

PHIL R108: WORLD MYTHOLOGY

Originator

chorrock

College

Oxnard College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

R108

Course Title (CB02)

World Mythology

Banner/Short Title

World Mythology

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course explores myths, legends and traditional stories from worldwide sources, including: African, Asian, European, Meso-American, Middle Eastern, Native American, and South American among others. Recurring symbols, themes, and concepts will be examined, both independently and cross-culturally, in terms of their appearance in folklore, ritual, religion, literature and the arts.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will compare and contrast major mythic themes cross-culturally. |
| 2 | Students write paragraphs that exhibit clarity, focus, a good command of the subject matter, and an orderly development of ideas. |
| 3 | Students will describe/discuss symbolism, metaphors, motifs, and/or historic or geographic references in mythic texts |
| 4 | Students will improve upon analytical, conceptual, and creative writing skills. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Define key terms and core concepts applicable in the analysis of world mythology. |
| 2 | Demonstrate knowledge of methods applicable to the investigation of myth and as well as to cross-cultural study. |
| 3 | Compare, contrast and relate the areas of mythology, religion, and philosophy to the nature of human experience and to specific values and ideals of human societies. |
| 4 | Identify origins of specific myth traditions and analyze their influence upon their own society in addition to subsequent societies, if applicable. |
| 5 | Identify relevant social, political, geographical and cultural influences on the development the world's myths and folklore. |
| 6 | Distinguish unique cultural uses of mythic themes and symbolic images or references. |
| 7 | Cross-culturally compare and contrast specific myths and major mythic themes. |
| 8 | Recognize the occurrence of standard mythological archetypes, for example the "trickster" god, in art, dance, music, literature, philosophy, religion, magic and psychology. |
| 9 | Identify present-day mythological trends and influences in combination with cultural-historical antecedents. |

Course Content

Lecture/Course Content

1. Introduction to the Study of Myth
 - a. What is myth?
 - b. Types of myth
 - c. Why study myth/s?
 - d. Ways of understanding myth
 - i. The purpose of myth (inside a culture)
 - ii. The study of myth (outside a culture)
 - e. Storytellers and their purposes for myth
 - i. Poets
 - ii. Priests
 - iii. Rulers
 - iv. Shamans
 - v. Oracles
 - f. Myth, religion, and philosophy
 - g. Reading imaginative fiction
 - i. For children: fairy tales, folktales, and talking animals
 - ii. For adults: fables, allegories, and parables
 - h. Worldwide folktales
2. Myths of Creation (Cosmogonic myths) and Destruction (Apocalyptic myths)
 - a. Types of creation myths
 - i. Where does the cosmos come from, and why?
 - ii. Where do humans come from, and why?
 - b. Reading and interpreting creation myths
 - c. Analyzing and classifying creation myths
 - d. Illustrations of creation myths
 - i. Middle Eastern: Enuma Elish
 - ii. Egyptian: Osiris-Isis-Horus
 - iii. Biblical: Genesis
 - iv. European
 1. Greek: Hesiod's Theogony
 2. Norse: Prose Edda
 - v. The Americas: e.g. Creation stories from the Southwest (U.S.)
 - vi. MesoAmerica: Popul Vu (creation story)
 - vii. African: e.g., Creation stories from the Yoruba (tribe; Central Africa)
 - viii. Indian (Vedic/Hindu): Birth-death-rebirth
 - ix. China: P'an Ku (The Cosmic Man)
 - e. Illustrations of apocalyptic myths and "end time"
 - i. Universal flood stories
 1. Mesopotamia
 2. Hebrew
 3. Greek
 - ii. Ragnarok (Norse, "Doom of the Gods")
 - iii. Toltec/Aztec: The Five World's and their Suns
 - iv. Christianity: the Apocalypse
3. Male Divinities/"Gods"
 - a. Patriarchy
 - i. Political power
 - ii. Hunting/war
 - iii. Commerce/trade
 - b. Greek male divinities: Gods (ex. Zeus)
 - c. Indian (Hindu) male divinities (ex. Indra)
 - d. African male divinities (ex. Orunmila; Yoruba tribe/Nigeria)
 - e. Male divinities of the Americas (ex. Quetzalcoatl; Aztec/Mexico)
 - f. Near Eastern male divinities (ex. Yahweh/Hebrew; Marduk/Babylonian)
4. Female Divinities/Goddesses

