Introduction to Mythology

English 209.001
English 209.005
English 209.004
Department of English, SFASU

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Class Meeting Times & Places:

209.001 F181 MWF 9:00 -9:50
209.005 F176 MW 1:00 – 2:15
209.004 F182 TR 9:30-10:45

COURSE DESCRIPTION

General Bulletin 2018 - 2019

Mythology- Focuses primarily on the studies of Greek, Roman, and Hebraic mythologies, emphasizing the role of myth in history, culture, and consciousness. Prerequisite: 6 semester hours of freshman English with a grade of C or better.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

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;
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;
3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive ;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.

I. REQUIRED MATERIALS

A. Texts
   3. *Ten Plays by Euripides*, Translated by Moses Hadas.

   The texts are not a suggest, not a recommendation – They Are A Requirement. If you do not have the text in class when we are discussing material from it, you will receive a 0 for participation. Participation book quizzes will be given.

B. Materials
   1. standard white loose leaf paper
   2. black or blue pen

II. COURSE CONTENT

A. Tests

   Students will have 2 major tests: Midterm and Final Exams will be composed of material from lectures, discussions, and readings. The exams are non-cumulative. Format of the exams is matching, short answer, and short essay. Exams will be graded based on structure, grammar, spelling, and content.

B. Deity, Demigod, Mortal, or Creature Analysis

   Students will pick a deity or a demigod from the Greek or Roman pantheon, a mortal, or creature. The analysis of the being chosen will be composed of
a pictorial representation, a biography, a discussion of his/her/its relevance to texts the class is reading, as well as how the he/she/it is currently viewed. The pictorial will be graded on presentation and quality. The written components, 2 to 3 pages including a works cited page, will be graded on structure, grammar, spelling, and content.

-OR-

Essay and Project

Students will write a short essay, 2 to 3 pages, including a works cited page, and create a project. The essay will be graded based on structure, grammar, spelling, and content. The project may have both a written as well as an aesthetic component. The written components will be graded based on structure, grammar, spelling, and content. The aesthetic components will be graded based on presentation and quality.

C. Capstone Assessment Essay

Students will choose a text the class has covered during the semester that they feel is insightful and meaningful to them and write a critical essay, 2 to 3 pages, centered on the text. An original visual that is related to the analysis must be included on the title page. The written components will be graded based on structure, grammar, spelling, and content. The aesthetic components will be graded based on presentation and quality.

More information on essays will be given in the actual essay assignments sheets placed on the course’s D2L page in the module for each essay.

D. Daily Work

Reading quizzes and response writing will be given on a regular basis, and a daily participation grade will be taken. These and any assignment deemed daily work will comprise the daily grade. Daily assignments will be given in class, as well as in the Daily Assignments module on the course’s D2L page. All assigned daily work is due at the beginning of class. Daily work not turned in at the beginning of class will not be accepted during or after class for any reason. Daily work sent as emails will not be accepted. Daily work cannot be made up for any reason.

D2L Technical Support

For D2L technical support, contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical
III. GRADES

Midterm and Final  70%
Deity, Demigod, Mortal, Creature Analysis or Project  10%
Capstone  10%
Daily Work, Attendance, and Participation  10%

Overall grade will be based on a total of 100 points.

A. Determination of Grade

1. The grade for the midterm and final are added together and divided by 2. The resulting sum is multiplied by .7 retaining one number past the decimal point.
2. The grade for the deity, demigod, mortal, or creature analysis is multiplied by .1 retaining one number past the decimal point; or the grade for the presentation and project is multiplied by .1 retaining one number past the decimal point.
3. The grade for the Capstone Assessment analysis is multiplied by .1 retaining one number past the decimal point.
4. The attendance, participation, and daily grades are added together and divided by the number of daily assignments. The resulting sum is multiplied by .1 retaining one number past the decimal point.
5. The tests, project, analyses, and daily averages are added along with extra points for perfect attendance and no tardies. The number past the decimal point is carried if 5 and over or dropped if under 5.

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.

B. Withheld Grades Semester Grades Policy (A-54)

Ordinarily, 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.

IV. POLICIES

A. 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

1. Attendance will be taken each class meeting. If the student is tardy, he is responsible for making sure he has not been counted absent.
2. If a student leaves class after taking the reading quiz, he will be counted absent.
3. In accordance with university policy, the instructor will stop accepting work from students who miss over 3 weeks of class, 9 MWF, 6 MW/TR, 3 night classes, or 4 classes in a summer session, regardless of whether absences are excused or unexcused.

