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ENG 3009G-004

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Dr. William J. Searle

English 3009G—sec. 004—13:00 to 13:50 MWF—Ch3691

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The following texts are used for English 3009G:


ATTENDANCE: Plan to attend every class. You might glance at page 53 of the 2003-2004 catalog concerning this matter. Obviously, a student seldom does well in a course when he or she cuts class frequently. For that reason, I have established the following attendance policy. For every five unexcused absences, your final grade will be lowered one letter grade. If you have ten unexcused absences, your final grade will be lowered two letter grades, etc. Late papers (exams, quizzes, etc.) will be accepted only cases of extreme emergency—severe illness, official university activity, or other urgent reasons.

DEPARTMENTAL STATEMENT ON PLAGIARISM: "Any teacher who discovers an act of plagiarism—'the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty up to and including the immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

GRADING: Approximately 20 percent of your grade will consist of class participation (class discussion, group work, and perhaps a group project or two) and writing exercises (exclusive of out-of-class papers, as reading check quizzes, etc.). More important, the classroom exercises, discussions, etc. will help you with exams and papers, the other 80 percent of your grade. There will be two one-hour exams, each worth 10 percent, and two short essays of a minimum of 1,000 words (approximately 4 typewritten pages) each worth 20 percent, and a final worth 20 percent. Of course, you are responsible for keeping up with reading and writing assignments, even if you are unable to attend class. In other words, a missed class is not an excuse for not being prepared on your return. Learn the assignment from a classmate or from your instructor. If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
Course Description: "Myth is a past with a future, exercising itself in the present," writes contemporary Mexican author Carlos Fuentes. A constant among all peoples, a shared legacy of ancestral memories, perhaps a part of our very fiber, myth is, in part, the thread that binds a society (and societies) together, that which informs national identities and codes of moral conduct. So crucial are they, in fact, that people, even today, are willing to die for their myths.

Of course, we won't go to that extent in our class. Our focus will be on the intersection between myth and culture as it is illustrated in some darn good reads. Anthropologists, psychologists, theologians, philosophers, literary theorists, etc. have all grappled with the term myth. So expect some treatment of theory and where appropriate (and accessible) application to Mediterranean, Eastern, and American mythologies. Our quest (just couldn't resist that word) should reveal the essential beliefs of other cultures and at times their similarities with our own.

Class procedure will consist of very informal lectures and discussion periods, group work, and, when relevant, video. Grades will be based on class participation, occasional surprise reading check quizzes, two short papers, two one-hour exams, and a final.

A Very Tentative Outline for English 3009G

"The way to become truly human is to learn to recognize the lineaments of God in all the wonderful modulations in the face of man."
--Joseph Campbell, American Scholar of Myth

Wk#1—Mon. Jan. 12—Discussion of course and assignment of texts.
Wed. " 14—Video, either The Hero’s Journey, or, more probably, an episode of either the X-Files or Buffy, the Vampire Slayer

Unit #1: Mediterranean Mythologies

“It’s curious, and should be humbling, that ‘evolution myths’ often foreshadow the dry ‘scientific findings’ of today.”
--Alexander Eliot, American Art Historian

Wk#2—Mon. " 19—KING’S BIRTHDAY OBSERVANCE—NO CLASS
Fri. " 23—Conclude “Enuma Elish,” handout; begin the Epic of Gilgamesh, pp. 61-96; Remember there’s a glossary of names and terms in the back of the book; graded Group work (GW).

“A myth contains the story that is presented in popular memory and that helps to bring to life some deep stratum buried in the depths of the human spirit.”
--Nikolai Berdyayev, Russian Philosopher

Wk#3—Mon. " 26—Epic of Gilgamesh, pp. 97-117; conclude group work; draw lots for Group project.
Wed. " 28—video, Who Wrote the Bible?; handout on Genesis distributed
Fri. " 30—Judeo-Christian mythology; Creation from Primal Myths, pp. 123-126; Chapters 1 and 2 of Genesis, video? Handouts.
"Myth, especially as codified in religion, has been the
the basis for the morality of a society."
--J.F. Bierlein, American Scholar of Myth

Wk#4—Mon. Feb. 2—excerpts from Genesis, Chapters 3, 4, 6-9: video?
Wed. “ 4—chapter 11 of Genesis; video on parallels between Mesopotamian myth
and the bible
Fri. “ 6—excerpts from Genesis, the Abraham story, chapters 12-25:8; group work

