

English 3300
Myth of the Goddess
Fall, 2009

Dr. Luanne Frank
English Dept (203 Carlisle: 817- 272-2692)
Office: 522 Carlisle. Hrs. TTh 8:30-& appt.

Texts: Anne Baring and Jules Cashford, *The Myth of the Goddess: Evolution of an Image*. New York: Penguin Arkana, 1991.
Eleazar Meletinsky, *The Poetics of Myth*. New York: Routledge, 1998.

TENTATIVE SCHEDULE

August	25 27	MG Foreword, Preface, and Chapter One
September	01 03	Paper # 1 Review papers
	08 10	MG Chapter Two
	15 17	MG Chapter Three
	22 24	Paper # 2 MG Chapter Four
October	29 01	MG Chapter Five MG Chapter Six
	06 08	MG Chapter Seven
	13 15	Paper # 3 MG Chapter Eight
	20 22	MG Chapter Nine
	27 29	MG Chapter Ten
November	03 05	Paper # 4 MG Chapter Twelve
	10 12	MG Chapter Thirteen
	17 19	MG Chapter Fourteen
	24 26	Paper # 5 MG Chapter Fifteen
December	01 03	MG Chapter Sixteen

This course features two texts, Eleazar Meletinsky's *Poetics of Myth* and Anne Baring and Jules Cashford's *The Myth of the Goddess: Evolution of an Image*, with chief emphasis on the latter, which serves as a guide, in summary form, to much of what we know of the female deities that have "peopled" the West and the Near and Middle East within historical (and some pre-historical) memory. Some of these are deities we may know, or know of, and believe in. The large majority we may not, until now, have known of. The book traces some of their historical fortunes and some of their transformations as the patriarchal cultures that displaced them tended to cover them over, allowing them to fall into the bed of forgetfulness.

The course's content is intended to begin to occupy such gaps in one's knowing as might be inhabited by figures that could help balance out the one-sidedness that still largely characterizes contemporary Western culture, even though this culture is acutely aware OF this one-sidedness.

The course is not intended to make it possible for its participants to become as aware as they wish of the belief systems of earlier cultures in which female deities figured more prominently than they do in contemporary ones,

There will be some reading quizzes over assigned material, and one-page papers to be read in class. There will be one major test, a final.

Texts: Anne Baring and Jules Cashford, *The Myth of the Goddess: Evolution of an Image*; Eleazar Meletinsky, *The Poetics of Myth*, and Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*.

Reading quizzes: occasional

Research papers: none

Major tests: one final exam

Engl. 2302 & 3300 Myth/ 4356: Crit & Theory II
Fall 2009: 5:30 / 7p.m.

Dr. Luanne Frank (lfrank@uta.edu)
Engl. Dept. (203 Carlisle 817-272-2692)
Office Hours: TTh 10p.m. (in classroom) & by appt.

COURSE PROCEDURES

In the main, we follow **Five (1-4, 6) main procedures (and two subordinate, related ones)** in this course, procedures having to do with assignments in two types of texts, literary and theoretical.

Students do the following:

- 1) Read and study a given assignment at home.
- 2) Read and discuss this assignment in class.
- 3) Write a one-page paper **a)** summarizing the contents of the theoretical text assigned, and **b)** applying these contents to a chosen literary text, in order to elucidate it (either in general or with respect to those of its characteristics that show up when one reads the assigned theory across it).
- 4) Present this paper aloud to the class after distributing a copy to each class member.
- 5) Read selected papers of other class members and mark them, as assigned, for improvement (this procedure comes to life infrequently if the class is large).
- 6) Revise the elements marked for revision in returned papers.
- 7) Take two types of quizzes, usually (not inevitably) brief and usually (not inevitably) announced: **a)** reading quizzes (i.e., quizzes over the material assigned for the class day that the quiz is given, and before the material is covered in class), or **b)** over the material covered on the previous class day.

Other, unannounced quizzes typically come on the class day following a class's markedly improvable results on an announced quiz, and can be the very same quiz. The grade on a quiz given a second time will be averaged with the first-time grade. (I.e., it will not replace it.)

No quiz grade, and no grade on a paper, is dropped. All grades count.

Additional information regarding the seven procedures:

1) Reading a given assignment at home.

a) The date appearing beside the name of an author or work (or its abbreviation) on the tentative schedule (a schedule of anticipated assignments) is the date by which this reading is due to have been completed).

b) The importance of this initial reading cannot be overestimated. It provides a base for the in-class reading and discussion to build on. Roughly estimated, three times as much of the text-covered-in-class becomes apprehensible during class if read ahead of time as if not, and is approximately 40% more retainable (because of the immediate review). We're after an intimate (i.e., not merely nodding) acquaintance with the assigned texts. Take advantage of this reading to build this acquaintance.

To encourage this first reading, reading quizzes may be announced.

2) Reading and discussion of assignment in class.

a) This reading, too, is important, as is students' being present for it. This has, among other things, to do with the fact that what is produced in the way of interpretation(s) during class is often heavily class- and moment- dependent - - a function of conditions obtaining in the class at any given time (i.e., whom the class is made up of, *how there they are*, what they are thinking, and what they say or suppress). At this reading, an exchange and development of ideas sometimes takes place that resembles a dialectic. Thus, although a set of intentions determines a set of goals for every class meeting, the actual intellectual destinations arrived at during the class period will inevitably differ from those *anticipated* precisely *because* of the dialectical nature of the course. One important aim of the class meeting: that the student *produce* unforeseen meanings for the text, and that she or he firm or discard previously apprehended meanings. Thus, while some of the "content" of a class meeting is unmistakably available both ahead of time (from reading the text) and after the fact (from some else's notes), much is not. What may be of greatest value (as, for example, what takes place generatively in the minds of students and faculty member during the course of the class meeting) may not be available either ahead of time or in someone else's notes.

