

HNRS 1351.003-004—Fall 2025
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 worksheets)
- To learn how to read critically, analyze, and interpret mythic and philosophical texts. (papers and worksheets)
- 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 worksheets)
- To differentiate the characteristics of Classical, Medieval, and Renaissance thought and world views. (papers and worksheets)

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 st x 10% and Final x 25%)	35%
Modules/Reading Worksheets (2 x 20% and 1 x 15%)	55%
Attendance/Participation & Group Project	10%

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

Analytical Essays: Twice during the semester students will be asked to write analytical essays on some aspect of the class material using specific works we have read. These WILL NOT be research papers. Students are expected to limit themselves to the material we have read and discussed and to demonstrate their own substantial analytical abilities. The first essay will be 2 pages, uploaded to Canvas as a Word document (double-spaced, 12-point font, Times New Roman, etc.) and the final essay will be comprehensive and 3 pages in length (Word doc, double-spaced, 12-point font, Times New Roman) also uploaded to Canvas. All writing assignments will be evaluated according to the following rubric:

Essay Rubric

Criterion	Good (90-100%)	Fair (80-90%)	Poor (<80%)
Content and Development ____/50 points	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.
Organization and Structure ____/25 points	The structure of the paper is clear. The Introduction/Thesis paragraph demonstrates sufficient understanding of the issues and previews major points. Paragraph transitions are present, logical, and maintain the flow of thought throughout the paper. The conclusion 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.
Format ____/5 points	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.
Grammar, Spelling, and Punctuation ____/20 points	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.

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.

Required Statement on Artificial Intelligence and this Course

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

The use of AI is not permitted in this course at all. We expect all the work students submit for this course to be their own. We have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, we expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. **Any instance of the following constitutes a violation of UT Tyler's Honor Code and academic honesty values:** a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

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Schedule/Assignment List:

(Note: This schedule is subject to revision)

Week 1: (8/26-28)

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

R: Tragedy and the Polis

MODULE 1: The Human Predicament

Week 2: (9/2-4)

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

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

Sun (9/7): Worksheet for *Agamemnon* due by 11:59 pm

Week 3: (9/9-11)

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

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

Week 4: (9/17-19)

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

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

Sun (9/21): Worksheet for *Libation Bearers* due by 11:59 pm

MODULE 2: Divine Intervention(s)

Week 5: (9/23-25)

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

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

Sun (9/28): First Essay due by 11:59pm

Week 6: (9/30-10/2)

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

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

Sun (10/5): Worksheet for *The Furies* due by 11:59 pm

Week 7: (10/7-9)

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

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

Sun (10/12): Worksheet for *Oedipus Tyrannus* due by 11:59 pm

MODULE 3: Gender and Nobility

Week 8: (10/14-16)

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

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

Week 9: (10/21-23)

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

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

Week 10: (10/28-30)

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

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

Week 11: (11/4-6)

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

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

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

Week 12: (11/11-13)

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

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

Week 13: (11/18-20)

T: In-Class Performance Preparation

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

Sun (11/23) Final Essay due at 11:59pm

Week 14: (11/25-27)

T: No Class—Thanksgiving Day Break

R: No Class—Thanksgiving Day Break

Week 15: (12/2-12/4)

T: Groups 4, 5 (15 mins. each)

R: Performance Analysis and Class Wrap-up