Course Description: An introduction to the mythologies of various cultures, emphasizing the role of myth in history, culture, and consciousness. Myths define a culture’s ethos and cultural practices, and yet, myths are also shaped by culture itself. Often, myths from around the world deal with questions on the nature of humanity and the divine; they engage with profound events in the heroes’ lives such as birth, death, love, hate, loyalty, betrayal, suffering, and redemption. In this course we will read a variety of myths from around the world, and will actively seek to understand the readings from multiple perspectives. We will analyze the myths by engaging with the socio-historical contexts wherein they were produced.

Because we will engage with texts that are foreign to your own context, you must remember that it is the responsibility and joy of academics to respect and become curious about other cultures. A good number of the myths, legends, and ideas we will encounter may challenge the way you see the world, and it is important that you keep an open and curious mind. The material we will discuss is based on serious academic scholarship, not upon ideologies or any religion. Therefore, I expect all of you to be curious, respectful, and analytical of the texts and worlds we will encounter.

Required Text:


*The Epic of Gilgamesh*, Benjamin R. Foster, translator; Norton Critical Editions.

Note that these texts are required, and it is further required that you bring these texts to class with you every time that we meet (except for the days of the midterm and final). I will not let you borrow my book during class work time, so make sure to have your textbook with you at all times.

Required Web Access:

You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments, and take reading quizzes. Please make sure to configure your d2l account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that d2l emails you anytime I make an announcement.

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
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:** 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);

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).

The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in ENG 209 you are also enrolling in a **Core Curriculum Course** that fulfills the Written Communication Skills requirement. You will see this course on your D2L list.

At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.
When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

**Crucial Course Objective:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course. This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, race, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.

2. Tying current events and local histories centered on the production of social difference into classroom activities.

**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.

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>Quizzes and In-class Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
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<tr>
<td>End of Semester Capstone Project</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Presentation</td>
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<td><strong>Total</strong></td>
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Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss.

Students will write a core capstone project on an aspect of mythology – I will provide a more detailed prompt in class. 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 the total weight of each grade category (see above).

**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.

**What You Can Expect from Me**
I will strive to:
- create a challenging and engaged learning environment that will enrich your college career
- encourage you to explore new ideas, to develop your own intellectual abilities, and to strengthen your critical thinking skills
- encourage you to identify the ways in which our culture influences your lives, your self-identity, and your perceptions of others
- provide you with helpful feedback about your ideas and writing
- meet with you to discuss your work in detail anytime you request guidance

**What I Expect from You**
During the time spent in this course you should:
- Read and understand all the policies in the syllabus – contact me if you have any questions
- Refer to the calendar attached to the syllabus for any questions regarding deadlines or course requirements
- interact with other students and your professor in a respectful, mature, and thoughtful manner
- read all assigned reading and be prepared to actively participate in class discussion
- keep an open mind; the reading and viewing selections have been carefully considered as works that will contribute to your intellectual development
- feel free to contact me during my office hours if you are having difficulties with the material, or any other issues that might negatively impact your performance in this course
- be prepared to engage with difficult topics

**Course Policies:**
1. **Communication with your professor:** If you send an email I will answer it that same day if the email was sent between 8am-3pm on weekdays. If your email was sent after those specified times, I will reply the next morning, or after the weekend. Additionally, when you email follow proper email etiquette. I do not check d2l email, so only send emails to this address: lameborsel@sfasu.edu
   **Note:** I will not reply to any questions the answer to which can be found by carefully reading the syllabus or the assignment prompts.

2. **Class Environment:** Be considerate and professional to your peers and your professor. Rude behavior in class is unacceptable, and I will ask you to leave class if you are impolite. Some examples of such behavior are: sleeping, private conversations that are distracting to the tasks in class, doing homework for other classes, texting, taking a phone call, reading websites or other irrelevant materials
during class, showing up late. This is a professional environment and I expect all of you to behave professionally.

3. **Use of Electronics:** Silence your phones and put them away in your backpacks. Silence all other devices and put them away. You can only take notes by hand – no note taking on computers or tablets allowed. The only exception to this rule is if Disability Services has indicated otherwise.

4. All Writing Projects must be typed and turned in on d2l on the due date and time. ALL ASSIGNMENTS NEED TO BE TURNED IN MICROSOFT WORD FORMAT!!! I will not accept hand-written projects. No make-up work is allowed on major assignments.

5. All **Homework** must be typed and turned in on d2l on the due date and time. I will not accept hand-written homework. No make-up work is allowed on homework announced at the beginning of the semester. **Late work** will not be accepted unless an exception is approved in advance.

