

LIT 121A:
The Heroic Epic: Milton and the Ancients

Summer Session 1 2023

Instructor: Monica Multer

Office Hours: Zoom meetings by appointment

TA: Shane Baker

Office Hours: Zoom meetings by appointment

COURSE DESCRIPTION

John Milton's role as an author, reader, and critic of the epic form offers a unique vantage point from which to study epic as a genre. *Paradise Lost* is a poem that simultaneously acts as the canonical English epic while defining itself in relation to the epic tradition that came before it. We will be challenging the idea of what makes an epic "heroic" and investigating Milton's intervention into the legacy of the epic genre. We will read almost the entirety of *Paradise Lost* together as a class. We will also be reading selections from classical epics, including Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid*.

This course will be taking place remotely over Zoom and meeting from June 27th until July 27th. Zoom Link for Tuesday Thursday lecture meetings: [here](#)

COMMUNICATION

Please feel free to contact me by email (mmulter@ucsc.edu) or schedule an appointment to meet with me in office hours for any needs or correspondence you might have. If you experience an illness or exposure that requires you to miss class sessions please communicate with me as soon as possible and I will provide you with options to allow you to continue making progress in the class. I can only help with issues I am aware of so please come to me with any problems and we can work something out together. Please don't be afraid to reach out to me, I am here to help facilitate your learning and act as a tool for your academic and teaching success.

I strive to create a classroom environment where communication is an integral part of your learning experience. This is a safe, open space for you to express yourself and communicate freely. If at any point, you feel this is no longer true, please let me know and I will do my best to rectify the situation.

REQUIRED MATERIALS

The main text you are REQUIRED to purchase in physical form for this class, is the following edition:

- **Milton, John. *Paradise Lost*. ed David Scott Kastan. Indianapolis: Hackett Publishing, 2005.**

All readings not included in *Paradise Lost* for this course will be available on Canvas under the files tab and under each week's respective module.

LEARNING OUTCOMES

- 1.) Learn to convey your thinking effectively in writing by arguing on the basis of textual evidence. This includes learning to craft an argumentative thesis statement focused on textual support.
- 2.) Critique poetry with close attention to a poet's use of figurative language. Learn to interpret poetry through critical analysis.
- 3.) Develop critical interpretation skills by locating, describing, investigating, and critiquing authors' use of literary features to make philosophical and theological arguments.
- 4.) Gain experience discussing complex--and sometimes controversial--issues with others constructively and with respect to different viewpoints.

COURSE REQUIREMENTS AND GRADE BREAKDOWN

Your grade will be determined by the following assignments:

- Attendance and Participation – 20%
- Discussion Posts – 25%
- Student-Led Discussion Facilitation – 25%
- Final Exam – 30%

ATTENDANCE AND PARTICIPATION -20%

This is an intensive, reading-oriented course designed for active learners. Please come to our class meeting on time and prepared with your text in hand, ready to contribute to our discussion in a relevant, present, and respectful way. You should have read all required materials before the scheduled class time and come prepared to analyze the texts. I value each person's presence, voice, and attention in our meetings; we all contribute to one another's learning and our classroom environment whether remote or in person. Likewise, your presence and engagement with our classroom activities are essential for your success in the course. For this reason, missing 2 or more classes (25% of the classes) is grounds for failure. I understand that sickness, emergencies, travel, and other events may require an absence from our class. Please e-mail me (mmulter@ucsc.edu) or your TA (shbaker@ucsc.edu), to let us know if you need to be absent from class and we are happy to work with you on a case-by-case basis to ensure your continued progress in this course.

