World Mythology

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Office hours: T, Th, 1-3:30, & by appointment

Required Textbooks

<table>
<thead>
<tr>
<th>OR EDITOR</th>
<th>FULL TITLE</th>
<th>PUBLISHER</th>
<th>COPYRT DATE</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fagles</td>
<td>The Odyssey</td>
<td>Penguin</td>
<td>1999</td>
<td>140268863</td>
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<tr>
<td>Moreford</td>
<td>Classical mythology</td>
<td>Oxford UP</td>
<td>2002</td>
<td>0-19-515344-8</td>
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<tr>
<td>Melville</td>
<td>Ovid's Metamorphoses</td>
<td>Oxford UP</td>
<td>1998</td>
<td>019283472X</td>
</tr>
</tbody>
</table>

Books Available at AVC Bookstore, next door to AVC cafeteria. 722-6185

Suggested Texts:
1. Writer's Reference by Diana Hacker.
2. Concise Oxford English Dictionary and access to CSUB on-line version of the OED.
   http://voyager.lib.csubak.edu:2052/

You will also be given short xeroxed handouts over the course of the semester, and you should certainly explore the on-line "Perseus project" http://www.perseus.tufts.edu/, The J. Paul Getty website, especially the “mythology” section http://www.getty.edu/art/collections/subjects/s2031358.html, And you should also use the web page for Morford’s textbook which is sponsored by Oxford University Press,
http://www.classicalmythology.org/ Be sure to look at the on-line quizzes!

Course Reserves: I encourage you to read through the Times Literary Supplement, The London Review of Books, and the New York Review of Books which I have on reserve in the CSUB-AV library or in the student lounge. For a complete list of my reserve books please visit the library stacks and have a chat with Gillian Gray, our splendid, friendly, and very helpful librarian. A complete list of my reserve books can also be found via the CSUB Stiern Library web site or you can use the following link:
http://www.lib.csub.edu/

Other information: please refer to the final page of this document and to the English Major's Handbook for information about CSUB English department grading standards, attendance policy, and information about plagiarism. http://www.csub.edu/english/eng200folder/english200.htm

For general University policies http://www.csub.edu/03-05Catalog/

Course objectives: This course introduces the principal myths of the Greeks and Romans, and other world myths, primarily through ancient literary texts. We will consider the meaning of the term "myth" as well as some basic patterns of myth. We will also look at the ways in which characters and subjects from mythology reappear throughout Western art and literature.
Grades will be determined on the basis of the following: Quizzes 20%, Midterm 20%, Final Exam 20%, Annotated Bibliography and Oral Presentation 20%, Portfolio and Presentation 20%.

Quizzes and short written assignments: 20%
(Quizzes will consist of two parts. Part one will be multiple choice and will be largely based on Morford. Part two of the quizzes will be passages from Homer or Ovid from which you will deduce the character being described. You should bring in Topics for the short written assignments TBA. If take home, please Type, Double-space. Approx. length 1 page)

Midterm exam: 20%

Final exam: 20%

Annotated bibliography and Oral presentation: 20%
a bibliography of at least seven books and/or essays. At least five of the entries must be annotated. If you haven’t constructed an annotated bibliography before, or have questions please be sure to ask me and/or to review these websites: http://www.library.cornell.edu/okuref/research/skill28.htm#what http://web.infoave.net/~lrashley/annbibl.htm. You will use the annotated bibliography in both your oral presentation and in your final exam. You may use as many as two www sources, but you should also use my course reserves in the CSUB-AV library, and you should order at least one book from the main campus library. See our librarian, Gillian Gray, for help with this asap. Be sure to bring enough copies of your bibliography to give one to each student on the day of your presentation.

Portfolio and participation: 20%

Class will be a mixture of lecture and discussion. For your understanding of each class discussion it is important to have completed the readings and any assignments due that day. Please be sure to do the reading before the class period for which it is assigned!

Your annotated bibliography and oral presentation should be based on a single character from Greek or Roman mythology, or on a character from a different world mythology (in which case you will have to include background information about the mythology in question). I will be passing around a sign up sheet along with this syllabus. During the week that the character or topic you choose is covered in the schedule you will be expected to help lead class discussion and to give a short presentation relating to information you have uncovered in your research. You should also select a work of visual art which includes a depiction of your subject. You can use the Morford text for this, pick up post-cards from the Getty exhibit, and/or use the WWW.