"In its fullest expression, the case for myth is universal; myth has a life of its own, and with its own spiritual
resources, keeps finding clever ways of using every kind of human making to spread its potency."
--Sean Kane, American Scholar of Myth

Wk#5—Mon. “ 9—Abraham story concluded. Quiz?
Wed. “ 11—Group Projects due—to be presented in class
Fri. “ 13—LINCOLN'S BIRTHDAY OBSERVANCE—NO CLASS

"...we need myths to determine and to evaluate the various facts presented to us. We need myths to answer the questions, 'Who am I? How do I fit into the worlds of society and nature? How should I live?'"
--Barbara C. Sproul, American Scholar of Myth

Wk#6—Mon. “ 16—Paper #1 assigned; Hesiod's Theogony on handout distributed. Student
Conferences on essay #1—MTWThF
Wed. “ 18—Graeco-Roman mythology: excerpts from the Theogony, video?
Fri. “ 20—excerpts from Hesiod’s Theogony, quiz? Handouts

"And the pervading purposes of our mythmaking ancestors, all down the centuries, has been to awaken us."
--Alexander Eliot, American Art Historian

Wk#7—Mon. “ 23—Ovid's Metamorphoses, Book I, Group work
Wed. “ 25—Conclude group work on Book I
Fri. “ 27—excerpts from Ovid's Metamorphoses, group work; PAPER 3 1 DUE

"Myth embodies the nearest approach to truth that can be embodied in words."
--A. K. Coomarswamy, Indian Philosopher

Wk#8—Mon. Mar. 1—Conclude group work on excerpts from Ovid's Metamorphoses; study guide
for exam #1 distributed.
Wed. “ 3—Loose ends, of Unit #1
Fri. “ 5—Exam #1 (Mediterranean Mythologies); Paper #1 returned.

Unit #2: Eastern Mythologies (Hinduism, Buddhism)
"Myth, whether Christian or others, is a type of truth in the form of a story."

--Encyclopedia Britannica

Wk#9—Mon. Mar. 8—Introduction to Hinduism, selected myths from Primal Myths, pp. 179-192. Handouts
Wed. " 10—excerpts from the Mahabharata (MBH), Part I, video?
Fri. " 12—excerpts from Part I of MBH, video

March 13-21—SPRING RECESS—NO CLASS

"Myths reveal the structure of reality, and the multiple modalities of being in the world; that is why they are exemplary models of human behavior"

--Mircea Eliade, American Scholar of Myth

Wk#10—Mon. Mar. 22—Paper #2 assigned, student conferences on paper #2—MTWTThF
Wed. " 24—Excerpts from MBH, group work
Fri. " 26—excerpts from MBH, quiz or GW

"A myth is a symbolic story which demonstrates in Alan Watts' words 'the inner meaning of the universe and human life.'"

--Andrew Greeley, Priest and novelist

Wk#11—Mon. Apr. 5—Hesse's Siddhartha, group work
Wed. " 7—Professional conference—no class
Fri. " 9—professional conference—no class

"Accordingly, myth is here defined very broadly as a narrative (story) concerning fundamental symbols that are constitutive of or paradigmatic for human existence."

--Bernard F. Batto, American Scholar of Religion

Wk#12—Mon. Apr. 12—Hesse's Siddhartha, group work concluded; study guide for Exam #2 distributed.
Wed. " 14—Loose ends Siddhartha, video? Quiz?
Fri. " 16—Exam #2 (Hinduism, Buddhism); Assignment: read the introductory material (author's introduction, preface, letters, etc.) and first 3 chapters of Frankenstein
Unit #3: Modern Mythologies

"Certainly Science, like so many of the earlier myths, appears to explain the natural world around us. But science can only answer how things happen; it is unable to tell us why."

-- J. F. Bierlien, American Scholar of myth

Wk#14—Mon. Apr. 19—video documentary of Frankenstein; Exam #2 returned; Assignment of Chapters 4 –11 of Frankenstein

Wed. “ 21—PAPER #2 due; Frankenstein, group work
Fri. “ 23—Frankenstein, group work

"'You are my creator, but I am your master, obey.'"

--Mary Shelley's Frankenstein

Wk#15—Mon. “ 26—Frankenstein, group work
Wed. “ 28—Frankenstein, group work concluded
Fri. “ 30—STUDY GUIDE FOR THE FINAL DISTRIBUTED.

FINAL EXAMS: (May 3-6: Frankenstein emphasized)