DISCUSSION POSTS - 25%

Beginning after the first week of class, students will post on a weekly Canvas Discussion board. I will post a quote from the readings covered that week in lecture and each student must write between 250-500 word response to the selected quote. Each response must include an argument and some element of close-reading (like the identification of literary devices or features in the provided quote). The first week of class (before the first discussion posts are due), we will discuss what makes a good argument and how to close-read. In addition to this paragraph-long response, each student must comment on at least one other student's response. A response should be at least two sentences long and include a meaningful engagement with a peer's post. Meaningful engagement can take the form of constructive affirmations, respectful disagreement, and additive commentary that helps both parties explore new ideas or new avenues of interpretation. To be completed no later than our class meeting on Tuesday of each week. Meaning everyone should have posted on the discussion board and replied to another student's work by 1:00pm each Tuesday. The last hour of our Tuesday lectures will be dedicated to discussing these posts and the selected passage in smaller groups. The only exception is the first discussion post which will be due THURSDAY 6/29 since class will not be held Tuesday July 4th.

STUDENT-LED DISCUSSION FACILITATION -25%

Once during the quarter, each student in a student group will lead our class discussion based on a topic of their group's choosing from the week's reading materials. The goal is for each student group to lead 30 minutes worth of class time in the last hour of our Thursday class meeting. I will split the class into two respective groups (Group A and B) and each student will have to sign up for the day they want to present under their Group. A student facilitation group will have 3-4 students responsible for leading the session and collaborating together to design the 30 minute discussion.

The available slots are the only open times and there will not be make-ups. The deadline for sign-ups is July 2nd, 2023 by 11:59pm and the first student facilitation groups will take place on July 6th, 2023. The sign-up sheet and full instructions can be found in the following document:

[Discussion Facilitation Instructions and Sign-Up Sheet](#)

An example student-led facilitation session could look like the student group presenting a specific passage to the class and using it as a starting point for wider discussion by creating prompt questions for the group. A good passage could be anything the group finds especially interesting, important, provocative, or challenging to study that would provide ample material for discussion. Along with the passage, the group could also 1) connect the passages to other material from the course and 2) prepare 2 or 3 discussion questions for the class. Aim for questions you think will link to other important ideas or topics, get at the heart of some theoretical issue, or open up a new way of thinking. Be prepared to talk about potentially controversial or dividing issues that spark constructive and respectful debate. Feel free to set up an office hours appointment as a group to make a plan for your presentation.

FINAL EXAM - 30%

You will complete a timed open-book final exam that allows you to consult only the required text from the course, Milton's *Paradise Lost*. The final exam will be held over zoom where the instructor and TA will be present for questions and assistance. Every student must be present in the final online zoom meeting with their cameras turned on (with student clearly in view) and microphones off. Questions will be a combination of multiple choice, short answer responses, and one longer essay response to a prompt. All answers should be proofread and supported by textual evidence. You will be asked to close-read and apply the theories we discussed throughout the quarter.

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. I ask all members of this class to:

- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other's opinions and communicate in a respectful manner
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

ZOOM ETIQUETTE

In your profile, please use a name that you would like the rest of us to call you and your preferred pronouns. If your technology permits, please turn on your camera so we can foster a sense of community by seeing each other's faces. Learning always improves when cameras are turned on so please consider turning on your cameras. Feel free to come to the meeting as your authentic self. Don't be afraid to be wearing PJs, have your animal companion with you, or be eating/drinking (as long as you're muted). Please contact me if you anticipate not being able to turn on your camera.

When you enter a class meeting, you will be muted. Feel free to unmute yourself to ask a question, make a comment, or respond to something else someone has said, but please mute yourself when not speaking in order to reduce background noise. Please also use the Raise Hand function so that I can call on you when you want to speak. It will keep us from talking over each other.

The Chat will be open during class meetings, and you will be able to chat with everyone. Please use the chat line to ask questions, make comments, etc. It is a great way to participate in discussion. Our TA will be moderating the chat and bringing your questions to my attention so we can ensure everyone is heard.

