

ENH 251: Honors Mythology

Sections 13054

Fall 2009 11:30-12:45 T/Th*

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Office Hours:

Blackboard web address: <http://www.maricopa.edu/blackboard/>
(for announcements, grades and possible blogs)

Course folder address: <http://www.gc.maricopa.edu/>

("Current Students" → "Learning Resources" → "Related Links")

Interactive study guides on Google Docs through Google: docs.google.com

Mind mapping software: <http://www.mindomo.com/>

English Department home page: <http://www.gc.maricopa.edu/English>

Official Course Description:

Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.

(To save paper, I have not listed the competencies here, but you can see them in the course folder or at <http://www.maricopa.edu/academic/curric/> Use "Course Search.")

My idea of the course:

What is myth? Is there room to speculate beyond the, I think, rather mischievous definition: "Myth is another man's religion"? Why should we even care about myth?

A short answer: We should care about myth because myths are sacred stories; consequently, they deserve our attention and consideration.

A longer ramble: Although we will probably not be able to solve mystery that is myth this term, we will be taking a number of paths into the labyrinth, beginning with some aspects of very early man, and examining some of the ancient cultures of the Near East and Mediterranean. This should enable students to gain a familiarity with those myths and legends that most profoundly influence the literature and culture of Western Civilization. A further goal of this course is to show students why and how myth persists — for example, from the Quest for the Holy Grail which so preoccupied medieval Europe to the American belief that we may have at least postponed the Fall, even if we could not avert it entirely.

Some of the material discussed in this course may be surprising or unsettling, but if we bear in mind the idea that myths may be seen as a culture's sacred narratives, then we may be able to open ourselves to a generally broader understanding of humanity itself.

* Glendale Community College, 600 West Olive Ave. Glendale, AZ. 85302 Room LA 105

* You really **must** use your MEID mail address if/when you email me. GCC has a good Spam filter and may stop your mail reaching me by at least 24 hours by putting it in quarantine.

Class requirements

ATTENDANCE: Attendance is hugely important in this class. There is a great deal of both oral and visual instruction and discussion involved. Much of the material covered is not in your textbooks; therefore, it is important that you be here.

ATTITUDE: A portion of your grade is based on your attitude in this class and this includes your attitude to other students — as well as your contributions (or lack of them) in class, and your willingness to tackle new material.

No food or drinks, except water in non-spillable containers, please.

Late work

Students are allowed one late test or paper during the term with a “free pass” **if the work is handed in by the next class period.**

NO work will be accepted more than one week after it is due.

Only one other late test or paper may be permitted – but only under extraordinary circumstances — and such late work will probably lose 10 points — 1 grade— for each late class period.

If you are late for any of the slide portion of the tests, you will lose the possible points.

Because over half of the grading in this class is made up of tests and the final exam grade, missing a test is very awkward indeed. **If** a make-up test is permitted, it may be far more difficult than the original test, as well as probably losing points for lateness.

Cheating/ Plagiarism

Cheating and plagiarism are very serious academic offences, and evidence of either may result in either a “0” for a specific assignment and/or failure of the entire course.

There are many examples of both well written and plagiarized work available in the course folder and I am available to answer any questions regarding these points, so there is no reason to be confused.

Just ask if you need help!

Definitions of academic misconduct and the sanctions available in cases thereof are available both in the course folder (Academic Misconduct.doc) or by clicking on

http://www.gc.maricopa.edu/English/plagiarism_policy.html, which is copied from the GCC Student Handbook.

General/ Disability Accommodations

You may not tape our classes, but if you do have any particular problem which may make learning more difficult for you, **please** do come and see me and we will see how we can work together to help you to succeed. If you have a disability that may have some impact on your work in the class and for which you require accommodations, you need to notify the Disability Services and Resources office, located in TDS 100. Their phone number is 623-845-3080.

Withdrawal

Maricopa Community College District policy has, for years, stated that a faculty member may withdraw a student who has accumulated "unofficial" absences in excess of the number of times that a class meets per week. Now, I will use this authority to withdraw students at my discretion, but generally **three absences means withdrawal.**

Required texts, etc.

Mesopotamian Myths: Henrietta McCall: available through the IKON copy center

Egyptian Myths: George Hart

Greek Myths: Lucilla Burn

4 Scantrons

HONORS STUDENTS: Participation in the Mindomo website: <http://www.mindomo.com/>
and Google Docs

There is also some material on reserve at the library and in the course folder.

