

# MYTHOLOGY

HUM 2310 | Spring 2018 | CRN 25571

Tuesdays 6:00pm-8:45pm | Bldg 1, Room 113

Professor Mary Robinson |

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Contact the professor through Valencia email—**NOT Blackboard message**. I only contact students through Valencia email, so check it frequently. Meeting hours as needed by request.



**TEXTBOOK:** *The World of Myth (An Anthology)* Second Edition (David A. Leeming)  
Additional required and suggested material and resources in Blackboard

## COURSE DESCRIPTION

**MYTHOLOGY Prerequisite:** Minimum grade of C in ENC 1101 or ENC 1101H or IDH 1110  
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. Students must demonstrate college-level writing skills through multiple assignments. Minimum grade of C required if used to satisfy Gordon Rule requirement.

## COURSE OBJECTIVES:

Valencia College has defined four interrelated competencies that help prepare students to succeed in the world community. These core competencies are **Think, Value, Communicate, and Act**. More specifically at this link

<http://catalog.valenciacollege.edu/aboutvalenciacollege/studentcorecompetencies/>

## COURSE COMPETENCIES:

At the conclusion of this course, students will have mastered the following through a combination of in class or group discussion, formal or informal written assignments, or in class presentations:

- Trace the similar archetypes in mythologies from around the world, specifically the Supreme Being, Great Mother, Dying/Rising God, Trickster, and Hero. Identify, describe, and illustrate with appropriate examples, how the archetypes are both universal and particular. Explain the possible reasons for the similarities.
- Understand mythologies within their cultural and historical context, while able to connect ancient mythologies to the modern world, including their personal life where relevant.
- Identify and interpret a mythology in the fine arts, philosophy, or religion through a variety of critical and analytic methods to the work. Recognize and draw conclusions between the widely held views of scholars and experts and student's personal views.

**ACADEMIC HONESTY** Students who plagiarize material or otherwise cheat will receive a “0” for the assignment and may be withdrawn from the course, as well as possible academic disciplinary action.

### **INCLUSIVITY and BEHAVIOR**

This course involves discussions of potentially sensitive or controversial topics. Part of the learning process in this course is respectful engagement of ideas with others. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class. You may also find you share perspectives or experiences with others. The classroom should be a lively, interactive, and comfortable place to share, test ideas, and debate issues. As a student you should expect the instructor prepared for the course and to treat each student with respect and compassion. In turn, you are expected to treat your instructor and all other participants in the course with courtesy and respect. Students will need to contribute in intelligent, positive, and constructive manners within the course. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to respectfully disagree with other students, but such disagreements need to be based upon facts and research (rather than prejudices and personalities). The mere expression of one’s ideas is not harassment and fully protected by academic freedom, but personal harassment of individual students is not permitted. Disruptive, abusive, or harassing behaviors may result in disciplinary actions.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### **VALENCIA POLICY CONCERNING 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 disruptive to the learning environment:

- All cell phones, smartphones, ipods, laptop computers (unless you have paperwork from the OSD) and other technological gadgets must be turned OFF prior to entering the classroom and remain off and put away while class is in session. **Anyone seen texting during class has clearly violated this policy, and after the second warning will be asked to leave class and incur an unexcused absence.**
- Leaving and re-entering the classroom while class is in session will not be tolerated. **If a student leaves the classroom while class is in session, s/he should take their**

**possessions with them and not return and will receive an unexcused absence for that class.** This policy helps to preserve the learning environment of the classroom.

### WITHDRAWAL POLICY

In order to withdraw from this course with a W, a student must complete the withdrawal process on or before **Friday, April 6, 2018**, via ATLAS, but do it early in the event you have any computer-related challenges and need to come in person before the office closes. You will not be permitted to withdraw after the withdrawal date. **Withdrawal from the course for reasons other than excessive absences remains the sole responsibility of the student.**

### STUDENTS WITH DISABILITIES

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office of Students with Disabilities determines accommodations based on appropriate documentation of disabilities. Please note it is the responsibility of the student to discuss the need for any accommodation, not the professor's.