*Students with perfect attendance - no excused or unexcused absences – will have a point added to their final grade.

B. Tardies: Once a student has been marked absent and enters the class, he will be marked tardy.

1. Excessive tardies will not be tolerated. For every 3 tardies, a student will receive an unexcused absence. Any student absent more than 9 MWF, 6 MW/TR, 3 night classes, or 4 classes in a summer session will no longer have work accepted by instructor in accordance with university policy.
2. Students who are tardy 15 minutes or more will be counted absent.

*Students with no tardies will have one point added to their final grade.

C. Disruption:

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 that is available to help SFA students succeed.

1. Cell phone, tablet, and laptop are allowed in class only as it pertains to actual course work, such as taking notes, an electronic text, or referencing material for class. Laptop users do need to sit so as not to disturb other students. Students who abuse this privileged will be asked to leave, marked absent, and given a zero for any class work.
2. No electronics or cell phones will be allowed out during a quiz or an exam.
3. Disruptions of class will not be tolerated. Students who disrupt class will be asked to leave, marked absent, and given a 0 for the day. Disruptive students will not be readmitted until they have a conference with the instructor.
D. Make-up Work
1. It is University policy to excuse students for certain reasons, including absences resulting from poor health, family emergencies, and student participation in specified University-sponsored events. Students are responsible for providing the instructor with satisfactory documentation for each class missed. Satisfactory documentation includes inclusion in the public listing of University-sponsored events, a letter from the Judicial Office, as well as other authentic documents from court, doctor, etc. However, the standard notes from the University Health Clinic are not deemed satisfactory excuses. In addition, verification of excused absence must be given to instructor when student returns to class or the absence will be recorded as unexcused.
2. Students may make up missed work (major grades only) for excused absences that have been documented. Students with excused absences will have one week from the time that they return to class to take a make-up essay exam or turn in their analysis or project. However, any student absent more than 9 MWF, 6 MW/TT, or 3 night classes in a regular semester, or 4 classes in a summer session will not have work accepted by instructor in accordance with university policy.
3. If a project or analysis is turned in later than the beginning of the class period it is due, 10 points will be deducted.
4. No late work will be accepted during the week of final exams.
5. Students with unexcused absences will receive a deduction of 10 grade points for each day the project or analysis is late unless the student and instructor agree on a new due before the analysis or project is originally due.
   Analysis or projects over 5 days late (weekends and holidays are counted) will automatically receive a 0.
6. Absence on the due date of an assignment is not an excuse for turning in a late assignment.
7. Students with unexcused absences on test days will not be allowed a make-up essay exam.

V. ACADEMIC INTEGRITY (A-9.1): Students caught cheating on daily quizzes or exams or essays/projects will receive a 0 and no makeup will be allowed.

Academic integrity is a 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.

Definition of Academic Dishonesty
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.
Tentative Syllabus 209.001, 209.004, and 209.005

Week One January 22-25
Course Introduction. Go over policies and syllabus. Begin introduction lecture over Greek, Roman, and Hebraic cultures.


Gilgamesh. Discussion of Gilgamesh- friendship, balance, and alienation from nature.

Week Two January 28-February 1
Gilgamesh – elements of a quest. Look at Elements of a Quest Story on D2L. Discuss the Sumerian/Babylonian flood in Gilgamesh.

Creation – Original sources in translation:
Hesiod Theogony and Works and Days Norton 39-47; Ovid Norton 1076-1079.
Retellings from translation:

Week Three February 4-8
Continue with Creation discussion.

The Bible Norton Intro 151-155. Note on Translation 157; Genesis Creation – Abraham and Isaac 158-170. Continue making connections between Greek, Roman, Hebrew, Sumerian, and Babylonian creation and floods.
The Bible. Discuss the elements of faith, sacrifice, and obedience in the story of Abraham and Isaac. Look at male domination in association with Noah and the Hebrew view of alienation from nature in the creation and other early stories.

Week Four February 11-15
The Olympian Gods Hamilton Zeus-Athena 21-28; Prometheus and Io 94-99; Europa 99-103; Arachne 409; Callisto 412; Ovid Norton Jove and Io 1083-1088; Jove and Europa 1088-1089. Chapter 3 “The Gods of Olympus” Waterfield 33-52. Discuss negative as well as positive qualities of the gods. Begin looking at the troubled marriage of Zeus and Hera.