Remember, **you are responsible** for obtaining this material. I am not allowed to give it to you!

The material at the library is in these books:

- **The Prehistory of the Mind** Mithen: You need pgs 67, 164-7 & 179; you may want 26-7.
- **The World of Myth** Leeming: You need the 4-part list in the “Table of Contents”; you may want “The Flood” 43-63
- **The Myth of the Goddess** Baring and Cashford: You need 41-5.
- **The Search for Early Man** Pfeiffer: You need “An Upper Paleolithic Treasury” 98-9.
- **The Atlas of Early Man** Hawkes: You need “8-5,000” 39-42.
- **Ancient Egypt** (Time Life Books): You may want “Gallery of the Gods” 184-85.

In the course folder:

- You need “The Scholars and the Goddess”
- You may want “The Lost Goddess of Israel”

Supplementary material in the course folder (and to some extent in Blackboard and on Google Docs) is EXTENSIVE!! It includes

- samples of papers
- a guide to successful papers
- a quick overview of the library myth REFERENCE collection
- information on plagiarism and citation formats
- interesting news stories
- individual study *guides* for each section of the course (These are *guides* — to help with note-taking and review. Don’t look for answers for every test question ☺!)

AND -> Google Docs study guides. **HONORS** students must offer at least four postings.

LASTLY, here is a grade calculation tool:

<http://web.gccaz.edu/English/Tools/GradeCalculator.htm>

Don’t get caught misunderstanding what your work is worth!

Other grade calculation tools are in the Course Folder and in Blackboard.

Papers and Projects

The papers will be YOUR turn to provide interesting points to ponder.

Please feel free to include illustrations, photocopies, or whatever extra material you choose to make your point(s) as clearly as possible.

Please refer to the last pages of your syllabus for the paper requirements, examples of the most basic types of citations and formatting, a sample paper, and the check sheets I will use for grading the papers.

Please submit electronic copies of your papers to me as well as paper copies.

If you make egregious errors on your papers (for example, submitting no copies of your sources, using all general internet sources and the like, such as simply cutting and pasting your paper or quoting more than ¼ of your paper, the papers will probably be returned uncorrected and graded as a “0.” If I do grade an improved version of your paper, your first score of “0” will likely be averaged with your second grade.

Please do NOT write your papers on imaginary animals or legendary creatures, such as dragons, leprechauns, fairies or vampires. If you choose to write about specifically sacred topics, you MUST NOT use ANY scriptures to make the *definitive* point(s) in your arguments.

Please be sure to take advantage of the GCC library and its facility for interlibrary loans. The library homepage lists many types of research assistance, including the opportunity to post a question online for a GCC librarian.

You may receive help with your writing not only by visiting me, but by making an appointment at the Writing Center in HT2,

<http://www.gc.maricopa.edu/English/writingcenter/> ,

<http://www.gc.maricopa.edu/English/writingcenter/gccn.html> or through the GCC Online Writing Center, <http://www.gc.maricopa.edu/EWC/>.

Either or both of your required papers may written collectively and handed in for a group grade. This is purely voluntary and EACH member of a participating group will receive EXACTLY the same grade. Honors students will be participate in a group project, but the grading will be on an individual basis.

In any case, I suggest that you

- check well in advance with me on topic choices; I may be able to help you with sources and so forth
- check the back of your syllabus to see the grading sheets I will use for these papers.
- **Then, please tear off the sheets and submit them with your papers! ☺**

HONORS REQUIREMENTS and GRADING!

One of the concepts behind an Honors class is a sort of raising of the intellectual bar — a presumption that Honors students should stretch a little farther and dig a little deeper in their studies. Another good idea — though it doesn't apply only to Honors students — is that it is helpful for students to build a little community in their classes, a community that may be initially based on academics, but which may come to include much more.

In order to foster these ideas, I want to emphasize again the importance of your imagination and participation in this class, and I will be “encouraging” participation in two formal ways:

Writing in Google Docs Study Guides

Over the course of the term, you need to write four times in the Study Guides. Entries will probably be about 100 words — about a good size paragraph.

- entries may concern material learned in, researched for or relating to this class.
- entries may be responses to other student comments.
- entries may suggest and evaluate a web site or You Tube video.
- You will receive credit for these by copying, cutting and pasting your entries into a single Word document and handing that in by Wednesday, Dec. 2.

