

Myth and fairy tales are symbolic manifestations of the unconscious, just as dreams are. In a sense they are the collective dreams of the human race: They reflect the collective unconscious of a tribe, a people, or a culture rather than the local personal unconscious of one individual. Therefore, they are rich sources of information on the archetypes.

- Robert Johnson, *Inner Work*, 60



**HUM 2310 HYBRID SYLLABUS
MYTHOLOGY
FALL TERM 2013**

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COURSE DESCRIPTION:

This course examines world mythology in comparative perspective, analyzes myths with a variety of methods, and considers the application of mythological ideas and symbols in the humanities. HUM 2310 is a Gordon Rule course, which requires multiple college level writing assignments. A minimum grade of a “C” is required if used to satisfy the Gordon Rule Requirement. Using a variety of analytical methods such as psychological, anthropological and literary, students examine myths to determine the universality of various symbols and concepts. The course will cover material from many cultures, past and present, around the world.

REQUIRED TEXTBOOKS:

*Required: 1. Jennifer Taylor, *An Introduction to Comparative Mythology*

ISBN-978-0-7575-8680-4

2. Arthur C. Clarke, *Childhood's End*

ISBN-978-0-345-34795-4

*Recommended: either Primmer,

1. *A Guide to MLA Documentation* or Troyka, Simon & Schuster *Handbook for Writers*

2. Roy Willis, *World Mythology*

PREREQUISITE:

Satisfactory completion of ENC 1101 (Freshman Composition I). NOTE: ANY student found to lack this prerequisite will be withdrawn from the course without credit or tuition refunded.

COURSE OBJECTIVES:

To provide opportunities for student growth in these VC competencies: 1) Think critically and make reasoned choices by acquiring, analyzing, synthesizing, and evaluating knowledge; 2) read and write effectively; 3) clarify personal values and goals in relation to cultural values; 4) recognize the value of aesthetics and learn to make aesthetic judgments.

HUM 2310 COURSE OUTCOMES:

By the end of the term, you should be able do the following either in class or group discussion, in formal or informal written assignments, or in class presentations:

1. Trace the similar archetypes in mythologies from around the world. Identify, describe, and illustrate with appropriate examples, how the archetypes are both universal and particular. Explain the possible reasons for the similarities. Specific archetypes to be covered include the Supreme Being, Great Mother, Dying God, Trickster, and Hero.
2. Articulate connections between ancient and modern mythologies, including personal life where relevant.
3. Interpret a work of mythology in the arts, philosophy, or religion. Examine the cultural and biographical context of the work and investigate scholarly interpretations. Apply a variety of critical and analytic methods to work. Integrate your own personal view with the views of scholars and experts. Commit to the most justifiable interpretation among several credible views.
4. Be familiar with the mythological pantheons of the world.

GORDON RULE REQUIREMENTS:

This course requires the student to write multiple college level writing assignments. Completion with a final grade of “C” or better will partially satisfy the requirements of State Board of Education Rule 6A-10.30.

- **Failure to complete ANY PORTION of the Gordon Rule Requirement will incur a grade of “D” or lower, no matter the student’s previous average.**

PREPARATION:

Students should read assigned materials and complete written assignments PRIOR to class. Student discussion is an essential part of this course. You can participate in the discussions only if you are present and prepared for class.

ATTENDANCE:

ATTENDANCE COUNTS – If you are looking for a class you can skip, this is not it. This is a hybrid course; we meet too infrequently for you to miss class.

Attendance will be taken daily. Students may have 3 unexcused absences, but they cannot make up any work missed due to an unexcused absence. Use them wisely.

Excused absences will not count against a student’s grade. As long as the student can provide legitimate documentation for their absences, they can make up all missed work. Such documentation must be turned in within one week of the absence or the absence will be unexcused. Documented excused absences may include hospital stays, doctor’s notes, funeral for family or close friends, car accidents, etc. Notes from roommates, significant others, parents or work will not count as legitimate documentation.

It is assumed that students will attend all class meetings. The instructor reserves the right to change the syllabus as necessary; accordingly, **no exceptions will be made for students who are unaware of changes because of absences or tardiness.** Students who miss receiving materials and information

because of absence or tardiness are advised to personally contact the instructor or another student before or after (but not during) class.

