

# WORLD MYTHOLOGY HUM115.601 23698 GT-AH2

## Fall 2019 Syllabus

Friday, October 11<sup>th</sup>, 18<sup>th</sup>, & 25<sup>th</sup> 5:00pm – 10:00pm

Saturday, October 12<sup>th</sup>, 19<sup>th</sup>, & 26<sup>th</sup> 8:00am – 5:00pm

## CONTACT INFORMATION

**Instructor:** Heather Kroger

**Office Hours:** by appointment

**Email:** [heather.kroger@rrcc.edu](mailto:heather.kroger@rrcc.edu) and through D2L Internal Messaging

## REQUIRED TEXTBOOK/COURSE MATERIALS

*Introduction to Mythology: Contemporary Approaches to Classical and World Myths*, 4<sup>th</sup> ed., Eva M. Thury and Margaret K. Devinney, Oxford University Press (the *Now Playing* supplemental is not required), ISBN 978-0190262983

D2L learning management system

## COURSE DESCRIPTION:

Introduces students to a multidisciplinary approach to world mythology. The course illustrates and connects common themes in mythology to world religion, philosophy, art, literature, music, and contemporary culture using various interpretive methods. This is a statewide Guaranteed Transfer course in the GT-AH2 category.

Credit hours: 3

## COURSE PREREQUISITE/CO-REQUISITES

CCR 092 or CCR 094 (grade of C or higher) or equivalent placement scores.

## GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT:

The Colorado Commission on Higher Education has approved HUM115 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

## GT-AH2: LITERATURE AND HUMANITIES CONTENT CRITERIA

Students should be able to:

Respond analytically and critically to literary or media works, by addressing all of the following:

- a. Specific era(s)
- b. Specific culture(s)
- c. Themes or major concepts
- d. Attitudes and values

## GT-AH2 COMPETENCIES & STUDENT LEARNING OUTCOMES

### Competency: Written Communication:

Students should be able to:

#### 2. Develop Content

- a. Create and develop ideas within the context of the situation and the assigned task(s).

#### 4. Use Sources and Evidence

- a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- b. Follow an appropriate documentation system.

**Competency: Critical Thinking:**

Students should be able to:

**2. Utilize Context**

- a. Evaluate the relevance of context when presenting a position.
- b. Identify assumptions.
- c. Analyze one's own and others' assumptions.

**5. Understand Implications and Make Conclusions**

- a. Establish a conclusion that is tied to the range of information presented.
- b. Reflect on implications and consequences of stated conclusion.

**GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT:**

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**CONTENT CRITERIA FOR GT-AH2 COURSES (ARTS & EXPRESSION)**

Students should be able to respond analytically and critically to literary or media works, by addressing all of the following:

- Specific era(s)
- Specific culture(s)
- Themes or major concepts
- Attitudes and values

**COMPETENCIES AND STUDENT LEARNING OUTCOMES ASSOCIATED WITH GT-AH2 COURSES**

**GT PATHWAYS COMPETENCY: WRITTEN COMMUNICATION**

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

- Student Learning Outcome (SLO 2): Develop Content
  - Create and develop ideas within the context of the situation and the assigned tasks(s).
- Student Learning Outcome (SLO 4): Use Sources and Evidence
  - Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
  - Follow an appropriate documentation system.

**GT PATHWAYS COMPETENCY: CRITICAL THINKING**

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

- Student Learning Outcome (SLO 2): Utilize Content
  - Evaluate the relevance of context when presenting a position.
  - Identify assumptions.
  - Analyze one's own and others' assumptions.
- Student Learning Outcome (SLO 5): Understand Implications and Make Conclusions
  - Establish a conclusion that is tied to the range of information presented.
  - Reflect on implications and consequences of stated conclusion.

## **COURSE LEARNING OUTCOMES**

1. Define the term “myth” and its functions.
2. Identify universal mythic archetypes.
3. Analyze global myths in connection to their historical context, belief systems, and cultural practices.
4. Interpret mythological motifs and archetypes in various media.
5. Evaluate the impact of myth on contemporary world culture.
6. Apply different methods of mythological interpretation.
7. Construct written artifacts using appropriate sources and documentation.