### ESSAYS AND WRITING

This course requires each student to demonstrate college-level writing skills through multiple types of assignments. Completion of the course with a final grade of "C" or better will partially satisfy the requirements of State Board of Education Rule 6A-10.30. This course provides reinforcement in these College-Level Academic Skills: 1) Literal and critical reading comprehension; 2) essay skills (for example, select a subject, formulate a thesis, provide supporting details, and revise for clarity and conformity; 3) writing skills (i.e., sentence structure and punctuation).

To achieve this goal, students will write two essays and six short essays focused on reading assignments. Students will receive separate guidelines for the writings. To help foster your writing skills, I will provide a writing guide posted in Blackboard. **In addition, you may earn 5 points extra credit to the final paper grade for use of the writing center tutors for the larger essay. Attach the proof sheet or email response from the writing center at the end of your paper or as a journal entry.**

#### GRADING SCALE

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

#### GRADE COMPOSITION

Attendance & Participation	= 44 points (15%)
Cultural Observation Essays	= 70 points (15%)
Group Presentation + Essay	= 200 points (20%)
Non-Myth Folklore Essay	= 100 points (20%)
Hero(ine) Presentation	= 100 points (20%)
Final Exam	= 100 points (10%)

\*Extra credit may be offered occasionally.

I **DO NOT** allow for make-up work. A **class absence does not excuse a writing or other assignment if due**. Submit assignments on their due date or an earlier approved date.

### **ATTENDANCE AND PARTICIPATION (15%)**

#### **ATTENDANCE (22 points)**

Regular attendance is necessary for successful completion of this course since meetings take place only once a week and not the whole semester. Students are allowed the equivalent of **two (2) absences** during the semester. Upon the 3<sup>rd</sup> absence, the student will automatically be withdrawn from the course by the instructor. A student will be marked absent if: they do not answer when their name is called; if they miss more than 15 minutes of class by arriving late or leaving early; or if they do not take the final exam. It is the attendance records of the instructor, not the recollections of the student, which will be consulted for proof of attendance/absences.

For severe medical conditions that result in excessive absences, consult the Dean of Students concerning Valencia's medical withdrawal policy.

International students, and students receiving financial aid, should be aware of how a "W" will affect their status.

<http://international.valenciacollege.edu/current-students/maintaining-visa-status/>

[http://valenciacollege.edu/finaid/satisfactory\\_progress.cfm](http://valenciacollege.edu/finaid/satisfactory_progress.cfm)

If you must miss a class (equivalent to two regular class meetings), email the instructor **AS SOON AS POSSIBLE to be excused, prior to the absence and turn in any work due**. Each class meeting equals 2 attendance points for a total possible of 20 points. Attendance will be added to and calculated with Participation (an additional 20 total possible points). *Attendance means on time arrival to class for the entire class period, prepared to engage your peers in respectful discussion*. Writing assignments, exams, and essay papers **MUST** be turned in **ON TIME**, unless an **earlier** date is requested and approved prior to the scheduled due date.

#### **PARTICIPATION (22 points)**

Attendance, outlined above, will combine with participation toward the final grade. I believe in discussion based class time to engage various opinions, ideas, and perspectives to enrich the course material. Students may also earn participation through thoughtfully and respectfully crafted posts as a **journal entry**. **The journal entry must post within 24 hours of the last class meeting to count toward participation and relate back to the class discussion it references**. The journal entry post in lieu of in-class participation remains voluntary and absence of such will result from actual class participation for this portion of the grade. Participation points equal 22 total points (2 per class meeting).

Each student will begin the course with full attendance and participation points, for a total of 44 points or 100%. For each un-excused absence, late attendance, early departure, missing or incomplete writing assignment, and lack of participation during a class meeting, points will be deducted from the total.

## ASSIGNMENTS

**READINGS:** Students should complete all reading assignments **BEFORE** the start of class. Demonstrating you have done so during class discussions is a part of your Attendance & Participation grade.

