Introduction to Mythology
English 2309.002
Department of English and Creative Writing, SFASU

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Zoom Conferences by Appointment

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Class Meeting Times & Places:
1301.004 Zoom M-TR 10:00 – 11:40
2309.002 Zoom M-TR 12:00 – 1:40

COURSE DESCRIPTION

General Bulletin 2019 -- 2020

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.

Credit Hour Justification

“Introduction to Mythology” (3 credits) typically meets 3 times each week in 50 minute segments or twice each week in 75 minute segments for 15 weeks, and also meets for a 2 and half hour examination. Students have significant weekly reading assignments and take regular reading quizzes along with the midterm and final examinations. Students make a major group or individual presentation on a mythological subject in film or literature and are required to submit a responsive essay. These activities average at a minimum 6 hours of work to prepare outside of classroom hours.

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 2309 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 2309:

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.
   4. The Greek Myths, Robin Waterfield.

The texts are not a suggestion, not a recommendation --- They are a Requirement

B. Technology
   1. Desktop computer or laptop
   2. Reliable internet connection
   3. Backup plan if internet fails

II. COURSE CONTENT

A. Essay Exams

Students will write 3 major essay exams: an Essay Exam over Gilgamesh, covering readings and discussions from Gilgamesh, the second Essay Exam will cover readings and discussions from Gilgamesh up to Midterm and the third Essay Exam will cover readings and discussions from after Midterm to Final Exam Week. The Essay Exams will address various texts and discussion prompts that the class has covered. The prompts for the Essay Exams will be composed of material from
lectures, discussions, and readings. The Essay Exams are non-cumulative. Essay Exams will be graded based on content, as well as structure, grammar, and spelling.

*Gilgamesh* Essay Exam  
2309.002 Wednesday, July 7

Midterm Essay Exam  
2309.002 Wednesday, July 19

Final Essay Exam  
2309.002 Friday, August 6

B. Capstone Essay with Visual and/or Project

Students will choose a text, a creature, demigod, god/goddess, and/or mortal that the class will cover or has covered during the semester. The mythology that the student works with should be Sumerian/Babylonian, Hebrew, Greek, and/or Roman. Whatever students pick to develop for the Capstone should be insightful and meaningful to them. They will write a 3 to 4 page essay centered on their connection to the text and/or being. In conjunction with the essay, students need to create a visual and/or a project that they will be able to share in Zoom class that relates on some level with their essay.

The essay will be graded based on content, structure, grammar, and spelling. The visual and/or project will be graded based on presentation and quality.

Capstone Essay with Visual and/or Project  
Proposal Brief Presentation and Essay Due  
2309.002 Monday, July 12 Monday, July 26

More information on the essays will be given on the actual assignment sheets in the modules on the course D2L page.

C. 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, and in the News Feed and Daily Assignments module on the course’s D2L page. All assigned daily work is due in the drop box for the assignment before class on the day it is due. The drop box will remain open until 5 PM on the due day, with assignments turned in late receiving a minus 10 points. Daily work will not be accepted as an attachment to an email. 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 Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

III. GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilgamesh, Midterm, and Final Essays</td>
<td>70%</td>
</tr>
<tr>
<td>Capstone Essay with Visual and/or Project</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Work, Attendance, and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

A. Determination of Grade
1. The grade for the essays for Gilgamesh, the midterm and the final are added together and divided by 3. The resulting sum is multiplied by .7 retaining one number past the decimal point.
2. The grade for the Capstone Essay with Visual and Project is multiplied by .2 retaining one number past the decimal point.
3. 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.
4. The essay exams, Capstone assignment, and daily averages are added along with an extra point for perfect attendance. 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

1. Regular and punctual attendance is required in this class. Since the course is a Zoom class, attendance will be based on the student being on camera. If a student has a valid reason for not being on camera, the instructor needs to be informed of that reason. Attendance will be taken each class meeting.
2. 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, will have a point added to their final grade.
B. 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.

C. 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 essay 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 essay is turned in later than the due date and time, 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 essay is late unless the student and instructor agree on a new due date before the project or essay is originally due. Projects or essays 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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

VI. SPECIAL NEEDS: Students with special requirements or problems need to contact the instructor immediately.
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 provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Tentative Syllabus 2309.002

Week One June 28-30 and July 1


Gilgamesh. Discussion of Gilgamesh from beginning of Gilgamesh’s quest till end of story, focusing on the Elements of a Quest Story on D2L. Discuss the Sumerian/Babylonian flood in Gilgamesh.
Week Two July 5-8

Essay Exam Due Wednesday, July 7.

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

Retellings from translation:
“How the World and Mankind Were Created” Hamilton 76-93. Roman and Greek Handouts on D2L. Creation to Pandora in Waterfield 8-33, 70-73, and 308-310. Begin discussion over Creation, primarily Greek with some Roman. Look at creation of man, Prometheus, and flood stories. Connect back to Sumerian/Babylonian flood in Gilgamesh – start bringing in Hebrew creation and flood.

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. 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.

The Olympian Gods Hamilton Zeus-The Sirens 21-48; Prometheus and Io 94-99; Europa 99-103; Apollo and Daphne 151-153: Arachne 409; Callisto 412; Ovid Norton Jove and Io 1083-1088; Jove and Europa 1088-1089; Apollo and Daphne 1079-1082. Chapter 3 “The Gods of Olympus” Waterfield 33-69. Discuss negative as well as positive qualities of the gods. Begin looking at the troubled marriage of Zeus and Hera. Discuss the function/role of the gods and their importance to the home/city.

Stories of Love Hamilton Cupid and Psyche 121-132. Discuss how Psyche is an archetypal heroine on a hero’s quest. Use Elements of a Quest Story from D2L. Look at the fairy tale motifs in the story and the positive and negative qualities of the gods.


Week Three July 12-15

Proposal Due July 12

Stories of Love Hamilton Pyramus and Thisbe – Alpheus and Arethusa 133-155; Flower Myths 109-117; Ovid Norton Pygmalion 1104-1105; Myrrha 1105-1110; Venus and Adonis 1110-1115. Discuss how the gods honor love and why.


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.”

Heroes and Heroines Pegasus and Bellerophon Hamilton 179-184, Waterfield 97-99; Daedalus Hamilton 186-87, Waterfield 132-133; Perseus Hamilton 192-202, Waterfield 90-97; Atalanta
Hamilton 237-243, Waterfield “Calydonian Boar Hunt” 85-87 “Hippomenes” 47. Discussion over Bellerophon – code of hospitality and hubris, Daedalus as inventor, and the two men who love Atalanta. Discuss Perseus as a hero on a quest. Look at Elements of a Quest Story on D2L. Also, discuss how Acrisius cannot escape fate.

**Mid – Semester Essay Exam July 19**

**Week Four July 19-22**

*Capstone Essay with Visual or Project is Due Monday, July 26. Each student will “Show and Tell” his/ her visual or project.*

**Heroes and Heroines** Theseus Hamilton 203-217, Waterfield 128-143. Hercules Hamilton 218-236, Waterfield 144-175; With Theseus look at how Medea’s relationship with Aegeus intertwines with him. Look at Theseus’ adventure to Crete and Hercules as a hero who uses strength over intellect.

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.


The Fall of Troy Hamilton 269-281. “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 Five July 26-29**


The *Aeneid* Norton 960-1072; Hamilton 308-330. Focus will be on Aeneas’ conflict – his responsibility versus his personal desire and the role of the gods.

**Final Friday, August 6.**