Homework for our next meeting! Please bring me a 3x5 Card with your picture attached. The card should also include your name, the title, term, and year of the class. You are welcome to include any other information about yourself that I might find interesting or entertaining. I will use these cards to help me learn your name, and to help to keep a visual record – I find them very useful in jogging my memory when I am asked to write letters of recommendation.
Course Outline


9/17 Book 1 of *Odyssey*

9/20 Origins of the Greek gods. Morford pp. 1-
Book 2 of *Odyssey*

9/22 Historical Background. Morford 39-50
Book 3 of *Odyssey*

9/24 Myths of Creation. Morford 51-74
Books 4 of *Odyssey*

9/27 Zeus. Morford 76-104
Books 5-6 of *Odyssey*

9/29 Twelve Olympians. Morford 108-126
Books 7-8 of *Odyssey*

10/01 The Nature of the gods Morford 128-144.
Books 9-10 of *Odyssey*

Books 11-12 of *Odyssey*

10/06 Athena,. Morford 157-169
Books 13-14 of *Odyssey*

10/08 Aphrodite and Eros. Morford 171-199
Books 15-16 of *Odyssey*

10/11 Artemis. Morford 200-224
Books 17-18 of *Odyssey*

10/13 Apollo. Morford 226-254
Books 19-20 of *Odyssey*

10/15 Hermes. Morford 257-272
Books 21-22 of *Odyssey*

10/18 Dionysis, Pan, Echo, and Narcissus. Morford 274-304
Book 23 of Odyssey

10/20 Demeter. Morford 307-327
Book 24 of Odyssey

10/22 Midterm
10/25  Roman Mythology and Saga. Morford 623-661
       Book 1 of Ovid’s *Metamorphoses*

10/27  Hades. Morford 328-351
       Book 2 of Ovid’s *Metamorphoses*

       Book 3 of Ovid’s *Metamorphoses*

       Book 4 of Ovid’s *Metamorphoses*

       Book 5 of Ovid’s *Metamorphoses*

11/5   The Trojan Saga: Morford 436-454
       Book 6 of Ovid’s *Metamorphoses*

11/8   The Trojan Saga: Morford 454-480
       Books 7 and 8 of Ovid’s *Metamorphoses*. *Soci Week*

11/10  The Returns: Morford 482-503 and Book 1 from *Odyssey*
       Books 9 and 10 of Ovid’s *Metamorphoses*

11/12  Books 11 and 12 of Ovid’s *Metamorphoses*

11/15  Books 13 and 14 of Ovid’s *Metamorphoses*

11/17  Book 15 of Ovid’s *Metamorphoses*

11/19  The Returns: Morford 482-503 and Book 1 from *Odyssey*

11/22  Classical Mythology in Literature and Art: Morford 667-702

11/24  Review

11/26 Holiday: Thanksgiving. Campus closed.

11/29  Final Exam
Annotated Bibliography Topic
As many as two Students per topic
You may work on the annotated bibliographies together and coordinate the in-class presentations

(BTW, Our days of the week tend to me Germanic God names
http://www.crowl.org/Lawrence/time/days.html, while our months tend to be Roman gods or

