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ENG 2601-001

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Texts: Homer, *The Iliad* (Lombardo, transl)
   The *Odyssey* (Lombardo, trans)
   Wilkie, *Literature of the Western World*
   Hanning and Ferrante (trans) *Lais of Marie de France*
   Dante, *The Inferno* (Ciardi, trans)
   Boccaccio, *The Decameron* (Musa and Bondanella, trans)
   Grene (trans) *Greek Tragedies* vol 3, 1
   Rabelais, *Gargantua*

Goals: The premise of the course is that there are certain works so central to western literature that they simply must be read if that literature is to be understood. Writers often respond to earlier writers in their work; Homer, Dante, Petrarch, and others have served as models for countless English writers. Obviously, it's useful to have read them.

But these works also continue to fascinate in their own right, and the bulk of class-time will be devoted simply to talking about them: what they're saying, how we respond to them, what makes them work. As we talk about them, it's important to remember that we're reading them in translation and many centuries after they were written. In some ways they will remain unreachable, therefore; we read them only in the light of our own culture and language, and must struggle to penetrate the profoundly different worlds from which they emerged. In other ways, though, they are strangely contemporary, posing questions about how one should live, what one should value, whom one should admire... questions, obviously, that still concern us.

At the end of the semester you should have a greater familiarity with various literary genres, literary periods, and the western literary canon, as well as a bunch of new books to love.

Policies: English Department 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 immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Plan to hand in papers on time. If you're having problems, let me know. **Papers a week or more late will not be accepted at all;** reading responses not handed in at the relevant classes will not be accepted.

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.

This class involves a heavy reading load; make sure you plan your time so that you can keep up with the reading. Attendance at every class is expected. Note that a portion of the grade is based on class participation and reading responses--both of which require keeping up with the reading and (obviously) being in class. **Excessive absences will result in a grade of 0 for the in-class portion of your grade.**
Requirements: midterm and final (15/15%) 
3 essays (#1: 2-3 pp; #2-3: 4-6 pp.) (10/20/20%) 
responses and in-class activities (20%)

Essay grades will be based on Standards for Grading Themes at EIU. I plan to use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 70-80=C. 65-69=D. Because I grade on a 100-point scale, missing assignments affect the grade tremendously.

Responses: Almost every week you will be required to hand in a 1-page typed response to the assigned reading for any one of the three class periods (you choose which). The response must be about the reading due on the day you hand it in; it should reflect your thoughts BEFORE class discussion. I will not accept responses handed in after the class period in which the relevant assignment has been discussed, nor will I accept responses from students who have not been in class. Responses must be handed in at the end of the class for which they are relevant and must be typed. The point of the responses is to stimulate your thinking about the assigned reading, to give you practice in analyzing it on your own, and to facilitate your involvement in class discussion.

I will often give suggested topics for your response; feel free to add your own comments and questions. The only absolute requirements:
1. Focus on a single issue throughout your response (a single theme or character or passage or event or conflict or connection or image or observation)
2. Establish your focus in opening sentence; then go into more detail about it in the rest of your response.
3. Include a direct quotation (with page number in parentheses) in the course of your response.

I will grade responses on a 10-point scale, in terms of their completeness, depth, precision, thoughtfulness. Every response should be anchored in a careful reading of the text; ALWAYS include at least one brief direct quotation as part of your response.

If illness or personal emergency keeps you from being in class on the day on which you intended to hand in a response, hand in a response for another class day that week instead; if that’s not possible, talk to me so you won’t be penalized for problems beyond your control. I will begin almost every class by asking 2-4 students to read their responses.

Presentations: Frequently I’ll ask you to discuss assigned texts in groups of 4 or 5. Occasionally I’ll ask each group to take responsibility for a portion of the reading assignment and present it to the rest of the class. You will have time in class to prepare these 10-12 minute presentations. Your presentation will be the only way your classmates will have access to this material, so make sure your presentation is clear, interesting, and fun. I will give you feedback on these, and they will count toward your in-class activities grade.

Extra credit: Keep an eye out for modern adaptations of or borrowings from or representations of the works we’ll be reading. Prepare a 5-minute presentation on an example for EC.

Tentative Syllabus
I. The Ancient World: The Greeks
Mon Aug 23: Intro to course
For Wed 25: Read Iliad (Wilkie and Hurt) Book 1 (pp. 132-51)
Fri. 27: Books 6, 9 (151-82). Response due W or F

Mon. Aug 30: Books 16, 18
Wed Sept 1: Books 19, 22
Fri 3: Book 24. Response due M, W, or F

Mon 6: No class
Wed 8: Odyssey (separate volume, transl. Lombardo), Book 1-4 (2-3 optional)
Fri 10: Books 5-8 (8 optional). Response due M, W, or F

Mon 13: Books 9-12 (13-16 optional)
Wed 17: Books 17-20 (18 optional)
Fri 19: Books 21-24. Response due M, W, or F

Wed 22: Greek tragedy: group discussions
Fri 24: Read Aristotle in Wilkie and Hurt sections 6-23 (pp. 1229-1238). Group discussions

Mon 27: Group presentations
Wed 29: Aristophanes, Lysistrata
Fri Oct 1: Lysistrata. Response due W or F.

II. The Romans
Mon 4: Virgil, Aeneid in Wilkie and Hurt: Book 1 (973-991).
Wed 6: Virgil, Book 2 (3 optional). Response due W or F
Fri 8: No class.

