
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2017**Course:****Instructor Information:**

Instructor Name	Ginger G. Rodriguez, Ph.D.
Office Number:	609
Phone Number:	473-4307
Email:	grodriguez@ccsj.edu
Hours Available:	By appointment
Instructor Background: Ph.D. in Humanities from Union Institute and University; Master of Liberal Arts from the University of Chicago; and B.A. in History from Lawrence University	

Course Information:

Course Time:	Tuesday, 3:30 – 6:30
Classroom:	273
Prerequisites:	EWPC 103
Required Books and Materials:	Homer, <i>The Odyssey</i> . Margaret Atwood, <i>The Penelopiad</i> . Ovid, <i>Metamorphoses</i> . George Bernard Shaw, <i>Pygmalion</i> Sophocles, <i>Oedipus Rex</i> Excerpts from Freud The Bible. Authorized King James Version. Excerpts posted under Course Documents on Blackboard.
Learning Outcomes/ Competencies: Students in this course will: 1. Know and understand the plot, characters, and themes of Homer's <i>The Odyssey</i> . 2. Know and understand the characters, stories, and themes of the Greco-Roman myths collected in Ovid's <i>Metamorphoses</i> .	

3. Know and understand characters, stories, and themes in the Bible.
4. Know and understand characters, stories, and themes in selected fairy tales.
4. Appreciate the way in which these foundational texts are rewritten and reinterpreted in the art and literature of the Western world.
5. Apply the insights of great literature to their personal and social lives.

Students in this course will meet the following learning objective of the English, Writing, and Professional Communications Program; they will

1. **Know** the principal authors, works, genres, periods, movements, and terms in the foundational texts of the Western literary tradition.

Course Description: This course introduces students to key narratives in the Western literary tradition, providing them with the background knowledge needed to understand and appreciate Western literature. Students read a selection of Greek and Roman epic and myth, Biblical and religious stories central to the Judeo-Christian tradition, and European tales.

Learning Strategies: This is a reading, writing, and discussion class that utilizes the following techniques:

The Socratic Seminar: Class sessions will be devoted to reading and discussing assigned texts utilizing these guidelines for Socratic seminar discussions:

- Be on time and stay for the entire seminar.
- Bring the assigned text to class with your own annotations and notes.
- Be able to identify what the text says.
- Be able to go beyond what the text says to present ideas about what it means in class discussions.
- Speak to each other, not just to the discussion leader or teacher.
- Refer to evidence from the text to support your ideas; quote the text to advance your argument.
- Explain whether you agree or disagree with other students' ideas about the text.
- Ask meaningful follow-up questions that show you are following the discussion.
- Respond thoughtfully to questions that other students may ask about ideas you raise.
- Don't interrupt other students.
- Don't "put down" the ideas of another student. Without judging the student you disagree with, state your alternate interpretation or ask a follow-up question to help probe or clarify an idea.

These approaches will demonstrate your familiarity with the text and your active engagement in the discussion.

Reading: As the description of class discussion indicates, you **must** keep up with the weekly assigned reading and writing so you can contribute to class discussions. For each assigned reading, you will be responsible to know what occurs in the text and to define all unfamiliar words.

Writing – Short Papers: To ensure that you read carefully and think about what you read, short papers, utilizing the standard five-paragraph format, are required for the major texts. Short papers will be assessed as follows:

- Content (how well you answer the question): 10 points
- Organization (how well you develop a logical argument): 10 points
- Grammar and style: 10 points

Asynchronous Discussions: Blackboard discussion boards provide another option for testing reading. The requirements for Blackboard discussions are as follows:

By the Sunday prior to class at 5:00 P.M. (at the latest):

- Respond to the questions posed in complete sentences, using good grammar and appropriate punctuation. Cite specific examples from the texts to support your ideas and

your claims about what texts mean.

By the Monday prior to class at 5:00 P.M. (at the latest):

- Respond to the required number of your classmates' posts. Did you have similar reactions? Do you interpret the stories in the same way? Do you agree or disagree with your classmates' conclusions? Again, use complete sentences, good grammar, appropriate punctuation, logical organization, and references to the texts. And remember: We respect other perspectives even when we disagree with them, and our language and views reflect our respect.

Readings/Informal Presentations: In order to cover as much material as possible, students will present some key stories to the class as a whole. The class will be responsible for knowing the stories presented by their peers. Informal presentations will be assessed as follows:

- Content: Tell the story in a clear and engaging way: 5 points
- The point of the story: Identify what you think it means: 5 points
- Conclusion: Does this story provide any insights that apply across time and cultures? 5 points

Quizzes: In-class quizzes at the completion of each unit will demonstrate your knowledge of the stories we will study.

Final: The final exam will test both the knowledge and the understanding you have gained from reading, writing, and discussion.