Friday, September 27: Zeus

___________________________________  ___________________________________

Monday, October 4: Poseidon and other Sea Deities

___________________________________  ___________________________________

Wednesday, October 6: Athena

___________________________________  ___________________________________

Friday, October 8: Aphrodite and Eros

___________________________________  ___________________________________

Monday, October 11: Artemis

___________________________________  ___________________________________

Wednesday, October 13: Apollo

___________________________________  ___________________________________

Friday, October 15: Hermes

___________________________________  ___________________________________

Monday, October 18: Demeter

___________________________________  ___________________________________

Wednesday, October 20: Demeter Hades

___________________________________  ___________________________________

Monday, October 25: Roman Myth

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Wednesday, October 27</td>
<td>Hades</td>
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<tr>
<td>Friday, October 29</td>
<td>Orpheus</td>
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<tr>
<td>Monday, November 1</td>
<td>Theban Saga</td>
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<tr>
<td>Wednesday, November 3</td>
<td>Mycenaean Saga</td>
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<td>Friday, November 5</td>
<td>Trojan Saga</td>
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<td>Monday, November 8</td>
<td>Indian Mythology</td>
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<td>Wednesday, November 10</td>
<td>Celtic Mythology</td>
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<tr>
<td>Friday, November 12</td>
<td>Germanic Mythology</td>
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<td>Monday, November 15</td>
<td>Chinese/Japanese mythology</td>
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<tr>
<td>Wednesday, November 17</td>
<td>American Indian Mythology</td>
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<tr>
<td>Friday, November 19</td>
<td>African Mythology</td>
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<tr>
<td>Monday, November 22</td>
<td>Christian Mythology and Islamic Mythology</td>
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Fall Quarter, 2004

April 03  Transfer Day Orientation and Advising (for Fall Quarter)
April 24  Freshman Day Orientation and Advising (for Fall Quarter)
May 03 - 14 Advising for Continuing Students (for Fall & Summer Quarters)
May 08  Orientation and Advising for All Students (for Fall & Summer Quarters)
May 08  Orientation and Advising for Antelope Valley Students (for Fall & Summer Quarters)
May 10 - Aug 06 Registration for Continuing Students (for Fall Quarter)
July 10  Orientation and Advising for All Students (for Fall Quarter)
July 10  Orientation and Advising for Antelope Valley Students (for Fall Quarter)
August 07  Orientation and Advising for All Students (for Fall Quarter)
August 07  Orientation and Advising for Antelope Valley Students (for Fall Quarter)
September 06  HOLIDAY - Labor Day - Campus Closed
September 07  ALL FACULTY DUE ON CAMPUS
September 07  Late Registration Begins (for Fall Quarter) ($25 fee)
September 10  Orientation and Advising for All Students (for Fall Quarter)
September 10  Orientation and Advising for Antelope Valley Students (for Fall Quarter)
September 14  First Day of Classes
Sept 15 - 17 Rosh Hashanah – Jewish Holy Day
September 21  Last day to Add classes
September 21  Last day to change between audit and letter grading
September 21  Last Day of Late Registration (for Fall Quarter)
September 24  Last day to apply for Fall Graduation
Sept 24 - 25 Yom Kippur – Jewish Holy Day
October 04  Census Day
October 04  Last day to change between credit/no-credit and letter grading
October 04  Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date are continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
October 15 Ramadan Begins – Islamic Holy Day
Oct 18 - 29 Academic Advising for Continuing Students (for Winter Quarter)
October 21  Orientation and Advising for All Students (for Winter Quarter)
October 22  Dasera – Hindu Holy Day
October 23  Orientation and Advising for Antelope Valley Students (for Winter Quarter)
Oct 25 - Nov 05  Registration for Continuing Students (for Winter Quarter)
October 26  Campus-wide Emergency Evacuation Day
November 01  Last day to withdraw from classes for a serious and compelling reason
Nov 08 - 12 SOCI Week
November 11  HOLIDAY - Veterans Day – Campus Closed
November 12  Diwali – Hindu Holy Day
November 13  Eid El-Fitr (end of Ramadan) – Islamic Holy Day
November 23  Last Day of Classes (Fall on a Tuesday; is a Thursday schedule)
November 23  Last day to submit completed Master’s Thesis to Graduate Studies and Research
November 24  Study/Reading Day
Nov 25 - 26  HOLIDAY - Thanksgiving – Campus Closed
Nov 29 - Dec 01& 04 Examination Period
December 06  Grades Due

Waiting List Policy:

On a waiting list, you are eligible for a place in the class

1. if you come to every class and
2. if you turn in the work while you are there
Being on a waiting list does not mean you are guaranteed a place in the class. It simply means you are welcome to wait for an opening in the class if you desire. If no one drops out of the section you’re attending, no students can add.

As a result, you should be aware of the last day to add and have a back-up class chosen if you need another class. This plan is especially important for financial aid recipients, who must carry a full load to receive their financial aid. **Being on a waiting list does not count as a class toward your full load.**

**Instructor-Initiated Drop Policy:**
This course is subject to the policy on instructor initiated drops. If the class is full and has a waiting list, I have the right to have you administratively dropped from the class by the end of the second week of the term if you have missed three consecutive class session during the first week of the term and have not contacted me with alternate plans. However, you should not assume that you will be automatically dropped from the course due to non-attendance.