### 8 SHORT ESSAYS (15%) (80 points total | 10 points each) **DO NOT SUMMARIZE THE READINGS.**

In addition to the assigned readings, **submit a 1-page (minimum of full text) cultural observation essay connected to that week's reading** that references the material such as: commercials, print ads, movies, video games, fashion brands and styles, television shows, games, beauty and other products, etc. If from a media source, attach the source link; if a product seen when out and about, take a photo and include at the end of the essay. **The essay should focus on a connection(s) between aspects of a specific myth from the reading and how it relates to the modern period, the significance of doing so, and its accuracy and effectiveness. The 1-page essay assignment on the reading is due at the beginning of class in hard copy format. I will return the essay the following class meeting with constructive feedback.** Date each weekly assignment and reference the reading assignment; for example: January 10, 2015 Chapter 1. **The writing assignment for a reading must still be turned in regardless of class absence (excused or not) posted as a journal entry on or before the due date.**

Submit a detailed POI (point of interest) or QUE (question) for each of the **readings due Week 2**, so a total of six (6). Identify each reading title and the POI or QUE. Turn in a hard copy in class. Students are responsible for the reading material whether discussed in class or not.

For the cultural observation on the movie, students will watch a movie of their choice on their own with a focus on material from the course then write an essay as to how the movie connects to the material from the course. Post this essay in the Journal as an entry.

### GROUP PRESENTATION + ESSAY (20%)

Students will receive group assignments and chapters for presentations during the first class meeting. **EACH MEMBER OF THE GROUP MUST PRESENT.**



#### PRESENTATION (100 points)

Students will work together in designated groups to present an assigned chapter of the text to the rest of the class that includes the main points, summaries and teachings of the myths, and include interpretations and influences of the topic(s) reflected in film, art, literature, pop culture, etc. Presentations should creatively inform and engage the class and at the end **provide three (3) discussion questions** to begin class discussion of the chapter. Create in PowerPoint format, image heavy, minimal text per slide. Have Works Cited sources on the last slide.

**Each group member will post the presentation materials/format as a journal entry by 5pm on the due date of their in class presentation.**

Each group member will also “grade” his or her fellow members and share with the instructor who will incorporate the grade into her grading. Use the following grading rubric (scale of 0-10, where 0 equals not at all, 5 equals average, and 10 equals excellent):

Responsive	0-10 points
Collaborative	0-10 points
Division of work load	0-10 points
Quality of work	0-10 points

Maximum points of 40 equal 100%. The final presentation grade will include 40% of the student grade and 60% of the instructor’s grade. For example, the student grade is 30 out of 40 points or 75% and the instructor’s grade is 90%; 40% of 75 equals 30 and 60% of 90 equals 54, for a total of 84% or a B.

### ESSAY (100 points)

Each group member will individually (not collectively) also write a **minimum 3 full page** (but not more than 5) essay on their assigned chapter. Submit the essay in hard copy format at the beginning of the class presentation date. Use the writing guidelines for formatting. **Group members who present a chapter will not have to write a cultural observation essay for that chapter.**

### NON-MYTH FOLKLORE ESSAY (20%) (100 points)

Write an essay of **at least 3 full pages** but not more than 5, exclusive of images, in standard formatting. The essay will focus on a specific folklore of interest to the student. Some examples include vampires, witches, werewolves, dragons, a fairy tale, etc. Provide the *cultural* and *historic context* for the existence or creation of the chosen topic, its origin, history, and historical overview of the chosen topic, discuss how it has and still appears in literature, film, pop culture, language, etc.



Use a minimum of three (3) sources besides the textbook. Insure the use of reliable Internet sources; **NO** Wikipedia allowed. **Submit the essay through Blackboard under the Assignment tab by 5:00pm on 04/03/18.** Also bring a printed out hard copy to class on the due date.



### HERO(INE) PRESENTATION (20%) (100 points)

Mythology provides archetypes reflected in society. One of the most important societal archetypes is that of the hero or heroine. Choose a specific hero or heroine from any cultural myth to present and discuss: The historical and cultural context for the creation of the hero(ine) by their real life creator/author, origin story and historical overview of the hero(ine) [birth, parents, attributes, animal(s), symbols, powers, etc.].

- Is the hero(ine) a willing or reluctant hero?