6. **Peer Review:** You cannot participate in peer review unless you have a finished, **typed, and printed** draft. You may not participate if your draft is on your laptop or tablet. I will ask you to leave if you do not have a physical draft with which to work.

7. **Attendance** is required in this course. After three absences, your grade will be reduced by one complete percentage point for each class period you miss, whether those are excused absences or not. If you accumulate six absences or more (excused or unexcused) you automatically fail the course.

8. I will only accept documented excuses for any in-class make-up work: family emergencies, university sanctioned events, and extreme medical issues (hospitalization); I need to be presented with documentation upon your first day of return to the classroom, or within a week of the absence.

9. **An excused absence** does not also excuse major essay deadlines, since these deadlines are given weeks in advance. You must turn in major assignments and homework on time regardless of the excuse, since these due dates are announced at the very beginning of the semester.

10. If you miss any in-class writing, you cannot make it up unless you have a documented excuse for your absence. You need to make this up on your own initiative upon your return to class. You must email me within a week of missing to get information on making up the assignment. If more than a week has passed, then you can no longer make up this work.

11. **Tardiness:** If you are more than 15 minutes late to class, you will automatically be counted absent. If you are not present when attendance is taken at the
beginning of class, it is your responsibility to notify me at the end of class that you are present; otherwise you will be counted absent. If you fail to notify me at the end of class and instead claim attendance later in the semester, I will not change the record unless you have documented proof of attendance (peer testimony does not count). If you are consistently late to class, your participation grade will drop.

12. **Classroom Conduct:** If you are disrespectful, rude, or inconsiderate to me or anyone else in the class, you will be asked to leave for the day and you will be counted absent. If you continually disrupt class, you will be asked to leave and will be counted absent. Use of laptops or tablets will not be allowed during class, unless I have otherwise specified. Turn off your cellphones, take off headphones, and be respectful of everyone’s time.

13. **Plagiarism,** or turning in work that is not one’s own, runs counter to the most basic purposes and presumptions of higher education. The minimum penalty for plagiarism will be failure of the assignment. In repeated cases, the penalty is failure of the course and filing paperwork with the academic dean. See SFA policy regarding plagiarism.

14. All work needs to adhere to **MLA format** with appropriate documentation – The Little Seagull Handbook has MLA documentation guidelines.

15. You may not use essays or assignments you have previously written.

16. I will not accept emailed assignments.

17. All students will be graded on their ability to: 1. Achieve the goal of the specific assignment 2. Efficiently and effectively communicate through writing 3. Properly format the work and 4. Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

18. I reserve the right to ask you to leave the classroom should you disregard any of these policies, or if I deem that you are being disrespectful to our safe and intellectual learning environment.

**Note-taking**

I expect you to know when to take notes during class lectures but you must also pay attention to what your fellow students are saying and take notes when they make insightful points. I will pose leading questions most of the time to get students to think in certain directions and consider certain view points. My goal is to get students to come to the realization that would enable them to perform sophisticated literary analysis, and say all that needs to be said, effortlessly, in their own voices. So, take notes during class discussions as well.
Notes must be taken in writing, and therefore I will not allow note taking on electronic devices, unless Disability Services has notified me that you need to take notes electronically.

**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.

**What is Academic Dishonesty/Plagiarism:**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Withheld Grades Semester Grades Policy:**
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.

**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, and Room 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
Failure to request services in a timely manner may delay your accommodations. For additional information, go to the SFA website.

**AARC:**
The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. You are encouraged to seek help from this center throughout the semester.

**Discrimination/Harassment Policy:**
No one will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race, religion, disability, or any other categories. If discrimination/harassment takes place (either reported or observed) involved students will be required to conference with me prior to returning to class. More information on this topic can be found here on the SFA website.

**Tentative Calendar**

Wednesday 23 January: Introduction to the course and syllabus.
Friday 25 January: Myths and Mythologies Introduction.
   Read for Monday, 28 January: “Amma and Nummo Prepare the World” p. 46 and “The Creation” from the Eddas p. 58 in *Myth and Knowing*

Monday 28 January: Discuss creation myths and reading.
   Read for Wednesday, 30 January: “From Chaos to King Zeus” p. 63 and “Out of the Blue” p. 68 in *Myth and Knowing*
Wednesday 30 January: Discuss Reading.
   Read for Friday, 1 February: “Creation Myth from the Vishnu Purana” p. 79 and “Genesis” p. 84 in *Myth and Knowing*
Friday 1 February: Discuss reading
   Read for Monday, 4 February: “The Fire Goddess” p. 122 and “White Buffalo Calf Woman” p. 132 in *Myth and Knowing*