**Grading Criteria as Defined by the English Department, CSUB**

An “A” paper—unusually competent
1. Avoids the obvious and thus gains insights on an analytical level that are illuminating and stimulating to an educated reader.
2. Develops ideas effectively and purposefully with appropriate evidence, examples, and illustrations.
3. Progresses by clearly ordered and necessary stages with paragraphs that are coherent and unified.
4. Uses a variety of punctuation conventionally and purposefully.
5. Has sentences which are skillfully constructed, concise, forceful, effective, and varied.
6. Demonstrates a concern with the right words and a willingness to be inventive with words and structures in order to produce a clearly identifiable style, even though at times the efforts may be too deliberate or fall short of the writer’s intentions.

A “B” paper—demonstrably competent
1. Usually avoids the obvious and offers interesting interpretations, but lacks the imaginative insights of the A paper.
2. Develops an idea with a clear and effective sense of order.
3. Progresses by ordered stages with paragraphs that are coherent and unified.
4. Uses mechanics and punctuation to help communicate the meaning and effect of the prose.
5. Has sentences which are correctly constructed with efficient use of coordination and subordination; demonstrates an understanding of variety.
6. Draws upon words adequate to express the writer’s own thoughts and feelings and demonstrates an understanding of alternate ways of expression as a means of making stylistic choices possible.

A “C” paper—competent
1. Functions on the literal level, often depending on the self-evident.
2. Develops ideas minimally, often leaving the reader with unanswered questions.
3. Has a discernible, if mechanical organization.
4. Conforms to conventional grammar, mechanics, and punctuation.
5. Has sentences which are correctly constructed, though perhaps tending toward repetitious patterns with minimal or mechanical use of coordination and subordination.
6. Works with a limited range of words and thus becomes dependent on the cliches and colloquialisms most available; is also generally unaware of choices that affect style and thus is unable to control the effects a writer may seek.

A “D” paper—lacking competence
1. Exploits the obvious either because of a lack of understanding, an inability to read, a failure to grapple with a topic, or, in many cases, a lack of interest.
2. Wanders aimlessly because of a lack of overall conception or, in some instances, has a semblance of form without the development that makes the parts a whole.
3. Has a plan or method that is characterized by irrelevancy, redundancy, or inconsistency.
4. Frequently lacks careful mechanical and grammatical distinctions although some papers contain correct (if simple) sentences.
5. Has sentences which are not correctly constructed or which are monotonous or repetitious.
6. Is characterized by convoluted sentences that are close to the rapid associations of thought or by “safe” words (ones the writer ordinarily speaks or can spell) and by excessively simple sentence structures.

An “F” paper—incompetent
1. Doesn’t fulfill the assignment; is unclear overall.
2. Lacks specific development; tends to wander aimlessly
3. Lacks logical and coherent progression.
4. Consistently lacks conventional grammar and mechanics so that communication is unclear.

Course Description: In the next few months we will read and talk about a sampling of some of the best English literature from circa 1700 to the present. We will be reading, relishing, analyzing, and researching works from the textbook and from the world wide web – we will also read a novel together (we will decide which one in a few weeks).
I will give short background lectures, but the course will be centered on class discussion and group work. You will be graded in this class, in part, for your participation in the discussions we will be having. You will also have to do quite a bit of writing, and I hope that you will find, as I have, that it can be as stimulating to write about literature, as it is to read it.
**Class Writing and Presentations:** You will be required to choose one of the readings from each week of class and to write a short response paper. You should choose lines or sentences that you find to be especially striking from the reading and focus your response on those lines. We will take our cue from Pope, and hope to be fair and entertaining in our criticisms. I call these short essays “response papers” and, as I have said, I would like you to turn in one 200-300 word essay every week. You should, however, submit your responses to me every week in an e-mail message and I must receive your e-mail before the meeting at which the text is scheduled for class discussion. (Make sure your paper is actually in the message, though you may also send it to me as an attachment). I want the response papers to begin with a quotation of the lines to which you are “responding.” As a part of your response you may discuss language, meter, and meaning. You should try to include objective as well as subjective material in your response. The responses should generally follow MLA style, though you should include at least one interesting, possibly philological, footnote in each paper. You should make hard copies of each of these papers, and bring them to class where you may be asked to read them aloud, but I will only collect the hard copies at the end of term as part of the portfolio. I will make comments and give a provisional grade to selected responses via e-mail, but the final grade for the response papers will be a single “wholistic” grade based on the revised papers that you submit as part of the portfolio.