- What heroic deeds/actions/characteristics is the hero(ine) known for?
- What is the hero(ine)'s specific hero's journey?
- How does the hero(ine) fit into the larger scope of the universe s/he comes from?
- Whom does the hero(ine) parallel or resemble from other myths and specifically how?
- What modern tellings of the hero(ine) exist? [Film, TV show, play, art, etc.]
- What are modern versions of the hero(ine) directly influenced by him/her?
- Finally, relate the hero(ine) to yourself and your specific journey.

Use a minimum of three (3) sources. Insure the use of reliable Internet sources; **NO** Wikipedia allowed. Presentations should reflect creativity and engage the viewer. Power point is the required format. Images, music, videos, etc. are encouraged. The last slide should have the Works Cited. **Presentations will be created and presented virtually through the use of one of two resources.** Further details to utilize the resources as well as tutorials can be found in Blackboard. **Submit the presentation in Blackboard as a journal entry by 5:00pm on 04/17/18.**

### **FINAL EXAM (100 points)**

This course will have only one exam, the cumulative final at the end of the term. The final exam will draw from the readings and class discussions and the format will include matching, fill in the blank, identification, and essay questions. **NO** notes, books, computers, cellphones, or any other study aids allowed during the exam. A blue book and non-erasable ink pen are required to take the exam. Students are not permitted to leave the class and return during the exam for any reason; leaving during the exam indicates completion. Failure to take the exam on the scheduled date without prior arrangements with the instructor will result in a "0" grade.

#### **\*\*\*\*\*TIPS FOR A SUCCESSFUL CLASS SEMESTER\*\*\*\*\***

- Come to class prepared and on time
- Pay attention in class
- Respectfully engage in class discussions
- Keep an open mind
- Find a partner to obtain/ share notes if absent
- Proofread and edit essays more than once, first drafts do not make good papers
- Take notes while reading and in class
- If the professor writes something on the board, write it down
- Ask for clarifications if unsure of an assignment well **BEFORE** the due date
- Communicate with the professor for assistance or concerns about assignments
- Be aware of your surroundings and how myths still live on in the world around us
- Enjoy the class

# OUTLINE OF CLASSES



- Week 1 | 02/13/18** Class introductions, Review syllabus, group and chapter assignments
- Week 2 | 02/20/18** “Existence and Emergence of Folklore in Everyday Life” **AND** “The Concept of the Collective Unconscious” **AND** “The Social Function of Symbols” **AND** “Learning About Ourselves Through Fairy Tales,” **AND** “From Folktales to Fiction: Orphan Characters in Children’s Literature” (All Links in Blackboard) | **AND** Introduction to Comparative Mythology (pages 1-6) | **POIs or QUES due (one for each reading)**
- Week 3 | 02/27/18** The Creation (pages 15-39) (**Cultural Observation Essay due**)  
Group 1 Presentation
- Week 4 | 03/06/18** The God as Archetype (pages 117-163)  
(**Cultural Observation Essay due**)  
Group 2 Presentation
- Week 5 | 03/13/18** **NO CLASS MEETING | SPRING BREAK**
- Week 6 | 03/20/18** The Flood (pages 41-66) **AND** The Apocalypse (pages 69-83) (**Only 1 Cultural Observation Essay due**)  
Groups 3 + 4 Presentations
- Week 7 | 03/27/18** Place and Object (pages 275-304) (**Cultural Observation Essay due**)  
Group 5 Presentation
- Week 8 | 04/03/18** Hero Myths (pages 203-272) **AND** “Superheroes R Us” (**Cultural Observation Essay due**)



Group 6 Presentation | **Non-Myth Folklore Essay due**

**Week 9 | 04/10/18** The Pantheons (pages 89-115) (**Cultural Observation Essay due**) |  
Movie (**Cultural Observation Essay due**)  
Group 7 Presentation

**Week 10 | 04/17/18** Gods, Goddesses, and Lesser Spirits (pages 167-200) (**Cultural  
Observation Essay due**)  
Group 8 Presentation  
Hero(ine) Presentations due in Journal | Review for Final

**Week 11 | 04/24/18** Final Exam | 7:45pm-10:15pm

\*This syllabus may be changed or updated at the discretion of the professor with notice to students.