GROUP PRESENTATIONS:

Group work is an essential part of this class. If you have an ethical, philosophical, or work related problem with meeting outside of class to complete specific assignments. You should opt out of this class for one that does not rely as heavily on group work. Students will be assigned or choose groups for preparing a presentation, including visual and/or audio aids, based on different religious pantheons. The presentation is to be 15 – 20 minutes in length and focus on the salient points of the group's assigned pantheon. Outside sources are strongly recommended to enhance the presentations.

TARDINESS:

If you must come into the classroom late, do not be disruptive. Quietly close the door behind you and take the nearest possible seat. To be tardy once or twice is excusable, **regular or excessive tardiness is unacceptable and will begin to count as absences.** Students should arrange their schedules so that they may attend each class session for the full term.

TESTING:

There will be an online comprehensive objective final exam, which shall consist of short answer, essay, fill-in-the-blank and multiple-choice questions.

- No study aids, dictionaries, or translators may be used during the test unless otherwise instructed, as a class, by the professor.

The Exam **must** be taken on scheduled date. In case of a properly documented **EMERGENCY** (extreme illness, death in the family, car accident, etc.) the student may be allowed to make-up test, **usually essay**, at the professor's discretion.

A lack of preparation on your part does not qualify as an emergency on the professor's part.

- If an emergency occurs, you must notify the instructor **as soon as possible** so that arrangements can be made.
- Before the test can be made up, it is the responsibility of the student to turn in OFFICIAL documentation of their emergency. (A note from "mom" or your roommate does NOT qualify as official, nor does a conflict with your work schedule.)

QUIZZES:

Quizzes online and in class will be given periodically throughout the term, either announced or unannounced. The purpose of these quizzes is to ensure that students are keeping up with the reading assignments.

- **Whether you are absent or tardy there will be no make-up quizzes.** If you have an excused absence (see note above concerning documented emergencies) then you will not be held responsible for the quiz, nor will you be penalized for missing it.
- If there are a sufficient number of quizzes during the term, the instructor will drop the lowest quiz grade. (Must have a minimum of five quizzes)

WRITING ASSIGNMENTS:

There will be one main 1,500 word writing assignments as well as some shorter essays on the midterms due during the course of the term with only one paper written outside of class. Any student who does

not pass the first writing assignment with at least a 70% must write a second paper over a hero that will be due at the end of the term. The second main writing assignment will be an essay on the Final Exam.

REQUIREMENTS:

The thesis paper should contain 5 full pages of writing plus a MLA works cited page. Papers should be typed or word-processed, double-spaced, with one-inch margins at top, bottom, and sides and 12 standard size print, preferably Times New Roman font.

- Paper due dates will be given in class.
- **Late Papers will receive a half letter grade drop for every single day, including EACH weekend day that they are late. Papers are due during class. If they come in after the class period, they are late. They will not be accepted electronically.**
- If you must turn your paper in late, either hand it in directly to me, or take it to building 3-106 and have one of the secretaries sign for it, this way there is proof that it was turned in.
- Do not procrastinate!
- **SOURCES:** Papers will be based on material presented in class but might include a bit of research on the part of the student. If so, all sources must be appropriate for the college level. **No encyclopedias, or Encarta, or internet (unless academic sites) will be accepted for the papers.** That especially means **NO WIKIPEDIA.**
- The bibliographies should contain a list of all sources used in standard bibliographic entry format.
- MLA Bibliographic entry format: Indent 5 spaces then write – **Author’s name, last name first. Title. City: Publisher, Date.**

PAPER FORMAT:

Try to view papers as expanded versions of the Five Paragraph Essay, obviously with the option of having more than five paragraphs! There should be a distinct **Introduction** that provides general background information to your paper topic. The Intro must include a well-defined **Thesis Statement** giving the purpose/intent of your paper and stating the examples to be focused on for support of your thesis statement. The **Body** of the paper should set forth and examine evidence that supports your thesis statement. It should follow the order of your examples as set forth by the Thesis statement. The **Conclusion** of your paper should be a distinct paragraph after the Body. The Conclusion should sum up your major points of evidence and demonstrate clear (logical) proof of your thesis statement.

PLAGIARISM WILL NOT BE TOLERATED:

If a paper is plagiarized it will be returned to the student as unacceptable. Plagiarism in the paper of any sort will result in an “F” for the paper. If a student turns in a “recycled” paper – in other words, one that the professor has previously graded – it will receive a “0” with no chance for a rewrite.