Mindomo Pages and Presentations

Each of you will be responsible for contributing to a Mindomo page on a topic I will assign. Approximately four students will receive the same topic, thus providing the groundwork for a group presentation.

(Please be sure that you clearly indicate your own contributions.)

Each group is responsible for making a formal presentation at the end of the term. The idea is NOT simply to read aloud a paper you have written. These presentations will require a different dimension to them. You (collectively or individually) may take us through your Mindomo page or make a (Google) Power Point. You may design a game; craft an artifact or create a ritual. Individually, you will also need to write about 150 words explaining your reaction to your topic and why you chose your approach to your presentation.

More on this later.

Grading

Grades will be made up like this:

3 Unit Tests	150 points each
1 Final Exam	200 points
1 short paper — app 750 words and 2 sources —	100 points Due T Oct 6
1 longer paper — app 1000 words and 4 sources —	200 points Due T Nov 17
Google Docs Study Guides entries	100 points Due T Dec 1
Mindomo “page,” presentation and reaction writing	100 points Due T Dec 15
Attendance and attitude	50 points

1200-1080=A; 1079-950 B; 949-829 C

Anticipated class schedule

Please do be aware that developments in coursework may require changes to the schedule and keeping abreast of the schedule is your responsibility.

Date	Activities and topics	Readings
Aug 25	An introduction to the class; What myths do you think society needs? Why? A useful suggestion: Start printing – and interacting with – your study guide(s) now!	
27	How do we interpret ourselves— including archaeology and scholarship? What is myth? Introducing various theories. Please read for the <i>next</i> class: <u>World of Myth</u> “Table of Contents” <u>The Prehistory of the Mind</u> pgs 67, 164-7 & 179; you may want 26-7.	

T Sept 1	Theorizing "concluded"! Explaining the <i>Honors</i> dimension! Please read for the next class: <u>Search for Early Man</u> “Upper Paleolithic” chart 98-9	
3	The cultural explosion Paleolithic emergence of culture; Beginning the early goddesses Please read for the next class: <u>Myth of the Goddess</u> 41-5 “The Scholars and the Goddess” —>	Folder

Mon Sept 7	Labor Day Holiday	
8	The goddesses concluded; Animism and some religious consequences; Prehistoric “art”? Please read for the next class: <u>Atlas of Early Man</u> 39-42 “8-5,000”	
10	“Art” concluded The Neolithic in the Near East	

15	Neolithic concluded: Geo-historic complexities of Mesopotamia, beginning with Sumer	
17	Myths of Mesopotamia Tips on writing a successful paper Please read for the next class: <u>World of Myth</u> "The Flood" 43-63 "Gilgamesh: Hero, King, God and Striving Man" ---	McCall 6-16, 25-37 Handout

22	<i>Gilgamesh</i> and the Flood	38-59
24	"The Epic of Creation" "The Descent of Ishtar" (read on your own) Remember: The first paper is due Tuesday, October 6!! The tear-off grade sheet is on the end of the syllabus	69-71; 74-8

29	Catch up? Any questions? Review? Begin Near East sampler: Canaanites (Phoenicians)	
Th Oct 1	Possibly more on the Near East; Judaism and Mazdaism (Gnosticism?) Begin Test #1 (through "The Epic of Creation") If you are late when the slide portion of the test is given, you will lose the possible points. The honor system rules of this test are simple: You may use your own notes, the Study Guide, textbook or any reference source. If you DO use an "outside" reference source, though, please write a note at the end of the test describing the source(s) you used and why. However, you MUST NOT work with your friends. The test must be returned Wednesday at the beginning of class. (Possibly read for the next class: "Israel's Lost Goddess")	Folder
6	Depending on our progress... <u>Either</u> more on the Near and Middle East <u>Or</u> an introduction to Ancient Egypt	Hart 1-8; 62-65
8	Introduction to Ancient Egypt?	