Experiential Learning Opportunities:

This course is based on active learning strategies.

Assessments:																	
Major Assignments:	Short papers (3 @ 30 points each) Reading journals (6 @ 20 points each) Informal presentations (2 @ 15 points each) Quizzes (3 @ 30 points each) Final presentation Final exam	90 points-12% of the total grade 120 – 24% 30 – 6% 90 – 18% 30 – 6% 70 – 14%															
Class Participation:	7 discussions @ 10 points each	70 – 20%															
<p>Grading Scale: 500 total points</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">100% – 92%: A</td> <td style="width: 33%;">91% – 90%: A-</td> <td style="width: 33%;"></td> </tr> <tr> <td>89% – 88%: B+</td> <td>87% – 82%: B</td> <td>81% – 80%: B-</td> </tr> <tr> <td>79% – 78%: C+</td> <td>77% – 72%: C</td> <td>71% – 70%: C-</td> </tr> <tr> <td>69% – 68%: D+</td> <td>67% – 62%: D</td> <td>61% – 60%: D-</td> </tr> <tr> <td colspan="3">59 and below: F</td> </tr> </table>			100% – 92%: A	91% – 90%: A-		89% – 88%: B+	87% – 82%: B	81% – 80%: B-	79% – 78%: C+	77% – 72%: C	71% – 70%: C-	69% – 68%: D+	67% – 62%: D	61% – 60%: D-	59 and below: F		
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59 and below: F																	

Course Schedule

Week 1, Sept. 5: INTRODUCTION

- Overview of the course
- Introduction to Ovid, *The Odyssey*, Greek tragedy, and the Bible
- The story of Daedalus and Icarus – Ovid pp. 303 – 305
- Daedalus and Icarus in art
- Daedalus and Icarus in poetry

Week 2, Sept. 12: Creation Myths

Assignments:

- **Read** Genesis, The Bible, Chapters 1 – 13
- **Read** Ovid, Creation and Flood stories, pp. 5 – 20
- **SHORT PAPER 1:** Compare and contrast Genesis and Ovid

Class Discussion:

- Compare and contrast Genesis and Ovid
- Shaping Western culture – men and women in creation stories

Week 3, Sept. 19: Ovid

Assignments:

- **Read** key stories from Ovid:
 - Daphne and Apollo, pp. 28 – 33
 - Teiresias, pp. 108 – 109
 - Narcissus and Echo, pp. 109 – 116
 - Mars and Venus, pp. 139 – 140
 - The Rape of Proserpina, pp. 191 – 201
 - Arachne, pp. 210 – 217
 - Pyramus and Thisbe, pp. 133 – 139
 - Philemon and Baucis, pp. 323 – 328
 - Orpheus and Eurydice, pp. 382 – 386
- **Reading journal 1:** Post your reactions to these stories on the Ovid discussion board on Blackboard
- **Short Paper:** Compare and contrast at least 3 of the assigned stories regarding one of these important issues:
 - What are the gods like? What role do they play in human life?
 - What do these stories indicate about gender identity? How do they see and construct the idea of gender?
 - How do these stories depict the relationships between men and women?

Class Discussion: The view of the world expressed in Ovid's *Metamorphoses*

Week 4, Sept. 26: Ovid

Assignments:

- **Read**
 - Pygmalion, pp. 392 – 396
 - George Bernard Shaw's *Pygmalion*
- **Short paper 2:** Compare and contrast Ovid's *Pygmalion* and Shaw's *Pygmalion*. Consider the lessons that each presents, or perhaps the questions the two texts raise.

Class Discussion: Ovid in Western Culture

- *Pygmalion*
- *My Fair Lady*
- A *Pygmalion* for today?

Week 5, Oct. 3: The Odyssey: Social Mores in Greek Culture

Assignments:

- Homer, the *Odyssey*, Books 1 – 7

Class:

- **Unit 1 quiz:** The stories of Ovid
- **Class Discussion:** The *Odyssey* in Western culture
 - The *Odyssey*'s insights into Greek society
 - Family dynamics at the foundations of Western culture

Week 6, Oct. 10: The Mythology of the *Odyssey*

Assignments:

- **Read** your assigned chapter from the *Odyssey*
- **Prepare** to present the main myths in the chapter to the class; *your classmates will know these myths from your presentation!*

Class:

- **Tell us a story! Presentation 1:** Present your chapter to the class, explaining the main myths the chapter presents
- **Discussion:** The myths of the *Odyssey* in Western culture