What is Plagiarism?

Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like “copying” and “borrowing” can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to “plagiarize” means

- to steal and pass off (the ideas or words of another) as one’s own
- to use (another’s production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source.
- In other words, plagiarism is an act of fraud. It involves both stealing someone else’s work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work
- Whether you give credit or not (see our section on "fair use" rules)
- Most cases of plagiarism can be avoided, however, by citing sources.
- Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See Valencia's webpage dedicated to plagiarism and citation for more information on how to cite sources properly.

There may also be several in-class writing assignments over readings, movies or lectures. Students will be given ample time during the class to answer specific questions. These writing assignments will usually be averaged in with student's quiz grades.

PRESENTATIONS/PAPERS:

Students will be required to do two presentations during the term. The first presentation will be a collaborative group presentation. Each group will present an assigned pantheon. The second presentation will be an individual presentation by the student. It will explain the student's thesis statement/paper.

GRADING:

Final Exam = 20%
Class Participation (Online and in class)= 20%
Quiz Average = 20%
Thesis Paper & Presentation = 20%
Group Presentation = 20%

GRADING SCALE:

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 and below = F

WITHDRAWAL FROM CLASS:

The withdrawal deadline for the term is **November 1, 2013**

STUDENT CONDUCT:

Valencia College is dedicated to the advancement of knowledge and learning as well as the development of responsible personal and social conduct. By enrolling at Valencia College, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. For further detail, refer to the Student Code of Conduct in the current Valencia Student Handbook.

CLASSROOM BEHAVIOR:

Valencia College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). The instructor reserves the right to refer students who engage in activities that are disruptive to the learning environment to the Dean of Students for disciplinary

action. The following list, though not exhaustive, includes things that are disruptive to the learning environment:

- Use of any electronic devices including but not restricted to Cell phones, iPods, and laptop computers (documentation from OSD will be taken into consideration). Students are not allowed to audiotape or videotape lectures.
- Preparing homework for other courses during class.
- Engaging in private conversations with classmates while class is in session.
- Being disruptive and/or being disrespectful to others.
- Excessive tardiness
- Leaving and re-entering the classroom while the class is in session.

In addition, Valencia College strives to provide a drug-free learning environment for all those involved in the academic experience. Our policy is as follows:

Policy:

In compliance with the provisions of the Federal Drug-Free Schools and Communities Act of 1989, Valencia College will take such steps as are necessary in order to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by Valencia College students or employees on college premises or as part of any college activity.

ACADEMIC DISHONESTY:

All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive. Any student determined by the professor to have been guilty of engaging in an act of academic dishonesty shall be subject to a range of academic penalties as determined by the professor. These penalties may include, but not be limited to, one or more of the following: loss of credit for an assignment, examination, or project; reduction in the course grade; or a grade of “F” in the course.

For further details, refer to the Student Code of Conduct in the current Valencia Student Handbook.

NOTE TO STUDENTS WITH DISABILITIES:

Please schedule a conference with the instructor so that we can arrange assignments or testing to assure your best chance to succeed in this course.

FINAL EXAM:

All students must take the Final Exam online. There are no excuses for missing the Final Exam. Students who fail to take the final exam, regardless of previous standing in course, will receive an “F” as their final grade.

DISCLAIMER:

All information and assignments found in this syllabus are subject to oral or written change at the discretion of the instructor.

Through a dialogue conducted with these inward forces through our dreams and through a study of myths, we can learn to know and come to terms with the greater horizon of our own deeper and wiser, inward self. And analogously, the society that cherishes and keeps its myths alive will be nourished from the soundest, richest strata of the human spirit.

- Joseph Campbell, *Myths to Live By*, 15.

ASSIGNMENTS BY WEEK

WEEK 1

CLASSROOM:

- *Introduction to the course and its objectives
- *Introduce Pantheons their connection to our world and explanations of our beginnings
- *Students will be arbitrarily designated to groups and assigned a pantheon to present
- *Each group will be responsible for making an oral presentation of their assigned pantheon using visual and/or audio supplements to explain its salient points, there will be class time made available to work on this project.