Mon 11: Virgil, Book 4
Wed 13: Virgil, Book 6
Fri 15: Midterm

III. The Middle Ages
Mon 18: Lais of Marie de France, “Guigemar” (separate volume)
Fri 22: Dante, Inferno, cantos 1-2 (separate volume, Ciardi, transl). Response due M, W, or F
For fun, see http://www.4degreez.com/misc/dante-inferno-test.mv

Mon 25: Inferno, cantos 3-6 (Ciardi transl, in separate volume)
Fri 29: Group discussions. Response due M, W, or F

Mon Nov 1: Group discussions
Wed Nov 3: Group presentations
Fri 5: Read those cantos 12-30 that you haven’t yet read

Mon 8: cantos 31-4. Bring Wilkie and Hurt also.

IV. The Renaissance
Fri 12: in Wilkie and Hurt rhymes I, III, XC, CXXXIV, CCXCI, CCLXV (1868-75). Response due M,
W or F

Mon 15: Boccaccio in Musa and Bondanella 1-34
Wed 17: Boccaccio 69-95; 98-107
Fri 19: Boccaccio 133-47. Response due M, W or F

Thanksgiving recess

Mon Nov 29: Rabelais (separate volume) author’s prologue (37-39); ch 1, 3, 4, 6-8, 13
Wed Dec 1: Rabelais, ch 14-24; ch 25-29
Fri 3: Rabelais, ch. 32-33, 44-46, 51-58. Response due M, W or F

Mon 6: DQ 1190-2009  Essay #3 due: personal essay
Wed 8: DQ 2009-2019
Fri 10: DQ 2019-30. Response due M, W or F
There will be a non-cumulative final exam during exam week.
Achilles’ baneful wrath resound, O Goddess, that impos’d
Infinite sorrows on the Greeks and many brave souls los’d
From breasts heroic; sent them far to that invisible cave
That no light comforts; and their limbs to dogs and vultures gave:
To all which Jove’s will gave effect; from whom first strife begun
Betwixt Atrides, king of men, and Thetis’ godlike son.
--George Chapman, 1598, 1611

The wrath of Peleus’ son, the direful spring
Of all the Grecian woes, O Goddess sing!
That wrath which hurled to Pluto’s gloomy reign
The souls of mighty chiefs untimely slain,
Whose limbs, unburied on the naked shore,
Devouring dogs and hungry cultures tore;
Such was the sovereign doom, and such the will of Jove!
--Alexander Pope, 1718

Sing, goddess, the anger of Peleus’s son Achilleus
And its devastation, which put pains thousandfold upon the Achaians,
Hurled in their multitudes to the house of Hades strong souls
Of heroes, but gave their bodies to be the delicate feasting
Of dogs, of all birds, and the will of Zeus was accomplished
Since that time when first there stood in division of conflict
Atreus’ son the lord of men and brilliant Achilleus.
--Richard Lattimore, 1951

Rage:
   Sing, Goddess, Achilles’ rage,
Black and murderous, that cost the Greeks
Incalculable pain, pitched countless souls
Of heroes into Hades’ dark,
And left their bodies to rot as feasts
For dogs and birds, as Zeus’s will was done.
   Begin with the clash between Agamemnon—
The Greek warlord—and godlike Achilles.
--Stanley Lombardo, 1997

Anger be now your song, immortal one,
Akhilleus’ anger, doomed and ruinous,
That caused the Akhaian loss on bitter loss
And crowded brave souls into the undergloom,
Leaving so many dead men—carrion
For dogs and birds; and the will of Zeus was done.
Begin it when the two men first contending
Broke with one another—
   The Lord Marshal
Agamemnon, Atreus’ son, and Prince Akhilleus.
--Richard Fitzgerald
Major Gods

The elements
- Chaos
  - Nox = Erebus
  - Love

Ether
- Hemera (day)
- Ouranos = Caea (heaven)

The Titans
- Zeus = Mnemosyne
- Crohos = Rhea
- Themis = Iapetus
- Tethys = Oceanus
- Cacus = Phoebe
  - Atlas
  - Leto = Zeus
  - Maia = Zeus
  - Apollo
  - Artemis

The Olympians
- Hestia
- Hades
- Poseidon
- Zeus = Hera
- Epimetheus
- Prometheus
- Diode = Zeus
- Aphrodite
- Ares
- Hebe
- Hephaestus
- Demeter = Zeus
- = Aphrodite
- Persephone
- Eros

Greeks
- Akhaians (Akhaia)
- Argives (Argos)
- Danaans
  - (among allies: Myrmidons)

Gk commander-in-chief: Agamemnon (= Clytemnestra; son Orestes, daughters Iphigenia, Electra)
- Agamemnon's brother: Menelaus (= Helen), from Sparta
- allies: Odysseus (= Penelope, son Telemachus), from Ithaka
- Akhilleus, leader of Myrmidons
- Nestor, old + wise

Helen + Clytemnestra, daughters of Leda = Zeus
- his sons: Hector (= Andromache)
- Paris (elopes with Helen)
- Deiphobus

Trojans (Ilion)

Gods (12 main)
- Zeus (king, heaven, thunder) = Hera
- his brothers: Poseidon (sea) and Hades (underworld)
- his daughter: Athena (born from his forehead, fully armed, without a mother. owl. handicrafts, intelligence, war/peace, virgin)
- sons: Hephaestus (lame, blacksmith, = Aphrodite); Ares (war)
- Hermes (messenger); Apollo (sun, music, prophecy)
- daughters: Artemis (moon, virgin, huntress); Aphrodite (?) (beauty, love)
- sisters: Hestia (hearth), Hera (marriage), Demeter (harvest, fertility)