- a. Matriarchy
 - i. Agricultural
 - ii. Birth/death
 - iii. Domesticity/civilization
 - b. Greek female divinities: (ex. Gaea; Aphrodite)
 - c. Indian (Hindu) female divinities (ex. Kali)
 - d. Near Eastern female divinities (ex. Inanna)
 - e. Female divinities of the Americas (ex. Sedna; Intuit/Eskimo, North America)
 - f. Polynesian female divinities (ex. The fire goddess; Hawaii)
5. Heroes/Semi-gods
- a. The “test-quest” model of heroic action
 - b. Examples
 - i. Gilgamesh (Mesopotamia)
 - ii. Heracles/Iliad/Odyssey (Greece)
 - iii. The Aeneid (Rome)
 - iv. The Ramayana (India)
 - v. The Sunjata (Mali/Africa)
 - vi. King Arthur (British Isles)
 - vii. Beowulf (Scandinavia)
6. Tricksters
- a. The role of trickster gods in myth
 - b. Examples
 - i. Prometheus, Hermes (Greece)
 - ii. Raven/Crow (N. America)
 - iii. Rakshashas (India)
 - iv. Worldwide folktales with trickster motif
7. Ritual/Participation
- a. The significance of ritual behavior/action
 - b. Examples
 - i. Demeter and Persephone (Greece)
 - ii. Isis and Osiris (Egypt)
 - iii. Forms of ritual from cultures around the world
 - 1. Meals
 - 2. Dance/Celebration
 - 3. Worship
 - 4. Birth/Coming-of-age
 - 5. Marriage
 - 6. Death
8. Folktale
- a. Recurrent themes/patterns
 - b. Familiar/familial stories: Developmental psychology
 - c. Comparative study of worldwide traditions
 - i. Europe
 - ii. The Americas
 - iii. The Far East and Pacific Islands
 - iv. Africa
 - v. Cultural traditions from around the world
 - d. Diffusion or separate development?
 - e. The Brothers Grimm
 - f. Vladimir Propp: the structure of fairytales
9. Myths, Dreams, Symbols and Psychology
- a. Sacred spaces/places
 - i. Interior spaces
 - 1. Revelation
 - 2. Meditation
 - 3. Hallucination
 - 4. Schizophrenia/Psychosis
 - ii. Exterior places

1. Elysian Fields (Greece)
 2. Camelot (King Arthur)
 3. Valhalla (Norse warrior dead)
 4. The "Central Mountain" (Black Elk; Lakota)
 - b. Sigmund Freud/Dreams: Individual depth psychology
 - c. Carl Jung/Archetypes: Cultural depth psychology
 - d. Joseph Campbell/Comparative mythic psychology
 - e. Abnormal psychology: demons, monsters, scary places, and mythic animals
 - f. Psychological exploration into myths: Examples
 - i. Oedipus the king
 - ii. Neolithic cave paintings and rituals
 - iii. Gilgamesh: the birth of human subjectivity?
10. Myth in the Modern World
- a. Literature
 - i. Influence on fine arts: literature, art, music, dance, drama
 - ii. Fantasy literature (ex. The Lord of the Rings, Tolkien)
 - iii. Science fiction (2001: A Space Odyssey)
 - b. Cinema
 - i. Troy (depiction of Homer's Iliad)
 - ii. Whale Rider (illustration of the enduring power of tradition)
 - iii. Big Fish (representation of the importance of the storyteller and storytelling)
 - c. The continuing influence of mythology in modern society

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Objective exams

Quizzes

Reports/papers

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Class activities

Distance Education

Field trips

Instructor-guided interpretation and analysis

Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast different methodologies useful for studying ancient mythologies, e.g., empirical-material; theoretical-analytical; literary;historical; cross-cultural; etc.
2. Guided and focused class discussions of representative mythological subject areas, topics, questions, and theories. These discussions would elicit student opinions on the relationship between an ancient myth/-ology relative to a larger topic; an ancient myth/-ology relative to another ancient myth/-ology/(belief system); and/or an ancient myth/-ology relative to current practice/s, perspectives, beliefs, etc.

- Instructor will show video/s comparing and contrasting the relationship between (traditional Western academic) philosophical methods of experience and reasoning, with that of worldwide mythic, religious, spiritual, cultural, etc. belief systems and (specific) modes of experience and analysis/evaluation within/common-to those (worldwide) traditions.

