

LIT 121A: Epic and Emotion

Summer, 2022

Instructor: Monica Multer

Office Hours: Tuesdays 12:30-1:30pm

TA: Kendall Grady - kegrady@ucsc.edu

Office Hours: Tuesdays 2-3pm

Reader: Sienna Ballou - sballou@ucsc.edu

COURSE DESCRIPTION

How does poetry make us feel? Why do we feel for characters in literature? These fundamental questions will guide our investigation into the history of emotion in epic poetry. We will use John Milton's English epic, *Paradise Lost*, as an entry point to study epic as a genre and its capacity as a poetic space to theorize emotion. Milton's roles as an author, reader, and critic of the epic form offer a unique vantage point from which to study the 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 the affective 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 different epics, including Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid*. Collectively, we will examine how *Paradise Lost* sheds light on the historical approach to emotion in epic literature.

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

As a survey of the history of emotions in epic poetry, this course will cover almost the entirety of *Paradise Lost* as well as a selection of excerpts from classical epic poetry. 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. You do NOT need to purchase any texts except for *Paradise Lost*. I will provide free digital copies of all necessary materials. The main text you are REQUIRED to purchase in physical form for this class and to bring to class daily, is the following edition of Milton's epic:

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

Copies will be available for purchase at the [Bay Tree Campus online store](#) or anywhere like [Amazon](#) that you choose to purchase this specific edition.

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%
- Reading Memos – 30%
- Student-Led Discussion Facilitation – 20%
- Final Exam – 30%

ATTENDANCE AND PARTICIPATION -20%

This is an intensive, reading-oriented course designed for active learners. Please come to class 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 classroom; we all contribute to one another's learning and our classroom environment. Likewise, your presence and engagement with our classroom activities are essential for your success in the course. For this reason, missing more than 3 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, Kendall Grady (kegrady@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.

As part of your participation grade, you are required to attend one office hours meeting with either me or Kendall per quarter.

READING MEMOS -30%

Beginning after the first week of class, bring to every class meeting a ~½ page Reading Memo. Your Memo should contain **1 passage** you wish to discuss in class (a passage can be anywhere from 3 lines to 20 lines of poetry) and **an argument** about your chosen passage that is accompanied with any notes, comments, or questions about the passage. Select a passage that you feel best encapsulates an interesting idea or issue that is central to that week's readings. Let your interest and curiosity drive your selection since genuine learning begins from a place of authentic connection between you and the text. Then make an argument, which means make a claim about the passage you have chosen that can spark debate

and be defended by textual evidence. You can make connections to the text as well in your Memo by examining your own response to the selected text; how did it make you feel; what did it remind you of? You can provide close readings of these passages by identifying specific textual features (like tone, diction, figurative language, etc) and then use this to walk your fellow students through your process of interpretation. The passages should be substantial enough to sustain class discussion; your notes on that passage should give us a starting place to dig in. You can create a single google document for all your memo entries (newest one at the top) or send them to your TA individually.

DISCUSSION FACILITATION -20%

Once during the quarter, each student in a student group will lead our class discussion based on their Reading Memo. The goal is to lead the last hour of our class meeting on the readings for that day through a combination of presentation and discussion questions. Please draw upon your Memo: one passage from the readings that you think is especially interesting, important, provocative, challenging, or that will otherwise prompt meaningful discussion about the issues at hand. Along with the passage, you should also 1) connect the passages to other material from the course and 2) prepare 2 or 3 discussion questions for the class. You will likely need a few sentences to explicate your questions: make sure you give enough information for your question to be generative. 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 to make a plan for your presentation.

FINAL EXAM - 30%

You will complete a timed take-home, open-book final exam that will include a choice of questions based on the text selections we have covered in class. Questions will be a combination of short answer responses and one longer essay response to a prompt. All answers should be proofread and supported by evidence from the text. You will be asked to close-read critically and apply the theories we discussed throughout the quarter to the epic poetry we have studied.

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.

COURSE SCHEDULE

Date	Topic	Readings	Important Notes
7/26 T	Introduction: Defining Emotion and Epic	<ul style="list-style-type: none"> ● OED Entries for “affect”, “emotion”, “feeling”, “passion” ● <i>Paradise Lost</i> 1.1-26 	Readings today are for in class, no reading required before class begins
7/28 Th	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
8/2 T	Epic Comparisons Cont: Satan’s (Seeming) Heroic Journey and the power of pathos	<ul style="list-style-type: none"> ● Read Book 2 ● Read selections from Book 3; 3.1-134; 3.416-459; 3.633-742 ● Read selections from <i>Aeneid</i> and <i>Iliad</i>- Bees 	TRIGGER WARNING Rape, incest Emphasis on the following passages in <i>PL</i> : 2.1-42; 2.299-479; 2.629-1055 Student Facilitation Begins
8/4 Th	<i>Paradise Lost</i> the Tragedy	<ul style="list-style-type: none"> ● Read Book 4 Ovid, Narcissus myth ● Read selections from <i>Iliad</i> - Achilles’ Sorrow and <i>Aeneid</i> - Juno’s Wrath 	Emphasis on the following passages in <i>PL</i> : 4.1-130; 4.285-535; 4.788-1015
8/9 T	Epic Warfare: Abdiel’s better fight and the fruitlessness of a thousand Achilles	<ul style="list-style-type: none"> ● Read Book 5.506-907 ● Read Book 6.1-55;170-385; 629-912 ● Read selections from <i>Iliad</i> Book IV and XXI- Warfare 	
8/11 Th	Invocation #2 commotions strange	<ul style="list-style-type: none"> ● Read Book 7.1-68; 494-547 ● Read Book 8.198-653 ● Read selections from <i>Aeneid</i> Book 7 and <i>Iliad</i> Book 2- Second Invocations 	
8/16 T	The Epic Voice and the Fall	<ul style="list-style-type: none"> ● Read Book 9.1-645 ● Read selections from <i>Aeneid</i> Book 5- Serpent 	
8/18 Th	Tempestuous Passions and the Fall	<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

8/23 T	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 Emphasis on the following PL passages: 10.95-211; 10.325-584; 10.706-1104
8/25 Th		Final Exam	Final Exam will be taken during normal class hours

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 suicide (Virgil's *Aeneid* and Milton's *Paradise Lost*) and extreme wartime violence (Homer's *Iliad*).

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](#).

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. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- 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.

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.