The Olympian Gods Hamilton Apollo- The Sirens 29-48; Apollo and Daphne 151-153; Ovid Norton Apollo and Daphne 1079-1082. Chapter 3 “The Gods of Olympus” Waterfield 53-69. Continue with Callisto and Daphne. Discuss the function/role of the gods and their importance to the home/city.

Week Five February 18-22
Stories of Love Hamilton Cupid and Psyche- Endymion 121-151; Flower Myths 109-117; Ovid Norton Pygmalion 1104-1105; Myrrha 1105-1110; Venus and Adonis 1110-1115. Discuss how Psyche is an archetypal heroine on a hero’s quest. Elements of a Quest Story from D2L. Look at the fairy tale elements of the story and the negative qualities of the gods.

Stories of Love, Discuss Pyramus and Thisbe, Orpheus and Eurydice, Ceyx and Alcyone, Pygmalion and Galatea, Bacus and Philemon, Endymion – Hamilton and Waterfield 20; Daphne – Hamilton and Waterfield 55-7; Alpheus and Arethusa, and Flower Myths. Discuss how the gods honor love and why.

Week Six February 25- March 1

“Ancient Athenian Drama” Norton 644-649; Medea Norton 783-822. Continue with Stories of Love and Jason and Medea. Look at Jason as ruled by reason and Medea as ruled by passion. Discuss how “civilized men ignore at their peril the world of instinct, emotion, and irrational experience.”

Week Seven March 4-8

Heroes and Heroines Hercules Hamilton 218-236, Waterfield 144-175; Atalanta Hamilton 237-243, Waterfield “Calydonian Boar Hunt” 85-87 “Hippomenes” 47. Discuss Perseus as a hero on a quest. Look at Elements of a Quest Story on D2L. Also, discuss
how Acrisius cannot escape fate. With Theseus look at how Medea’s relationship with Aegeus intertwines with him. Look at Theseus’ adventure to Crete.

**Week Eight March 11-15**

*Heroes and Heroines.* Look at Hercules as a hero who uses strength over intellect. Discuss Atalanta’s story and the 2 men that love her.

**Mid-Semester Exam**

209.001 March 13 and 15
209.005 March 13
209.004 March 14

**Week Nine SpringBreak March 16-24**

**Week Ten March 25-29**

Background to the *The Trojan War* Hamilton 247-253. Waterfield Chapter 9 “The Trojan War” 176-193. *Iphigenia at Aulis* Euripides 355-401. Watch *Troy* – We will reference it. Discuss the background that eventually leads to the Trojan War from “Leda and the Swan” to the sacrifice of Iphigenia. Focus on the characters of Agamemnon and Iphigenia in Euripides’ play.


**Proposal for Presentation Essay and Project or Deity, Demigod, Mortal Creature Analysis**

209.001 March 27
209.005 March 27
209.004 March 28

**Week Eleven April 1-5**


*The Fall of Troy* Hamilton 270-281. “The Death of Achilles” to Death of Hecuba Waterfield 237-249. Discuss events after death of Hector that eventually led to the fall of Troy.

*Trojan Women* Euripides 195-231. Look at what happens to the women of Troy and Helen after the Greek victory over the Trojans.

**Week Twelve April 8-12**


*Agamemnon* Norton 650-701. Discuss Clytaemnestra’s and Aegisthus’ characters, Cassandra’s dialogue, and the death of Agamemnon.
The Libation Bearers and The Eumenides Handouts. Electra Euripides 233-271. Discuss how the curse plays out in the rest of the trilogy. Discuss the character Electra and how she represents Greek society’s view of women.

Essay and Project or DDMC Analysis Due. Each student will give a “show and tell” presentation on his/her project or visual.

209.001 April 8
209.005 April 8
209.004 April 9

Week Thirteen April 15-17

Easter April 18-21

Week Fourteen April 22-26

Week Fifteen April 29- May 3
The Aeneid Norton 960-1019. Discuss the historic background of The Aeneid. Look at the fall of Troy and Aeneas in Carthage.

Capstone Essay Due
209.001 April 29
209.005 April 29
209.004 April 30

Week Sixteen May 6–10
The Aeneid, Norton 1019-1072, continue with Aeneas leaving Carthage, in Sicily, and finally in Italy.

Finals Week May 7 – 11

Monday, May 13
209.001 8:00 - 10:00 a.m.
209.005 1:00 - 3:00 p.m.

Tuesday, May 14
209.004 10:30 a.m. - 12:30 p.m.