READING:

- *Begin reading: *An Introduction to Comparative Mythology*, read chapter 8- Hero Archetype
- *Answer all of the questions on page 221
- *Turn in a hard copy at our next class meeting

WEEK 2

DUE:

- **An Introduction to Comparative Mythology*, chapter 8- Hero Archetype questions on page 221

CLASSROOM:

- *Discussion on Heroes
- *Watch Heroes film
- *Groups meet in class to discuss Group Presentations
- *Introduce and assign reading – *Childhood's End*
- * Library Visit to brainstorm thesis topic

READING:

- *Reading: *An Introduction to Comparative Mythology*, read chapter 2- Creation
- *Answer all of the questions on page 221 on pages 39-40
- *Turn in a hard copy at our next class meeting
- *Begin reading *Childhood's End*, read chapters 1-5
- * Write a summary of chapters 1-5, make sure to include your thoughts.
- *Turn in a hard copy at our next class meeting

WRITE:

- *Write about your personal hero. Make sure that you include in your paper why your personal hero fits the Hero Archetype
- *Submit Your Personal Hero assignment online

WEEK 3

DUE:

- **An Introduction to Comparative Mythology*, chapter 2- Creation questions on pages 39-40
- * *Childhood's End*, summary of chapters 1-5
- *Thesis paragraph due
- * Group Presentations due

CLASSROOM:

- *Group assignment: Hesiod's Creation- one submission per group due at our next class meeting
- *Thesis paper signup for date of presentation
- *Discussion on Creation
- *Watch Creation film
- * Discussion on *Childhood's End*

READING:

- *Reading: *An Introduction to Comparative Mythology*, read chapter 6- Dying and Rising God
- *Answer all of the questions on pages 177-179
- *Turn in a hard copy at our next class meeting
- *Reading *Childhood's End*, read chapters 6-10
- * Write a summary of chapters 6-10, make sure to include your thoughts.
- *Turn in a hard copy at our next class meeting

WEEK 4

DUE:

- *Group assignment: Hesiod's Creation worksheet
- **An Introduction to Comparative Mythology*, chapter 6- Dying and Rising God questions on pages 177-179
- * *Childhood's End*, summary of chapters 6-10

CLASSROOM:

- *Discussion on Dying and Rising God
- *Watch Dying and Rising God film
- *Discussion on *Childhood's End*
- *Discussion on Thesis Papers

READING:

- *Reading: *An Introduction to Comparative Mythology*, read chapter 5- The Great Goddess Archetype
- *Answer all of the questions on pages 153-154
- *Turn in a hard copy at our next class meeting
- *Reading *Childhood's End*, read chapters 11-15
- * Write a summary of chapters 11-15, make sure to include your thoughts.
- *Turn in a hard copy at our next class meeting

WEEK 5

DUE:

- **An Introduction to Comparative Mythology*, chapter 5- The Great Goddess Archetype questions on pages 153-154
- * *Childhood's End*, summary of chapters 11-15

CLASSROOM:

- *Discussion on the Great Goddess Archetype
- *Watch the Great Goddess Archetype
- *Discussion on *Childhood's End*
- *Thesis Presentations start

READING:

- *Reading: *An Introduction to Comparative Mythology*, read chapter 7 Trickster Archetype
- *Answer all of the questions on page 201
- *Turn in a hard copy at our next class meeting
- *Reading *Childhood's End*, read chapters 16-20
- * Write a summary of chapters 16-20, make sure to include your thoughts.
- *Turn in a hard copy at our next class meeting

WEEK 6

DUE:

- **An Introduction to Comparative Mythology*, chapter 7- Trickster Archetype questions on pages 201-202
- * *Childhood's End*, summary of chapters 16-20

CLASSROOM:

- *Discussion on the Trickster Archetype
- *Watch the Trickster Archetype film
- *Discussion on *Childhood's End*
- *Thesis Presentations

READING:

- *Reading: *An Introduction to Comparative Mythology*, read chapter 3 Flood Stories
- *Answer all of the questions on pages 61-62
- *Turn in a hard copy at our next class meeting
- *Reading *Childhood's End*, read chapters 20-24
- * Write a summary of chapters 20-24, make sure to include your thoughts.
- *Turn in a hard copy at our next class meeting

WEEK 7

DUE:

- **An Introduction to Comparative Mythology*, chapter 3- Flood Stories questions on pages 61-62
- * *Childhood's End*, summary of chapters 20-24

CLASSROOM:

- *Discussion on the Flood Stories
- *Watch the Flood Stories film
- *Discussion on *Childhood's End* meaning, illusions, etc.
- *Thesis Presentations

WEEK 8 **DUE:**
*Thesis Presentations

CLASSROOM:
*Thesis Presentations

WEEK 9 **DUE:**
*Thesis Presentations

CLASSROOM:
*Thesis Presentations
*Wrap up

WEEK 10 **FINAL EXAM**

*Disclaimer – Syllabus is subject to change at Instructor’s discretion.

