

HNRS 1351.001—Fall 2023  
World, Text, and Image I: The Self and the Other  
Dr. Paul Streufert and Dr. Randy LeBlanc

Room: HPR 135  
TR 11:00 a.m.–12:20 p.m.

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Course Description (from catalog): Comparative study in the humanities and social sciences from antiquity to the Renaissance. This seminar course takes an interdisciplinary approach to literature, history, and art of this period. This course is writing intensive. **Prerequisite:** Invitation by Honors Committee. Satisfies core requirement for Language, Philosophy, & Culture.

Student Learning Outcomes:

- To develop and improve critical thinking and writing skills about ancient and modern versions of the self and the other. (papers and exams)
- To learn how to read critically, analyze, and interpret mythic and philosophical texts. (papers and exams)
- To define and study figures of selfhood and otherness as they were conceptualized by the peoples of the Ancient Greece, Rome, and Renaissance Europe. (papers and exams)
- To differentiate the characteristics of Classical, Medieval, and Renaissance thought and world views. (papers and exams)

Required Texts:

--Aeschylus, *Oresteia*. Translated by Peter Meineck. Indianapolis: Hackett, 1998. ISBN: 9780872203907  
--Sophocles, *Theban Plays*. Translated by Peter Meineck and Paul Woodruff. Indianapolis: Hackett, 2003. ISBN: 9780872205857  
--Euripides, *Bacchae*. Translated by Paul Woodruff. Indianapolis: Hackett, 1999. ISBN: 9780872203921  
--Euripides, *Trojan Women*. Translated by Paul D. Streufert. Peterborough: Broadview Press, 2021. ISBN: 9781554814497

*N.B.* To avoid confusion in class, all students must use these editions/translations. Students are required to bring appropriate books to class to supplement discussion.

Grade Breakdown:

Analytical papers (1 <sup>st</sup> x 10%; 2 <sup>nd</sup> x 15% and 3 <sup>rd</sup> x 20%)	45%
Modules/Reading Worksheets (3 x 15%)	45%
Attendance/Participation & Group Project	10%

***All written assignments will be turned in and graded on Canvas.***

***Analytical Papers:*** Three times during the course of the semester, students will turn in a two-page, double-spaced, 12-point font, type-written essay with 1-inch margins. In these papers, the student will be asked to discuss some aspect of the readings. These papers must have and support a thesis. All writing assignments will be evaluated according to the following rubric:

***Essay Rubric***

<b>Criterion</b>	<b>Good (90-100%)</b>	<b>Fair (80-90%)</b>	<b>Poor (&lt;80%)</b>
<b>Content and Development</b> ____/50 <b>points</b>	Content is comprehensive, addresses itself to the issues raised by the assignment and the major points are clearly stated and well supported.	Content is not comprehensive or persuasive. Major points are identified but not well addressed. Content is inconsistent with regard to purpose and clarity of thought.	Content is incomplete. Paper demonstrates little or no understanding of the issues raised by the assignment. The content is confused or confusing and without apparent purpose.
<b>Organization and Structure</b> ____/25 <b>points</b>	The <b>structure</b> of the paper is clear. The <b>Introduction/Thesis paragraph</b> demonstrates sufficient understanding of the issues and previews major points. <b>Paragraph transitions</b> are present, logical, and maintain the flow of thought throughout the paper. <b>The conclusion</b> is logical and flows from the body of the paper.	Structure of the paper is not easy to follow. The Introduction/Thesis is missing or, if provided, does not demonstrate an understanding of the issues or preview major points. Paragraph transitions need improvement. The conclusion is missing or, if provided, does not flow from the body of the paper. You should not use crutch phrases like "In conclusion..."	Poor or missing organization and structure detract from the writer's discussion. The Introduction/Thesis is missing. Paragraphs are disjointed and lack transition of thought—or they are merely missing.
<b>Format</b> ____/5 <b>points</b>	Paper follows these guidelines and is of the appropriate length.	Paper follows most guidelines or is too long or too short.	Paper lacks many elements of proper formatting. Writer does not follow directions.
<b>Grammar, Spelling, and Punctuation</b> ____/20 <b>points</b>	Rules of grammar, usage, and punctuation are followed. Spelling is correct. Language is clear and precise. Sentences display consistently strong, varied structure.	Paper contains few grammatical, punctuation, and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or is too conversational in tone.

***Reading Worksheets:*** For each text this semester, students will complete a reading worksheet which consists of analytical questions about the readings. Students will be asked to read the assigned texts and answer the accompanying questions. Students will use their own reading of the texts and

our discussions of the appropriate passages (do not use outside sources!) to answer each of the worksheet questions in a **coherent paragraph of neither more nor less than 100 words**. Paragraphs should identify the elements or ideas involved and how they are related to one another (thus, "coherence"). Students should not simply list the relevant elements and/or ideas. Students should also follow all rules of grammar and write with clarity and purpose. Rubrics for the grading of these worksheets may be found in the assignment on Canvas. Late worksheets will not be accepted and may not be made up.

**Attendance:** Attendance in this class is not only mandatory but also very important. Your contributions will be invaluable and you need to attend class every day. You will be allowed two unquestioned absences. After the second absence, each additional absence will result in a full letter-grade reduction (10%) of your attendance grade. Obviously, this is a serious matter, so try to plan ahead. Unquestioned absences include sickness, job interviews, personal matters, etc. Therefore, if you anticipate having to miss class at any point during the semester, please plan accordingly. If a University activity will cause you to miss more than two classes please see your instructors. Students who anticipate being absent from class due to a religious observance are requested to inform us by the second class meeting of such absences.