## **TOPICAL OUTLINE**

- I. Cultural meaning and functions of world mythology
- II. Global myths of creation and destruction
- III. Universal mythic archetypes
  - a. Goddess and fertility myths
  - b. Trickster myths
  - c. Hero myths
- IV. Interpretive methodologies of world mythology
- V. Mythological expression in contemporary global culture
  - a. Literature
  - b. Performing arts
  - c. Visual arts
  - d. Multimedia

## **COURSE REQUIREMENTS / EXPECTATIONS**

This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. This entails having read, annotated, and thought about the complete assignment carefully before class starts. Furthermore, you must bring your copy of the text to class every day. Since we will be engaged in closely examining the texts we read and the language that they use, if you don't have your text then you aren't prepared for class, even if you have read the assignment. This applies equally to online D2L material.

More broadly speaking: Ask questions. Be curious. You are more than welcome to have a different interpretation of a text than a classmate or instructor; just be sure to share your perspective in a productive and supportive manner. Since the course will be conducted more as a seminar than a series of lectures, the substance of our class meetings will primarily consist of your responses to the course material (such as general questions, impressionistic responses, or interpretations of particular passages) and, secondarily, my engagement with your responses. Your thoughts and questions will provide the starting point for our discussions. Your active participation will be consequently factored into your final grade for the course. If you're reluctant to speak up, please talk to me and we'll figure out a way for you to participate.

## **GRADING POLICY**

### **METHODS OF EVALUATION / GRADING / ASSESSMENT**

Using the Course Learning Outcomes, there will be five papers worth 80% of the total grade. Rewrites will be accepted.

- Heroes: Clearly communicate using college-level writing your interpreted results of data produced when applying and comparing the Hero's Journey 17 elements to each reading.
- Tricksters: Clearly communicate using college-level writing your evaluation of historical context reflecting cultural values in the assigned readings.

- Goddesses: Clearly communicate using college-level writing your evaluation of universal archetypal themes/motifs present in the assigned readings by showing how they are present in modern use.
- Creation/Destruction: Clearly communicate using college-level writing the results of a comparison among all assigned readings.
- World Myths: Clearly communicate using college-level writing the role or function of myths as well as suggesting and explaining your definition of the term “myth.”

How points may be deducted:

- 2pts: missing a reading assigned in the group
- 2pts: not clear what or why method is applied
- 2pts: not clear what lens is used in interpreting
- 2pts: not clear what the thesis/claim is
- 2pts: too wordy
- 2pts: not proofread
  
- 5pts: missing thesis/claim
- 5pts: missing citation
- 5pts: unstructured/unorganized

Attendance and participation will be 20%. It is important is to note the Attendance Policy and how your grade can be affected.

### GRADING SCALE

Attendance & Participation 20% + Five Papers 80% = 100%

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 0 – 59% = F

### IMPORTANT DATES

**STUDENTS: PLEASE VERIFY THE SPECIFIC DROP AND WITHDRAW DATES FOR THIS COURSE IN YOUR “[Detailed Student Schedule \(with Drop-Withdrawal Dates\)](https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched)” LINK IN THE ROCK, UNDER THE STUDENT TAB**  
[https://erpdnssb.cccs.edu/PRODRRCC/wt\\_student\\_sched.P\\_DisplayStudentSched](https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched))

#### **DROP/CENSUS DATE (LAST DAY TO DROP WITH A REFUND): SEPTEMBER 4<sup>TH</sup>**

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. **If you are considering dropping the class, please talk to your instructor first.** If you are on financial aid, you should also consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

#### **WITHDRAW DATE (LAST DAY TO WITHDRAW WITH A “W”): NOVEMBER 12<sup>TH</sup>**

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. **If you are considering withdrawing from the class, please talk to your instructor first.** If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

#### **FALL BREAK: NOVEMBER 25<sup>TH</sup> THROUGH 29<sup>TH</sup>**

## **ATTENDANCE POLICY**

Attendance will be taken. Attendance is expected. Four hours of missed class time will result in a letter grade reduction. Every two hours missed after will result in half letter grade reductions. An excused absence is considered by individual situations, generally require documentation (doctor's note, military leave notice, court documents of appearance, etc.), and, where planned, prior consultation with the instructor.