Representative Course Assignments

Writing Assignments

- (Analyze a famous scene from a myth): ex. Achilles trying to decide whether to fight and die a hero or whether to leave and live a long undistinguished life. (3-5 pg.)
 - Discuss warrior culture: honor and glory
 - What does Achilles have to lose or gain by his decision?
 - How do other characters in the story affect his choice and the eventual outcome?
- (Short-answer writing for a quiz): "What is an 'archetype' and give an example?" (according to Carl Jung) in 100 words or less."
- Compare and contrast "monsters" across several different myth traditions. Discuss how these creatures reflect the inner/outer fears and anxieties of the people who subscribe to them. (7-10 pg.)

Critical Thinking Assignments

- Participate in class and small group discussions which engage in dialogue about notions of "heroes/heroines" and "legends," from (worldwide) antiquity as related to today.
- Compare and contrast normative and descriptive views of mythological material/s, and its/their relationship/s to/with conceptions of the Wisdom tradition/(wisdom literature).

Reading Assignments

- Creation Myths
 - Enuma Elish
 - Genesis
 - Theogony
 - Prose Edda
 - The Ramayana
 - Ethnographic renderings of creation myths from worldwide oral traditions
- Hero/Quest Narratives
 - Greek tragedians: Sophocles, Aeschylus, Euripides
 - Homer's Iliad & Odyssey
 - King Arthur romances
 - Norse Saga's and Beowulf
 - Ethnographic renderings of hero myths from worldwide oral traditions
- Folktales (see specific sources from section IV above)
 - Grimm's fairy tales
 - Worldwide collections of fairy tales
- Analysis
 - Freud on Dreaming
 - Jung on symbols and the collective unconscious
 - Campbell on "The Power of Myth" (and other texts)

Skills Demonstrations

None

Other assignments (if applicable)

- Review audio/video lectures on topics in mythology
- Research electronic databases for additional material on worldwide mythology

Outside Assignments

Representative Outside Assignments

- Completing reading/s of primary source materials in worldwide comparative mythologies.
- Completing reading/s of secondary source materials in worldwide comparative mythologies, including textbook materials, and other forms of interpretation.
- Reviewing video of, for example, open-source university lectures on topics in worldwide comparative mythology/-ies
- Searching for video related to course topics, but not included in the syllabus, and/or course bibliography

5. Research electronic databases, e.g., Standard Encyclopedia of Philosophy, for additional material on a subject
6. Reviewing content found on university/4-yr. college philosophy department websites, including philosophy program features, instructor web pages (of recent work, professional background), student web pages, insofar as they are indicative of professional work within the field of worldwide comparative mythology/-ies.
7. Weekly short essay assignments related to class lecture.
8. Library/Learning resource search-inquiries and assignments.
9. (Self)-Reports/-ing of searches/inquiries, outcomes of searches, interpretation/analysis of searches.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Eva Thury and Margaret Devinney (2016). *Introduction to Mythology*. Oxford Press. (UK)

Resource Type

Textbook

Description

Donna Rosenberg (2003). *World Mythology*. NTL Publishing/McGraw Hill. (NY/NY)

Resource Type

Textbook

Description

Scott Leonard and Michael McLure (2004). *Myth and Knowing: An Introduction to World Myth (most recent date available)*. McGraw Hill.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between a (divine) myth, a legend, and a fairy tale/(folklore) and examine their interdependence within the wider field of mythology
E-mail	Faculty will communicate with students via email regarding course information and concerns.

Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, logic, social and political philosophy, theology, philosophy of science, and/or axiology...within the context of each one's (relative) impact on the field of worldwide comparative mythology.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between a (divine) myth, a legend, and a fairy tale/(folklore) and examine their interdependence within the wider field of mythology
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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between a (divine) myth, a legend, and a fairy tale/(folklore) and examine their interdependence within the wider field of mythology
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, logic, social and political philosophy, theology, philosophy of science, and/or axiology...within the context of each one's (relative) impact on the field of worldwide comparative mythology.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Examinations

Hybrid (1%–50% online) Modality

- Online
- On campus

Hybrid (51%–99% online) Modality

- Online
- On campus

Primary Minimum Qualification

PHILOSOPHY

Review and Approval Dates

Department Chair

09/20/2020

Dean

09/21/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000263152

DOE/accreditation approval date

MM/DD/YYYY