

FYS 16: Second Essay
Length: 1,250-1,500 words

Rick Griffiths, ex. 3533
Earth Sciences 306
Office hours: Tues. 2-4; Fri. 10-12

Dates:

Oct. 14 (class): Rough draft workshop with Kristen Brookes
Oct. 15-16: Editorial conferences
Oct. 17 (Sun.): Final draft due by e-mail by 5:00 PM

Odyssean Liberations

Please respond to one of the following topics:

1) Considering both sides of the question, make an argument about whether Odysseus survives and prevails against all odds by using methods more characteristic of the *Odyssey's* females (women and goddesses) than of the men.

or

2) Make an argument about the degree to which the *Odyssey* affirms the dignity and ability of enslaved people.

In the writing process, you will need first to examine specific textual evidence both “pro” and “con” and then incorporate them into a persuasive argument that enriches our understanding of the epic. Please try to have a presentable draft by October 14. The workshop and the individual conferences (Oct. 15 – 16) will concentrate on refining the argument that you have formulated from your “pro”/“con” evidence.

Cite the text in the format used in the reading questions: e.g., Penelope’s trick of the shroud (2.94-128). Quote only when the particular language used matters for interpretation.

Revised syllabus

Oct. 14 Rough draft workshop (no e-mail comments)
Oct. 19 Aravind Adiga, *The White Tiger* (2008) to p. 78
Oct. 21 *The White Tiger* to p. 166; Declaration of Independence (1776)
Oct. 26 *The White Tiger*, finish; Declaration of Sentiments (1848); Genesis 1-5

General issues:

Aim:

As before, take up from where our class discussions leave off and work closely with textual evidence. Again, do not spend time at the outset justifying the topic, though you may conceivably want to focus the topic or re-define terms. You do at some point need to indicate how your thesis helps to understand the poem more broadly.

Organization:

I read better if I know from the first the direction that your argument will take or at least how you are going to organize your answer to the question. In other words, give me a map.

Textual evidence:

Again, cite passages rather than quoting them, unless the details of the language matter. Do not waste any time summarizing particular scenes or citing passages to confirm the obvious (e.g., the suitors are swinish). The essays quoted in "Essay 1: Sample Responses" (under *Essays* on the CMS page) are good models of economy in citing evidence. The essay on Wright's "Ethics" posed the problem of finding enough evidence (So where are the words as "weapons," anyway?); by contrast, there is far more evidence concerning either of the above topics than you can incorporate. The challenge here may lie in selecting the right specific examples and framing them with well-calibrated generalizations.

Intellectual honesty:

Please consult *Intellectual Honesty* on the course CMS page. Use of secondary sources, including the Internet, is not required or encouraged. All sources used should be cited. The reading questions, material from discussion, and e-mailed questions/comments can be taken as common knowledge and need not be cited. I refer any suspected plagiarism to the Office of the Dean of Students. When in doubt, please contact me.

Writing Center:

Another pair of eyes always helps, and sustained, systematic work with a member of the Writing Center staff is a great way to become a better writer.

Terms:

It's okay to use "Homer" for the author(s); preferable to say "audience" than "reader" for originally oral poetry; not okay to call goddesses "women" but fine to call a witch a witch; not okay to call the epics books "chapters"; okay to use Latinate spelling for proper names ("Telemachus") rather than Lattimore's transliteration ("Telemachos") as long as you're consistent; and heinous to call everything between covers a "novel"; hard to avoid saying "slaves," though one should be careful about the risks of essentialism.