Said slightly otherwise: although much of Procedure #2 takes place in what appears to be a lecture format, making the course at times seem part of an information-delivery and -retrieval system, much of what in fact gets produced (by instructor and students) is not altogether predictable and thus not available either ahead-of-time or after-the-fact. (Much of what takes place of course does so in the minds of the individual participants, where, because of the size of the class and the class's limited available time, it inevitably remains. But it is not lost. It cannot, however, be recuperated by another. That is, another's notes are an indifferent substitute for one's own apprehensions.) In short, students absent from a Procedure #2 class meeting are **more** absent than from a class of the information-retrieval type, whose contents, by design, essentially follow a replicable textbook format, for which, as a substitute for a class meeting, another's notes are useful indeed.

3) Writing a paper summarizing assigned theoretical material and elucidating a literary text across it.

The paper exhibits a number of characteristics:

a) It is **one page** in length. One page means one page, with print on one side. Page size and line-spacing depend on class size. Typically, it means one eight-and-one-half by eleven-inch page (extendable to fourteen inches in small classes--usually ten or fewer) double-spaced. The one-page format allows space enough for thought development and condensation enough to enable everyone in class to present her/his paper aloud in its entirety.

b) The paper may use all but one line of the space available exclusively for its text. That is, no title is and no margins are necessary, except for a small left-hand margin for line numbers. The top line should contain the student's name (at left), the identification of the assignment (i.e., "Paper #2 of 9: Freud, *Interpretation of Dreams*)(centered), and the date (at right).

- c) Its lines will be numbered at the left-hand side of the page, by computer, or by hand if this is more convenient. **Be sure to include line numbers on your papers.**
- d) Its font will be Times New Roman, and its print size will be 12 point
- e) Its content should consist of two types of material, presented in this order: 1) material summarizing the contents of the theoretical assignment-in-question (this to take up two-thirds to three-fourths of the page) and 2) an “application” of the assigned theory / methodology to a literary text (this to take up one-third to one-fourth of the page).

Due Dates of Papers and Item Revisions

Due date: A paper is due on its due date. A paper available for presentation aloud, **and by its author**, to the class on its due date fulfills the assignment. Assignments unfulfilled thus (whether or not unfulfilled as a result of one of the three “permitted” absences) can be made up only with additional readings (usually of one or more books related to the course’s content) and a corresponding paper accounting for that book’s content.

Revisions are due at the class meeting immediately following receipt of the marked paper.

Instructions for revisions:

- a) Triple- or quadruple-space the paper.
- b) Mark all items due for revision with brightly-colored marker.
- c) Determine the category or type of infelicity it is that calls for revision: spelling; punctuation (what type of punctuation “error”); grammar (what type of ungrammaticality); style (as in a break in style); usage (name your authority for necessary usage and anything you picked up while zeroing in on what’s preferred / required); form (as in need for transitions and need for re-ordering sentences for continuity); and other infelicities(whatever falls outside the previous categories).
- d) Make a list of the types of textual infelicity requiring modification that your paper exhibits (i.e., spelling, punctuation proper, dangling participle, “its/it’s” confusion, punctuation with quotation marks, “that/which” [restrictive/non-restrictive clause confusion]). Check, with each further paper, to be sure you’ve not indulged in the same sort of infelicity a second time. Turn in your list (the original list with whatever additions you make to it) each time you turn in a paper.

Habit, rather than thought, produces many of these infelicities, and habits are hard to break. It will be my aim to provide you the opportunity to break them. Thus a repeated infelicity may bring a paper back to you without having been marked or graded, so that you can search out the problem in question.

Grades

For classes with papers only, 100% of the grade is an average of the grades on the papers. For classes with 5 or more quizzes, 80% of the course grade will be the average of grades on the papers, and 20% the average of grades on the quizzes. All quizzes will count. All papers will count. All classes lay heavy emphasis on the papers.

The first grade on a paper is the grade that stands. Plan to use the markings of infelicities to guarantee improvement of the NEXT paper.

Attendance

Attendance is important. Three absences are permitted for whatever reason (i.e., no reason need be given). Each absence is considered an absence. I.e., having a reason for an absence is different from being in class and does not count as being in class. A substantial amount of extra work (usually reading and summarizing 2 books related to the course content) can make up for 1 extra absence.

Plagiarism

The course follows university rules on plagiarism. I can provide you, on request, with an expanded definition of plagiarism and with a copy of the forms the university makes available for reporting plagiarism.

As a reminder: plagiarism is representing, as one's own, words, ideas, and other sorts of intellectual property generated by others, whether used verbatim and placed in quotation marks OR paraphrased.

Other

As a courtesy, please

- a) be on time: repeated latenesses (more than 3) will count as an absence;
- b) bring only water to class (if you need to drink); open cans outside class (no exceptions);
- c) whether or not you have special dietary requirements and schedules, eat food only outside class (no exceptions): otherwise, I'll be more than happy to escort you out or give you leave to escort yourself, and grant you a half absence);
- d) chew gum outside of class (no exceptions): same escort and grant available).
- e) plan ahead of time to leave class only when the class's scholarly or other concerns for the period have come to a close. I.e., use time before and after, not during, class to see to the needs of your excretory tracts. Leaving and re-entering class during the class session? Thanks for your consideration of others.

If you need to leave a paper for me, please leave it under the door of the main English office (203 Carlisle) with my name on it ("For Dr. Frank") or, with the help of one of the secretaries, in my box in the mail/xerox room.