

Paper comparing what *Monkey* (vs. *The Odyssey*) tells us about the nature of the Mind (about 500-750 words, typed and double-spaced, worth 100 points). *The Odyssey* and *Monkey* present two views of the nature of “mind” or “intelligence.” (The first view is more common in Western cultures, the second in Eastern ones.) You will be comparing the views (finding one significant likeness and one significant difference). An important aspect of the paper will be convincing the reader that what you say is significant (not obvious or trivial). **Pre-writing (500 words, 2 pages) due Mon. 4/16 (5 pts.)**

Final Paper due Fri. 4/20

Audience: Pretend you are writing for a junior or senior UCA student who might get a different and surprising perspective on the nature of the human mind from your paper. Assume the person has read both *The Odyssey* and *Monkey*, but not recently (details have been forgotten).

Form: the paper should be typed, double-spaced, with one-inch margins all around, except for the top of the first page. On the first page, there should be a **title** two inches down (something short and interest-catching), and then one inch of space between the title and the beginning of the paper.

ORGANIZATION:

Introduction:

Generates interest in what you will be saying (one possibility is relating this exploration of intelligence to something current that you will use again in your conclusion).

Communicates the **author and title** of both works (titles, e.g. *Monkey*, are in italics; the character Monkey is not)

Indicates the significant attribute of mind in both works; then explains the different “spin” given to the attribute in each work

Body:

- A. What is the similar attribute of mind that both *Monkey* and *The Odyssey* emphasize? Convince a reader that the attribute is important in both works.
- B. What is the difference in the way *Monkey* defines that attribute vs. the way *The Odyssey* defines it? Provide two (or more) examples from *Monkey* that make your point (with supporting explanation). Use paired examples of situations from *The Odyssey* to show the difference.
- C. Explain why this difference in emphasis about the nature of the mind matters (is significant).

Conclusion:

Provide a modern analogy that helps show the significance of what you have said, overall, in the essay.

Pre-writing (brainstorming for the paper): **DUE MONDAY, APR. 16** (500 words, 2 pages)

1. Decide on the shared attribute and how it differs in the 2 works. (Something that surprised you would probably be interesting to a reader.) For instance, if you think “versatility” is a characteristic, how does what versatility means in *Monkey* differ from what it means in *The Odyssey*? Is it a more limited versatility? Does it apply to some areas of human effort but not to others?
2. Look through the texts for evidence illustrating what you mean by the difference. Try to keep your mind open to modifying your hypothesis about the attribute as you write down the evidence. Construct a tentative definition of what the trait means in each work. Take notes of details or quotes that would provide vivid (“showing”) support. (Quotes are useful in illustrating how Monkey or Odysseus thinks.)
3. Why is what you are pointing out significant? (Why is it surprising? Why does it matter?)

Basis for the Grade:

1. How clear is the argument (organization and coherence)? (Do intro, body, and conclusion include what is specified above?)
2. How convincingly does the paper make its case (vivid, effective evidence— and explanation). The definition is useful in helping the writer prove the point (applying to this particular context)
3. Does the writer make the reader feel the point is interesting and significant?
4. Is the paper reader-friendly (does it follow conventions of spelling, punctuation, grammar)?

“A” papers comment on subtle relationships/data, they indicate non-obvious connections, and they integrate evidence tellingly.

Sample Introductions: Here are some sample introductions to papers written previous semesters. They are not on your topic, but you can get an idea about how to generate interest first, then introduce the author and title while moving forward to set up the purpose of the paper. Notice that the introduction does not assume that the reader already knows what the writer is talking about. Notice also that the title and author are given in a sentence moving toward the paper’s purpose; a whole sentence is not devoted to giving the title and author. (The title of the work should be in italics.)

(One of the first two introductions is not effective– which?)

1. In this paper I will prove that one of the translators— W.H.D. Rouse or Robert Fitzgerald— is more effective in characterizing Odysseus, in Homer’s *The Odyssey*, as a hero in control. I will do this by giving examples and facts that support my opinion. After I have given my points and supported them, you as a reader should be able to classify yourself as more heroic.
2. The monster kyklopes, in Homer’s *The Odyssey*, is **not** a nice fellow. His barbarity is especially noticeable through his eating habits (i.e. he eats Odysseus’ men), but even before he loses his eye, is he really so tough? Well, that depends on which translation of the story one reads. Robert Fitzgerald makes him much more of a weakling bully than does W.H.D. Rouse. The display of his weakness in Fitzgerald’s version is significant because it accentuates Odysseus’ strengths and illustrates which characteristics the Greeks looked on with contempt.
3. “Beauty is truth, truth beauty,” according to John Keats. If beauty is truth, then is illusion ugly? Apparently not, at least according to Henrik Ibsen’s play *The Wild Duck*. Gregers Werle, the “truth-seeker,” is described as ugly and clumsy, and Hjalmar Ekdal, a person who lives in illusion, finds beauty in a tawdry attic. The play seems to examine the reasons many people need illusion to give a sense of meaning to their lives and the attic is a central image conveying these reasons. [now the thesis, a statement summarizing the reasons people need illusions and how the attic relates to those reasons]
4. Everywhere we look, we see magazines and television commercials telling women that we can “just do it.” They tell us that to be a woman does not mean that we are weak, obedient, or unintellectual. Why do they feel the need to point this fact out? Probably because we are still trying to change the way people think. Gender roles seem not to have changed as much as we think. Apparently when Aristophanes wrote *Lysistrata* in 5th C. BCE women had many of the same gender characteristics they have today. The play seems to examine the gender differences between women and men, and affirm that feminine characteristics might be more productive in solving social problems if men adopted them. [now the thesis of the paper, a statement listing these gender characteristics and stating why they would benefit society]

Making papers “flow” better: the next-to-last stage in writing

Avoiding “you”: “Because of these differences, you can see that different translations can be confusing.”

! “These differences show that translations can be confusing.”

Compressing by using possessives instead of an “in” phrase.

Ex. In Fitzgerald’s translation of *The Odyssey*, he says. . . ! Fitzgerald’s translation of *The Odyssey* says. . .

Compressing by leaving the repeated noun out after the possessive:

Rouse’s translation says. . . while Fitzgerald’s translation says. . .

Eliminating “is”: My first example is. . . ! For example, . . .

Getting necessary information into sentences as inserts or interruptions (rather than taking up a whole sentence). Frequently, you can just pull out the information or eliminate the “is” and insert what’s left. That way, the case you’re building “flows” better.

Ex: Odysseus is the main character in this epic. He knows how to survive in hostile environments