13	Creation myths Please read for the next class: <u>Ancient Egypt</u> "Gallery of the Gods" chart	9-28 184-5
15	Myths of kingship; Cataclysm	29-33; 38-41; 46-9

20	Death and afterlife as the focus of Egyptian religion	
22	Conclude Egypt?	

27	Begin Greece and Aegean civilizations	
29	The Cretan foundation Begin Test #2 (through <i>Egypt</i>) The rules for the first test still apply. Remember: The second paper is due Tuesday, November 17!!	
Nov 3	Begin Greek cosmology and the Olympians Be sure to read the <u>Iliad</u> <i>in advance of class</i>	6-11
5	Conclude Greek cosmology	

10	Homer; some archeology; the Trojan War Begin the <u>Iliad</u>	
(W 11	Veterans' Day: Campus Closed November 11)	
12	<u>Iliad</u> concluded; The <u>Oresteia</u> : Part 1 Be sure to read the <u>Odyssey</u> <i>in advance of class</i> Begin the <u>Odyssey</u> ?	31-43 43-58

17	More on the <u>Odyssey</u>	
19	Conclude the <u>Odyssey</u> Be sure to read <u>Oedipus</u> <i>in advance of class</i>	

24	Catch up? Begin the tragic hero: Oedipus and the Theban Cycle?	66-73
	Thanksgiving is Thursday and Friday! Enjoy! Google Docs study guides due Dec 1	

Dec 1	Complete Oedipus and the Theban Cycle	
3	Greeks test <i>completely</i> in class.	

8	Greeks test reviewed and General review: Please come with two questions!	
10	Final Exam!!!!!!!!!!!!!!!!!!!!!!!!!!!!	
Tues D 15	Presentations	8-9:50

Useful Paper Information

The short paper:

- may, for example, discuss varieties of myth theory, compare creation myths, goddess myths or apocalyptic thinking or any moment of human history up until the time of the Neo Babylonians (app 550 BCE).
(DO NOT WRITE ABOUT THE EGYPTIANS or the GREEKS! Your paper will be handed back to you if you do.)
- must use QUOTATIONS (not paraphrases) from at least two sources (only one internet source — **NOT** Wikipedia)
- One line from a video (“Come on, men”) does not count as a source.
- Even though you have to cite illustrations if you use them, illustrations don’t count as sources.
- I need photocopies or printouts of the pages on which the quotations appear. Please also highlight the quotations **on both the copies and in your papers.**

The long paper: same as above BUT...

- it may cover any aspect of myth
- it will require four sources (only one general internet source, but two more sources may be databases – accessed through the GCC library — up to **three** ebooks may be used.)

Grocery list papers – like the 12 Labors of Hercules and the many adventures of Zeus — are not acceptable.

DO NOT repeat class material – such as how to make a mummy.

Remember: These are formal papers; please do double space, do not use casual language (“you”) and so forth.

In terms of the thesis statements you are required to produce, here is a modified list of characteristics one of my students sent me. It may help you!

1. It's an opinion, but It must not contain personal references(i.e. "in my opinion").
2. It's not an announcement.
3. It's NOT a question.
4. It must focus on only one topic.
5. It must be able to stand alone.
6. It comes at the end of the opening section.

Sample Information for a paper — AND the paper itself — on the cave of Lascaux is available in the course folder.

Myth paper #2 (no cover sheet is necessary)

Requirements	Poss. marks	Actual marks
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Strong, underlined thesis statement	10	_____
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4 **highlighted** quotations from four **different** sources (*not* paraphrases):

not from your assigned readings or anywhere in your textbooks

no **general** encyclopedias, dictionaries or children's sources

no more than 1 general website and 2 database sources (3 ebooks are fine)

pictures don't count as quotations

all four sources used in paper	5 each	_____
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each source clearly cited with source name	5 each	_____
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photocopied & highlighted on copy and paper	5 each	_____
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App 1,000 words: count, please? -10 per 100 words		_____
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Logical development		_____
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Mechanics		_____
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Myth paper #1 (no cover sheet is necessary)

Requirements	Poss. marks	Actual marks
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Underlined thesis statement (what do you intend to prove?)	10	_____
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2 **highlighted** quotations from two **different** sources (*not* paraphrases):

not from your assigned readings or anywhere in your textbooks

no **general** encyclopedias, dictionaries or children's sources

no more than one electronic source (NOT Wikipedia)

pictures don't count as quotations

both sources used in paper	5 each	_____
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each clearly cited with source name	5 each	_____
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photocopied & highlighted on copy and paper	5 each	_____
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App 750 words: count, please? -10 per 100 words		_____
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Logical development		_____
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Mechanics		_____
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