).

Week Twelve

The Two Great Gods of the Earth, Hamilton 53-76. Ovid, Norton; Ceres and Proserpina 1090-1099.

(NB: An examination of the story of Demeter and Persephone and its connection to early Greek creation stories and parallels to contemporary culture contribute to the Core objectives of Social Responsibility and Personal Responsibility, as does the comparison of Apollonian and Dionysian philosophy to contemporary culture).

The Two Great Gods; The Bacchants, Euripides 315-353.

(NB: An examination of the Greek ideas of “know thyself” and “nothing too much” contributes to the Core objectives of Personal Responsibility and Social Responsibility).

Week Thirteen

The Aeneid, Norton 960-1019.

(NB: This particular segment provides an examination of the mythic and historic background of The Aeneid; additionally, a discussion of Aeneas as a patriotic hero and comparisons to contemporary culture is appropriate. These focuses contribute to the Core objectives of Critical Thinking, Communication, Personal Responsibility, and Social Responsibility).

Week Fourteen

The Aeneid, Norton 1019 – 1072.

(NB: This portion of the study will focus on the role of gods and upon Roman and Greek cultural attitudes toward divinity; this examination contributes to the Core objectives of Personal Responsibility and Social Responsibility).

Week Fifteen

Aeneid. Review and questions.

Core Capstone Essay assignment will be due prior to the Finals Week to measure acquisition of CORE skills, as pertaining to the objective scheduled for the specific semester.

Finals Week

Final Exam: Students will analyze, interpret, and evaluate material covered over the past 6 weeks.

(NB: The final will contribute to meeting the CORE objectives on Critical Thinking and Communication Skills)