## **MAKE-UP WORK / LATE WORK**

No late or missed work will be accepted. With proper documentation (doctor's note, military leave notice, court documents of appearance, etc.) missed or late assignments will be considered on an individual basis and within a reasonable time frame (generally, one week and nothing after the last class of the semester). Stay in contact with the instructor should situations arise.

## **ACADEMIC INTEGRITY STATEMENT / ACADEMIC DISHONESTY**

Red Rocks Community College has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy available on the [RRCC Academic Integrity website](#). Any deviation from these expectations will result in academic penalties as well as disciplinary action. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Students should also read closely the PDF discussion of avoiding plagiarism that is included on the D2L.

## **CLASSROOM CONDUCT**

The humanities can be personal in experience and bring things up that may be uncomfortable and difficult. Hence, engaging with the humanities begins and ends with respect. In order to learn, we must be open to the views of people different than ourselves. Please honor the uniqueness of your fellow classmates as well as of the various people we will learn about through the course content and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

There is adult content in myths that can be disturbing. Mythology is violent: There will be violence against women, against children, against parents, and against Others. Mythology depicts sexual content: Incest is seen in many myths; homosexuality may also appear. The subject of death is another topic often explored in mythology. Religion and ritual are also topics mythology covers, and requires an attitude of academic inquiry rather than intolerance. These topics will be discussed in class; you are invited and encouraged to speak privately with the instructor about any of the content.

## **WEEKEND INTENSIVE LOGISTICS**

Food and drink will be allowed during class time. Please clean up after yourself.

There will be a half-hour break Friday and a full lunch hour break on Saturday.

The coffee shop and the bridge dining hall have microwaves for your use.

## **RRCC SYLLABUS INSERT – REQUIRED AND ADDITIONAL INFORMATION**

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the "Student Resources" pull-down menu.

## **POTENTIAL ADJUSTMENTS**

I reserve the right to make amendments to the class syllabus and schedule at any time and at my discretion. Students will be notified of changes in a reasonable and timely manner. Changes will be announced through Desire2Learn (D2L).

It is a student's responsibility to inquire of any possible adjustments not understood by logging into D2L, contacting a classmate, or asking the instructor.

## **TENTATIVE COURSE SCHEDULE**

### **1. FRIDAY OCTOBER 11<sup>TH</sup>**

- Introductions, syllabus, & Methods—Psychoanalytic Application

### **2. SATURDAY OCTOBER 12<sup>TH</sup>**

- Heroes: Gilgamesh (ch 16), PDFs "Search for Identity" & "Foundation of Existentialism," Ramayana (ch 18) & Mwindo (ch 21)
- Heroes paper due 10/16/2019

### **3. FRIDAY OCTOBER 18<sup>TH</sup>**

- Tricksters: African and African-American (ch 25) and "The Monkey King" (ch 10, p.146-157)
- Tricksters paper due 10/23/2019

### **4. SATURDAY OCTOBER 19<sup>TH</sup>**

- Goddesses: "Inanna & Dumuzi" PDF on D2L, Demeter (ch 29), & Isis (ch 30 p. 538-542 & p.546-551)
- Goddesses paper due 10/23/2019

### **5. FRIDAY OCTOBER 25<sup>TH</sup>**

- Creation/Destruction: Hesiod (ch 3), Ovid (ch 12), Native American (ch 8), Enuma Elish (ch 6)
- Creation/Destruction paper due 10/30/2019

### **6. SATURDAY OCTOBER 26<sup>TH</sup>**

- World Myths: Popol Vuh (ch 11), Norse (chs 7, 14 & 19)
- World Myths paper due 10/30/2019