Discussion Responses:

Discussion Questions will relate to the topic we are studying. Discussion Responses will be posted online-through Blackboard. You are required to post a well-written response to each Discussion Question. Your original post must be at least 250 words and be edited and articulate. Your entries are expected to be thoughtful and to show that you are engaging the higher levels of thinking. Be sure that you provide explanation for your opinion and fully discuss the topic.

Discussion Responses require an original post that must be submitted by 11:59pm of the due date. You are required to read at least 75% of all postings to all Discussion Threads. You are also required to respond to **AT LEAST THREE** of your classmates’ postings and engage in the discussions.

The following is a grading rubric that will be used to grade your Discussion Responses.

ACTIVITY	Exemplary	Proficient	Incomplete
Demonstrates an understanding of the discussion prompt/questions	6 points Displays an excellent understanding of the course materials and the underlying concept being discussed. Uses course materials and other information to support important points.	4 points Displays some understanding of the course materials and the underlying concept being discussed. Limited use of course materials and other information to support points.	2 points Displays little understanding of the course materials and the underlying concept being discussed. Use of course materials and other information to support points is incoherent or missing entirely.

Reflections and Analysis	6 points Evidence of strong Critical Thinking thought pertaining to personal perspectives and professional development.	4 points Evidence of some Critical Thinking thought pertaining to personal perspectives and professional development.	2 points Little evidence of Critical Thinking thought pertaining to personal perspectives and professional development.
Quality of writing and proofreading	6 points Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	4 points Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	2 points Written responses contain more than 6 grammatical, spelling or punctuation errors. The style of writing does not facilitate communication.
Quality of Responses to classmates	6 points Responses to classmates' postings are thoughtful and enrich the learning community.	4 points Responses to classmates' postings are valid, but brief and not enriching.	0 point Responses to classmates' postings are either not given or are not thoughtful.

Mythology Course Schedule

**Subject to Change with Prior Notice

A strong suggestion would be to print this schedule and use the boxes to check off your reading and assignments as you complete them.

Unit 1:

October 3-October 24

- Read Syllabus and become acquainted with course layout on Blackboard
- Learning Unit in classroom-- *An Introduction to Comparative Mythology*, chapter 8- Hero Archetype questions on page 221
- Learning Unit in classroom--*An Introduction to Comparative Mythology*, chapter 2- Creation questions on pages 39-40
- Childhood's End*, summary of chapters 1-5
- Thesis paragraph
- Group Presentations
- Learning Unit on Blackboard—Critical Thinking
- Group assignment: Hesiod's Creation worksheet
- Learning Unit in classroom--*An Introduction to Comparative Mythology*, chapter 6- Dying and Rising God questions on pages 177-179
- Childhood's End*, summary of chapters 6-10
- Discussion Response due October 15
- Learning Unit on Blackboard
- Quiz 1

Unit 2:

October 24-November 14

- An Introduction to Comparative Mythology*, chapter 5- The Great Goddess Archetype questions on pages 153-154
- Childhood's End*, summary of chapters 11-15
- Learning Unit on Blackboard
- An Introduction to Comparative Mythology*, chapter 7- Trickster Archetype questions on pages 201-202
- Childhood's End*, summary of chapters 16-20
- An Introduction to Comparative Mythology*, chapter 3- Flood Stories questions on pages 61-62
- Childhood's End*, summary of chapters 20-24
- Quiz 1

Unit 3:

November 14 -December 15

- Learning Unit on Blackboard
- Discussion Response due November 28
- Thesis Presentations
- Learning Unit on Blackboard
- Discussion Response due December 10
- Final Exam due by December 10
- Unit 3 Exam due by November 17
- Quiz 2