You will also produce an annotated bibliography & give a 5 minute oral presentation on one of the works and/or authors we read this term. You should bring a copy of your annotated bibliography for every student on the day you give your presentation. And you should bring a hard copy of your presentation for me to read while you are speaking. If you choose an author or work before 1800 you will present during the last two meetings of the class. If you pick an author or work from after 1800, from Wilde to Naipaul, you will present on the day we discuss that author or work as per the reading schedule.

You may also write 7-10 page MLA style research paper – though, pace MLA, you may also include as many as 5 interesting and/or daring footnotes. This grade for this optional paper will be included in your portfolio grade; the research paper will be eligible for the $300 McQuarrie Memorial Scholarship and may be submitted for best paper in Humanities award.

**Quizzes:** I will be giving pop-quizzes every now and again. The quizzes are to make sure that you have kept up with the reading and the one page papers are to make sure that you’ve taken the time to think about what you’ve read and are willing and able to organize your thoughts on paper. I’ll also give you a midterm and a final. Near the end of term, you will collect all your assignments together in a portfolio, as I will outline below.

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1 A philological footnote would include information about the usage of a word. You should come upon words you don’t know in just about every reading. Some words we will come across this term will also have different meanings in the older texts than they do today. The word “philology” used to mean “love of learning, language, and literature,” or “science of language”. Now, however, it usually refers to historical linguistics. It is from the Ancient Greek roots φιλός or philos “lover, friend” and λόγος or logos “word”. The word seems first to have been used in English by Chaucer, circa 1386 in the “Merchant’s Tale” section of the *Cantebury Tale*, though Chaucer seems to be referring to a goddess, or maiden (http://voyager.lib.csubak.edu:2052/cgi/entry/00177490?single=1&query_type=word&queryword=philology&edition=2e&first=1&max_to_show=10)

Chaucer takes his reference from Martianus Capella, a fifth century writer who composed a popular medieval encyclopedia, *The Marriage of Philology and Mercury* (http://www.hps.cam.ac.uk/starry/armillpoems.html)
Memorization: You will also be required to commit one short passage (4 or 5 lines) to memory, and to recite to the class, or to me. Finally, you will be required to present a short oral presentation on your research topic to the class near the end of term.

Goals and Objectives: by the end of this course you will be able to:
1. Identify major writers of post-1700 English Literature
2. Explain some of the most important historical and cultural contexts to be associated with those writers.
3. In oral and written argument, analyze, interpret, and compare the stylistic and thematic characteristics of two or more authors from post-1700 English literature.
4. Identify along reasonably broad lines the probable period and provenance and author of a work of post-1700 English literature.
5. Demonstrate an understanding in your writing of the importance of revision, an ability to use various rhetorical forms, and a mastery of American English.
6. Define and apply poetic terminology

Portfolios: Your class portfolio will be due on the day of the final exam. It must be in a three ring binder with a pocket for papers in the front, and you must put your name and the class number and title on the spine as well as on the front of the binder. I must include:
1. Table of contents providing page numbers and headings.
2. All of the written assignments IN ORDER. You must turn in your original papers as well as your revisions. This includes in-class writing, take-home papers, and your final paper.
3. The lines that you memorized for the class, typed out, with a one to three paragraph description of its main features and a discussion of why you chose to memorize those lines, etc.

Attendance: in this course is vital. You are responsible for arranging a drop from the registration office. If you do not drop the class through the registration office and your name appears on the final grade sheet, I will give you an F.

Course Requirements:

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<td>Pop Quizzes and participation</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<td>Presentation, annotated bibliography</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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<tr>
<td>Portfolio, final paper, and response papers</td>
<td>20%</td>
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