**Participation:** Reading assignments are clearly listed below. All students are expected to have read the assigned material by the beginning of class. Partial completion of an assignment is unacceptable; coming to class unprepared will result in a full letter-grade reduction (10%) of your participation grade. On the other hand, please understand that while we expect you to have read the assigned readings, we do not necessarily expect you to have mastered them. Like all readers, you will have questions and perhaps even occasional problems with these texts. That's part of the reading process. In such cases, please be sure to bring those problems and questions to class so that we can discuss them as a group. **We strongly suggest that you take notes on each text while you read it, focusing on its central ideas, characters, and plot points. Such careful reading will prepare you for discussion, a vital part of this class.** Also, be sure to plan ahead. Because of scheduling constraints, reading assignments are not always evenly divided. The participation grade also includes active participation in the group project at the end of the semester.

**A note on lateness:** Attendance will be taken at the beginning of the class period. If you come in late, it is your responsibility to make sure that your name has been recorded on the role. Repeated lateness indicates a lack of respect for your colleagues and professors; to avoid showing such disrespect, please be on time or you may be denied entry.

**A note on academic honesty:** Any sort of unauthorized aid such as copying or loaning homework assignments, talking or the use of notes during tests or quizzes, will not be tolerated. Plagiarism, the unacknowledged use of another person's language or ideas, will not be tolerated. If you cheat on anything in this class you will receive an "F" for the course. *If you are unsure of what constitutes cheating in this class, see the University document at the end of this syllabus.* Ignorance of the rules will not be tolerated as an excuse for cheating.

**A note on the University Writing Center:** Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning—you will be expected write and/or discuss your work during

your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: 565-5995. For more information: [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter).

***A note on disturbances in class:*** Please turn off your cell phones before class begins. Students who send text messages during class will be asked to leave.

***A note on student absence due to religious observance or athletics.*** Any student who will miss any class days during the semester because of religious observance or participation in University athletics, must inform the instructors of this course no later than the second day of class.

**N.B. Please read carefully the final pages of this syllabus which contains university-wide policies on disability services, emergency procedures, etc.**

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### Schedule/Assignment List:

(Note: This schedule is subject to revision)

Week 1: (8/22-24)

T: Course introduction, syllabus, and an introduction to Ancient Greece

R: Tragedy and the Polis

Week 2: (8/29-8/31)

T: Aeschylus, *Agamemnon*, pp. 3-66 (all)

R: Aeschylus, *Agamemnon*, pp. 3-66 (all)

**Sun (9/3): Worksheet for *Antigone* due by 11:59 pm**

Week 3: (9/5-7)

T: Aeschylus, *Agamemnon*, pp. 3-66 (all)

R: Aeschylus, *Libation Bearers*, pp. 69-115 (all)

Week 4: (9/12-14)

T: Aeschylus, *Libation Bearers*, pp. 69-115 (all)

R: Aeschylus, *Libation Bearers*, pp. 69-115 (all)

**Sun (9/17): Worksheet for *Libation Bearers* due by 11:59 pm**

Week 5: (9/19-21)

T: Aeschylus, *The Furies*, pp. 117-160 (all)

R: Aeschylus, *The Furies*, pp. 117-160 (all)

**Sun (9/24): Essay 1 due by 11:59pm**

Week 6: (9/26-28)

T: Aeschylus, *The Furies*, pp. 117-160 (all)

R: Sophocles, *Oedipus Tyrannus*, pp. 61-124 (all)

**Sun (10/1): Worksheet for *The Furies* due by 11:59 pm**

Week 7: (10/3-5)

T: Sophocles, *Oedipus Tyrannus*, pp. 61-124 (all)

R: Sophocles, *Oedipus Tyrannus*, pp. 61-124 (all)

**Sun (10/8): Worksheet for *Oedipus Tyrannus* due by 11:59 pm**

Week 8: (10/10-12)

T: Sophocles, *Antigone*, pp. 1-60 (all)

R: Sophocles, *Antigone*, pp. 1-60 (all)

**Sun (10/15): Essay 2 due by 11:59pm**

Week 9: (10/17-19)

T: Sophocles, *Antigone*, pp. 1-60 (all)

R: Euripides, *Trojan Women*, pp. 41-101 (all)

**Sun (10/22): Worksheet for *Antigone* due by 11:59 pm**

Week 10: (10/24-26)

T: Euripides, *Trojan Women*, pp. 41-101 (all)

R: Euripides, *Trojan Women*, pp. 41-101 (all)

**Sun (10/29): Worksheet for *Trojan Women* due by 11:59 pm**

Week 11: (10/31-11/2)

T: Euripides, *Bacchae*, pp. 1-58 (all)

R: Euripides, *Bacchae*, pp. 1-58 (all)

Week 12: (11/7-9)

T: Euripides, *Bacchae*, pp. 1-58 (all)

R: No Class Meeting—get caught up! (NCHC)

Week 13: (11/14-16)

T: In-Class Performance Preparation

R: Groups 1, 2, 3 (15 mins)

**Sun (11/19) Final Essay due at 11:59pm**

Week 14: (11/21-23)

T: No Class—Thanksgiving Day Break

R: No Class—Thanksgiving Day Break

Week 15: (11/28-11/30)

T: Groups 4, 5 (15 mins)

R: Performance Analysis and Class Wrap-up