COURSE INFORMATION FORM

DISCIPLINE
Humanities

COURSE TITLE
Comparative Humanities: Myth Through Time – Human Diversity

CR.HR 3  LECT HR. 3  LAB HR.  CLIN/INTERN HR.  CLOCK HR. 

CATALOG DESCRIPTION
Study and compare global cultural myths throughout time, including their historical, artistic, cultural, and ideological development, in order to better understand the behavior, ideals, values, and beliefs of diverse groups of people.

PREREQUISITES
None.

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Identify and explain the relationship between myth, folktale, legend, symbol, and ritual.
2. Speak and write clearly about the origins, purposes, and meanings of myth as expressed through arts and ideologies throughout time.
3. Distinguish through critical thinking the progression over time of assumptions, behavior, ideals, and values inherent in myths of diverse cultures.
4. Compare and contrast diverse cultural myths from ancient to current times in order to discover the common global human condition—its concerns, values, and perspectives.
5. Formulate ties between ancient and modern-day beliefs regarding ethnicity, gender, religion, and political ideology.
6. Examine internal cultural discrimination, external intercultural conflict, and resolution.
7. Identify the use and progression of myth, ancient to current, in 15 of the world mythography systems.
8. Examine 8-10 of the great universal myths and their development and progression over time.
9. Identify and apply concepts associated with the analysis of myth: C. G. Jung’s theory of archetypes, Joseph Campbell’s man and his symbols, Claude Levi-Strauss’ principles of structural analysis, Vladimir Propp’s morphological classification system for all myths, and Victor Turner’s study of ancient and modern rituals in pluralistic societies.
10. Explain the importance of myth in the lives of individuals today in their relationship to, commonality with, and integration of other groups and societies.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Class discussion, whether in groups or individual responses. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. Examinations (objective and essay) (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)
3. In-class unannounced quizzes to monitor daily reading performance (7, 8)
4. Oral presentations, either individual or as group projects (2)
5. Journal exercises (3, 4, 5, 6, 9, 10)
6. Critical analysis papers (3, 4, 5, 6, 7, 8, 9, 10, 11)
7. In-class and out-of-class journal exercises and/or responses (2, 3, 4, 5, 6, 9, 10)
8. Semester project (3, 11)

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes

Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes

Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Overview of Myth
   A. Defining myth and the relationship between myth, folktale, legend, symbol, and ritual.
   B. Examining the origins, purposes, and meanings of myth.
   C. Understanding myth and the universal human condition—global concerns, values, and perspectives.
   D. Diverse tools for examining global myths: Jung, Campbell, Levi-Strauss, Turner, Propp, etc.
   E. Seeking out the changing beliefs of myth over time: ethnicity, gender, religion, political ideology, discrimination, conflict, and methods of resolution.
   F. Understanding the relationship between myths, the arts, and cultural/political ideologies.
   G. Seeking the importance of myth in your life: relationship to, commonality with, and integration with other groups in your society and others.

II. Introduction of the 10 Great Global Themes of Myth
   A. Origin/Creation
   B. Cosmic Architecture
   C. Supernatural Beings
   D. Death, Spirit, and the Afterlife
   E. Floods and Disasters
   F. Heroes
   G. Tricksters
   H. Transformation
   I. Kinship, Marriage, and Intracultural Discrimination
   J. Intercultural Conflict and Resolution
III. Representative World Mythographies: Any given semester, the instructor selects 15 of 19 cultural areas.

A. Egypt
B. The Middle East
C. India
D. China
E. Tibet and Mongolia
F. Japan
G. Greece
H. Rome
I. The Celtic World
J. Northern Europe
K. Central and Eastern Europe
L. The Arctic Regions
M. North America
N. Mesoamerica
O. South America
P. Africa
Q. Australia
R. Oceania
S. Southeast Asia

IV. Any given semester, the instructor selects a variety of myths that complete the spectrum of Human Diversity course goals. Some of these can be, but are not limited to, the following:

A. Cinderella Myths—(There are 450 versions globally, serving various cultural functions.)

B. Faustian Myths

C. Original and modern versions dealing with mythological themes, such as general thematic myths (e.g. rebellion or discrimination) or specific myths (such as original and modern versions of Shakespeare’s Othello or Romeo and Juliet)

D. Transformational myths (such as Frankenstein or Dracula) examining original and current perspectives
E. Trickster and Hero myths

F. Modern myths and their value to the individual (such as examples from current global treatments of myths found in movies or other forms)

G. Other global examples