Monday 4 February: Discuss the Female Divine and reading.
   Read for Wednesday, 6 February: “A Taste of Earth” p. 144 and “Kali Beheaded” p. 154 in *Myth and Knowing*
Wednesday 6 February: **Online Forum/Discussion** – We will not meet in class but you will log in and respond to discussion prompt on D2L. The prompt is connected to the readings assigned for this day (“A Taste of Earth” and “Kali Beheaded”).
   Read for Friday, 8 February: “Callisto and Arcas” p. 161 and “The Courtship of Inanna and Dumuzi” p. 137 in *Myth and Knowing*
Friday 8 February: Discuss Reading

Monday 11 February: Introduction to the Male Divine.
Read for Wednesday, 13 February: “Bhagavad Gita” p. 208 and “Enki and Ninhursanga” p. 220 in *Myth and Knowing*

Wednesday 13 February: Discuss reading.
Read for Friday, 15 February: “Orunmila Gives the Orishas Their Powers and His Friendship with Eshu” p. 227 and “Thor’s Duel with Hrungnir” p. 232 in *Myth and Knowing*

Friday 15 February: Discuss reading.
Read for Monday, 18 February: “Quetzalcoatl Rescues the Precious Bones and Discovers Corn” p. 239 in *Myth and Knowing*

Monday 18 February: Discuss Reading.
Wednesday 20 February: Introduction to Trickster Myths.
Read for Friday, 22 February: “Why We Tell Stories about the Spider” p. 253 and “Ajápá, Ajá the dog, and the Yams” p. 257 in *Myth and Knowing*

Friday 22 February: Discuss Reading.
Read for Monday, 25 February: “How Coyote Placed the Stars” p. 265 and “Coyote Man and Saucy Duckfeather” p. 268 in *Myth and Knowing*

Monday 25 February: Discuss reading.
Read for Wednesday, 27 February: “Old Man Coyote Meets Coyote Woman” p. 274 and “The Treasures of the Gods” p. 277 in *Myth and Knowing*

Wednesday 27 February: Discuss Reading.
Read for Friday, 1 March: “Prometheus” p. 301 and “The Raven Steals the Light” p. 311 in *Myth and Knowing*

Friday 1 March: Discuss reading.

Monday 4 March: Introduction to Sacred Places. **Midterm Review**
Wednesday 6 March: **Class Cancelled** – Dr. Lameborshi presents research at the American Comparative Literature Association Meeting at Georgetown University.

Friday 8 March: **Class Cancelled** – Dr. Lameborshi presents research at the American Comparative Literature Association Meeting at Georgetown University.

Monday 11 March: **Midterm**.

Wednesday 13 March: Discuss Reading.
Friday 15 March: **Online Forum/Discussion** – We will not meet in class but you will log in and respond to discussion prompt on D2L. The prompt is connected to the readings assigned for this day (see above).


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Monday 18 March: Spring Break
Wednesday 20 March: Spring Break
Friday 22 March: Spring Break

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Monday 25 March: Discuss Reading.
Read for Wednesday, 27 March: “The Areca Tree” p. 380 and “Biriwilg Becomes a Painting” p. 387 in *Myth and Knowing*

Wednesday 27 March: Discuss Reading
Friday 29 March: Introduction to Myths about the End of the World.
Read for Monday, 1 April: PDF file on d2l – Myths of the End of the World

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Monday 1 April: Discuss Reading.
Wednesday 3 April: Introduction to *The Epic of Gilgamesh*
Read for Friday, 5 April: Tablets I – II in *The Epic of Gilgamesh*

Friday 5 April: Discuss Reading.
Read for Monday, 8 April: Tablets III – IV in *The Epic of Gilgamesh*

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Monday 8 April: Discuss Reading.
Read for Wednesday, 10 April: Tablets V – VI in *The Epic of Gilgamesh*

Wednesday 10 April: Discuss reading.
Read for Friday, 12 April: Tablets VII – VIII in *The Epic of Gilgamesh*

Friday 12 April: Discuss Reading.
Read for Monday, 15 April: Tablets IX – XI in *The Epic of Gilgamesh*

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Monday 15 April: Discuss Reading.
Wednesday 17 April: **Online Forum/Discussion** – We will not meet in class but you will log in and respond to discussion prompt on D2L. The prompt will be on the completed reading of *The Epic of Gilgamesh.*

Friday 19 April: University Spring Holiday

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Monday 22 April: Screening
Wednesday 24 April: Screening
Friday 26 April: Screening. **Writing Project Due!**
Monday 29 April: Presentations
Wednesday 1 May: Presentations
Friday 3 May: Presentations

Monday 6 May: Presentations
Wednesday 8 May: Presentations
Friday 10 May: Presentations

May 13-17: Final Week