COURSE ORGANIZATION- STUDENT TIME BREAKDOWN

A five-unit course at the University of California is equivalent to 30 hours of work per week for each student during a five-week Summer Session. Weekly Meetings will usually only account for seven hours of that time, meaning that each week you should plan to dedicate roughly 23 hours to complete other course activities: reading, taking notes in your texts, re-reading, revising your notes; discussing the course materials with classmates and visiting your instructor during online office hours; preparing to write, writing, and revising your weekly memos and section facilitation plan.

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access to this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

CONTENT ADVISORY

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual warnings on the syllabus for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation. I am including trigger warnings for sexual violence including rape/incest (Milton's *Paradise Lost*), suicide (Virgil's *Aeneid* and Milton's *Paradise Lost*) and extreme wartime violence (Homer's *Iliad*).

COURSE SCHEDULE

Date	Topic	Readings	Important Notes/ Assignments
Tuesday 6/27	Introduction: Defining Epic	<ul style="list-style-type: none"> ● <i>Paradise Lost</i> 1.1-26 	Readings today are for in class, no reading required before class begins
Thursday 6/29	Epic Comparisons: Classical and Christian traditions	<ul style="list-style-type: none"> ● Read PL Book 1 ● Read selections under Module Week 1- Invocations for Homer's <i>Odyssey</i> and <i>Iliad</i>, and Virgil's <i>Aeneid</i>. 	Emphasis on the following section in <i>PL</i> : 1.192-621 FIRST DISCUSSION POST DUE
Tuesday 7/4		FEDERAL HOLIDAY -- NO CLASS	No discussion post this week
Thursday 7/6	Epic Comparisons Continued: Satan's (Seeming) Heroic Journey	<ul style="list-style-type: none"> ● Read Book 2.1-889; 2.1014-1055 ● Read selections from Book 3: 3.1--349; 3.630-742 ● Read selections from <i>Aeneid</i> and <i>Iliad</i>- Bees 	TRIGGER WARNING Rape, incest Student-led Discussion Facilitation Begins
Tuesday 7/11	<i>Paradise Lost</i> the Tragedy	<ul style="list-style-type: none"> ● Read Book 4 ● Read selections from Ovid, Narcissus myth ● Read selections from <i>Iliad</i> - Achilles' Sorrow and <i>Aeneid</i> -Juno's Wrath 	Emphasis on the following: 4.1-535; 4.788-1015 Discussion Post Due
Thursday 7/13	Epic Warfare: Abdiel's better fight and the fruitlessness of a thousand Achilles	<ul style="list-style-type: none"> ● Read Book 5.1-136; 506-907 ● Read Book 6.1-385; 507-912 ● Read selections from <i>Iliad</i> Book IV and XXI- Warfare 	
Tuesday 7/18	The Epic Voice and Eve's Wandering	<ul style="list-style-type: none"> ● Read Book 9.1-645 ● Read selections from <i>Aeneid</i> Book 5- Serpent 	Discussion Post Due
Thursday 7/20	The Fall of Mankind: Eve's Epic and Adam's Evil	<ul style="list-style-type: none"> ● Read Book 9.645-1189 ● Read selections from <i>Aeneid</i> Book 2- Serpents and <i>Iliad</i> Book 3- Helen and Paris 	Last Student Facilitation Group
Tuesday 7/25	Consequences of the Fall: the epic glory of Satan and the return from despair	<ul style="list-style-type: none"> ● Read Book 10 ● Read selections from <i>Aeneid</i> Book 4- Dido's Suicide and Book 10 -Attempted ● Read Ovid's <i>Met.</i> Book 4 - Serpent 	TRIGGER WARNING: Suicide Discussion Post Due
Thursday 7/27		Final Exam	Exam will be taken during the first two hours of normal class meeting time (1-3pm)

DIFFICULT CONVERSATIONS

In our in-class and online discussions, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our ability to handle difficult conversations that arise regarding issues of social justice, politics, economics, morality, religion, and other issues where people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes a diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict

and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring](#) and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.