Course 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.” - SFASU Catalogue Description

The influence of ancient myths on the contemporary world cannot be overstated. In this course, we will examine the relationship between mythology and subjects as varied as ethics, philosophy, gender, race and human psychology. Beyond studying ancient myths, we will also engage with both their ancient and modern “retellings” in order to underscore their enduring relevance to human culture and society.

This section of English 209 will focus more on interpreting and critically discussing ancient mythology, from both a historical and modern perspective, rather than simply demonstrating an objective knowledge of these texts. In other words, outside of reading quizzes and the mid-term exam, students will be primarily evaluated on their ability to critically engage with ancient mythology. Independent research and reading are expected and required.

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.
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:**

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 Texts:**

With the exception of the texts listed below, the readings for this course will be posted to D2L, though likely in a piecemeal fashion. You will be given ample notice when new required reading has been uploaded.


  Note: While there is a revised 2017 edition of the Pevear and Volokhonsky translation, I much prefer the 97 edition and am going to teach from that. I don’t care which version you buy **so long as it is a translation by Pevear and Volokhonsky**.


**Course Assignments and Grades:**

- Character Analysis (10%)
• Analysis of a Greek Tragedy (15%)
• Mid-Term Exam (15%)
• Analysis of a Modern Retelling or Adaptation (25%)
• Non-Western Presentation (15%)
• Engaged Participation (20%)

Grade and Revision Policies

Your final letter grade will correspond to the following, conventional scale.

A: 90 - 100
B: 80 - 89
C: 70 - 79
D: 60 - 69
F: 0 - 59

Tentative Course Schedule

Week One 8/28 - 9/01
Introduction to class; Hesiod’s *Theogony*

Week Two 9/04 - 9/08
Plutarch’s *Life of Theseus.*

Week Three 9/11 - 9/15
Euripides’ *The Bacchae*; Selections from Nietzsche’s *The Birth of Tragedy.*

Week Four 9/18 - 9/22
Thomas McGuane’s *The Sporting Club*

Week Five 9/25 - 9/29
Selections from Homer’s *Iliad.* **Character analysis due 9/29.**

Week Six 10/2 - 10/6
Aeschylus’ *Agamemnon.* **Mid Term Exam.**

Week Seven 10/9 - 10/13
Euripides’ *Medea.*
Week Eight 10/16 - 10/20

Sophocles’ Antigone. Ancient Retelling analysis due.

Week Nine 10/23 - 10/27


Week Ten 10/30 - 11/03

Mikhail Bulgakov’s The Master and Margarita, Book 1: Chapters 1 - 9

Week Eleven 11/06 - 11/10

The Master and Margarita, Book 1 Cont’d: Chapters 10 - 18

Week Twelve 11/13 - 11/17

The Master and Margarita Book 2, Chapters 19 - 26

THANKSGIVING HOLIDAY 11/18 - 11/26

Week Thirteen 11/27 - 12/1

The Master and Margarita Book 2, Chapters 27 - Epilogue

Week Fourteen 12/4 - 12/8


Note: Presentations on Non-Western Mythology will begin the third week of class and conclude before the Thanksgiving holiday.

Attendance:

Attendance is mandatory. You may have five unexcused absences this semester. After you’ve reached five, every additional unexcused absence will lower your final course grade by one letter. Information about the university’s excused absence policy may be found at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf.

Students should be punctual. If you are more than five minutes late to class, I will count you as late. Two late arrivals to class equal an absence. So if you’re frequently late to class, it will certainly affect your final course grade.
Mental Absences

Simply being present in class does not prevent you from being marked as absent. I will mark you as absent should I observe any of the following behavior/actions.

Sleeping during a class meeting.
Doing work for another course.
Violating the course technology policy (below)
Leaving the classroom before I dismiss class (unless it’s an emergency).
Failing to complete/perform assigned in-class work.

Late Work and Missing Class Time:

I take off 5% for every day (not every class meeting) that an essay is past due, including weekends and holidays. I do not accept late homework or daily work. There will be so many of these assignments during the semester that missing a few will not “make or break” your final course grade. Students who expect to miss class the day that an assignment is due should plan accordingly and submit the assignment ahead of time.

If, for whatever reason, you have to miss class, please email me as soon as possible. While I cannot reproduce lectures or the classroom experience for you, I will try within reason to answer any questions you might have.

Technology Policy:

To put it bluntly, no phones, unless you have my consent.

Feel free to use tablets and computers to take notes but be forewarned: I tend to wander through the aisles. If you are in fact looking at Facebook, shopping on Amazon, etc., I will ask you to put away your device.

Typewriters: permitted if they are well-oiled.

E-mail and Office Hours:

E-mail is my preferred method of communicating with students if they have brief, specific questions or concerns they want to address. E-mails should be written in a professional tone.

Students who need to have a more expansive dialogue should come to office hours. For example, if you miss a week of class, I will insist that you come to my office so we can have an in-depth discussion about what you’ve missed.

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/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf).

I take plagiarism very seriously. Don’t do it. A plagiarized assignment will receive zero points. A second instance of plagiarism will result in a failing course grade, and I will also consider contacting the dean’s office, which may result in the guilty student’s dismissal from the university.

**Withheld 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.
See the university’s complete course grade policy at http://www.sfasu.edu/policies/5.5_course-grades.pdf.

**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/.

**Academic Resources:**

The AARC is located in Steen Library, on the first floor, and offers tutoring, workshops and other services designed to improve your reading, writing and research skills. I recommend visiting at least once this semester, preferably during the first few weeks of class. This service is free. For more information, go to https://library.sfasu.edu/aarc.