Week 7, Oct. 17: The Odyssey – NO CLASS

- **READING WEEK:** Read Books 17 – 24 of the *Odyssey*
- **Reading Journal 3:** BY SUNDAY, OCTOBER 15, choose a selection from the reading that surprises, intrigues, excites, or confuses you. Explain why it interests you. Concentrate on these issues:
 - Odysseus' return
 - Odysseus and violence: the suitors, the slave girls
 - Odysseus and family: Telemachus, Penelope, and his fatherBY MONDAY, OCTOBER 16, respond in a meaningful way to at least two of your classmates' posts
- **Read:** Margaret Atwood, *The Penelopaid*
- **Reading journal 4:** BY SUNDAY, OCTOBER 22, write a clear, logical discussion that answers the following and post it on the *Odyssey* discussion board: (1) Is Atwood's retelling of the *Odyssey* in the *Penelopaid* justified by the original text? (2) Consider the forms of storytelling that Atwood uses to present her tale. Choose one of these forms. Why do you think she uses it? What effect does it have?
BY MONDAY, OCTOBER 24, respond in a meaningful way to at least two of your classmates' posts.

Week 8, Oct. 24: The Odyssey and *The Penelopaid*

Class:

- **Unit Quiz 2:** The *Odyssey*
- **Discussion:** Homecoming, violence, and change
 - The end of the *Odyssey*
 - *The Penelopaid*

Week 9, Oct. 31: Sophocles, *Oedipus Rex*

Assignments:

- **Read:** Sophocles, *Oedipus Rex*
- **Short paper:** Write a short paper (using the five-paragraph format) that explores one of these topics:
 - Explain the arc of Oedipus's self-knowledge – how does he come to know the truth?
 - Is the action in Oedipus fated? How do we know? What does that mean?
 - If you claim that Oedipus's actions are fated, is he responsible for them?

Class discussion:

- Fate, hubris, and tragedy in Sophocles' *Oedipus Rex*

Week 10, Nov. 7: Oedipus and Freud

Assignments:

- **Read:**
 - Selections from Freud (posted on Blackboard)
 - Sally Vickers, *Where Three Roads Meet*

Class Discussion: Oedipus in Western culture

- What has Freud done with the story of Oedipus?
- Do you agree that the Oedipus story says something universal about human nature?
- Does Vickers's modern sensibility add to our understanding of Oedipus?

Week 11, Nov. 14: The God of the Old Testament: Abraham and Job

Assignments:

- **Read:**
 - Abraham and Isaac (posted on Blackboard under "Genesis")
 - The Book of Job (posted on Blackboard)
- **Short paper:** Write a short paper that includes a clear, logical discussion that considers one of these questions:
 - Outline the arguments of Job's three friends about why bad things happen to people.
 - Explain Job's challenge to God.
 - How does God respond to Job's challenge? Outline his response.
 - What resolution is reached in the Book of Job? How does Job reconcile himself to God's explanation of why bad things happen to people?
 - Describe the God of the Old Testament. What is He like? What do we know of him? How can we relate to a deity like this?

Class Discussion: The Old Testament in Western culture

- The God of the Old Testament
- Abraham and Isaac
- Job vs. God

Week 12, Nov. 21: Psalms, Proverbs, and Parables

Assignments:

- **Read:**
 - The Bible as Poetry (Psalms; posted on Blackboard)
 - Key parables:
 - The Workers in the Vineyard
 - The Sheep and the Goats
 - The Sower and the Seed
 - The Good Samaritan
 - The Lost Sheep; The Lost Coin
 - The Prodigal Son
 - The Rich Man and the Beggar
 - The Pharisee and the Tax Collector
- **Choose:** One psalm and one parable to present to the class

Class:

- Psalms: **Students present a psalm to the class**
 - Read the psalm
 - Explain its meaning in your own words
 - Discuss: Is this psalm relevant today?

- **Tell us a story! Presentation 2:** Students present a parable to the class. Explain its meaning in your own words. Discuss: Is this parable relevant today?

Week 13: Nov. 28: The God of the New Testament: The Life of Jesus

Assignments:

- **Read:** Excerpts from the Gospels of Matthew, Mark, Luke, and John (posted on Blackboard)
- **Short paper:** Compare and contrast the God of the Old Testament with the God of the New Testament.

Class:

- **Unit 3 quiz:** The Old Testament, psalms, proverbs, and parables

Week 14: Dec. 5: The Christ Figure in Literature, Art, and Film

Class: Student Presentations

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. If you miss nine hours of class (three class sessions), you cannot pass the class. Students who are not involved in class – for example, students who sleep, text, check Facebook, or shop online during class – will be considered absent.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. <ul style="list-style-type: none"> • Papers must be submitted at the beginning of the class period when they are due. Late work will not be accepted. • Blackboard discussions must be completed by the specified times or no points will be awarded. • Quizzes are given at the beginning of each class; no extra time is provided if you are late. • Seminar participation cannot be made up; you cannot participate if you are not in class. • Informal presentations cannot be made up.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to

	the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner. PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with me.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .

