



# ENG 244: Mythology & Fairytales HONORS

SPRING 2018

When we were driving today, there was a huge poster still up for the King Tut exhibit. I'm as distant from those guys as anybody could be. But, still, when I hear a narrative from the ancient world, it speaks to me in a way that is still human. It translates some way."

Vikram Chandra, author of *Sacred Games*.

**Instructor: Nick Schevera**

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**Office Hours:**

**Mondays and Wednesdays 11 - 12 p.m.**

**Tuesdays 12 - 1 p.m., 2:30 - 3:30, 4 - 6 p.m.**

**Thursdays 12 - 1 p.m.; 2:30 - 3:30 p.m.**

**Also by appointment**

**I. Course Description:** This course introduces students to the study of myths, legends and fairytales from various cultures. Students will consider Greek, Norse, and Hindu mythology as well as Grimm's fairy tales. The lasting power and influence of mythological themes and archetypal symbolism will be explored.

**II. Course Content Outcomes:**

- Describe and evaluate the significant influences that myths and fairy tales have had on various fields.
- Develop an informed perspective on the ways in which myths and fairy tales from a variety of cultures provide insights to human nature and values.
- Explore and use the information and ideas generated in class to compare and contrast their own beliefs and experiences with the revelations about human behavior and values that are described in myths and fairy tales.
- Apply critical approaches to literary works, and develop sustained analyses of individual texts.

**III. Learning Objectives:**

- To define and apply basic terminology
- To gain a basic appreciation of the historical and cultural backgrounds of these stories
- To understand how mythology and fairytales are relevant to and can be applied to our daily lives
- To compare and contrast the ways in which these stories are told and imagined
- To analyze and question the larger contemporary "issues" and implications involved behind these stories
- To determine how movies, television, books, poetry and short stories re-envision these tales for popular culture consumption
- To evaluate the actions and behavior of the characters
- To synthesize the material and extend it in creative and different ways
- To summarize and respond to critical approaches to comprehending these stories

This course will provide you with a basic knowledge of Greek Norse, and Hindu myths focusing on stories explaining the creation of the world; the nature of divinity; the hubris of mortals; the exploits of heroes and tricksters; the results of illicit love as well as overstepping boundaries and breaking taboos.

**IV. Texts:** You will have these **two** main texts for this class:

- Powell, Barry. *Classical Myth*. 8<sup>th</sup> ed. 2015.
- Crossley-Holland, Kevin. *The Norse Myths*: New York: Pantheon Books, 1980.
- Various handouts distributed to the class.

**V. Use of E-mail:** Use your CLC e-mail to communicate with me regarding questions or concerns. Feel free to call me at 847-543-2959 to notify me of any problems. You can send me your work via e-mail, but make sure that it is sent from your CLC email account to avoid problems.

**VI. Course Assignments:** Your grade will be determined by the following tests and assignments:

Assignments	Percentage of Grade
Essays (200 points)	25%
Reading Response Journals (200 points)	25%
Quizzes (200 points)	25%
Reading guides and Hubris project/presentation (400 points)	25%
<b>Total</b>	<b>100%</b>

**A. Essays: 25%:** We will have approximately **two essays** for the semester. Each will be worth 100 points for a total of 200 points. These must be typed and are 1,000 – 1250 words in length (**four-five pages**). They will ask you thought-provoking questions to further expand your understanding of the themes and issues in the readings. **Each essay must be turned in during class. If you miss class, you can e-mail it to me ahead of time, but not afterwards. No late essays will be accepted.**

**B. Reading Response Journals: 25%.** There will be eight journals in response to the readings. Each will be worth up to 25 points. These will be 250 – 500 words in length (one to two pages). They will serve as discussion starters. **Each reading response journal must be turned in during class. If you miss class, you can e-mail it to me ahead of time, but not afterwards. No late journals will be accepted.**

**C. Quizzes: 25%:** To ensure that you keep up with the readings, there will be **four quizzes** – each quiz will be at the completion of each unit. Each will be worth 50 points. Quizzes can be made up only if you notify me ahead of time and then take it by the very next class. They will test in-depth understanding of the material that is to be read by class.

**D. Reading guides and Hubris project/presentation: (25%).** There will be several reading guides on the chapters and handouts, and a Hubris project/presentation. These will help focus your reading on the significant points in each chapter. These assignments will be worth in total up to 400 points. Please note: no late reading guides or Hubris project/presentation will be accepted. They must be turned in on the due date.

**VII. Grading Scale:**

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
65 – 69%	=	D
64% and below	=	F

**VIII. Course Policies:** Be sure to read the plagiarism statement below.

**Plagiarism:** Plagiarism occurs anytime you use another writer's words, data or even ideas without citing them in a clear and proper manner (we will be using MLA format). This includes (but is not limited to) the following:

- using specific words, phrases or sentences without putting them in quotes (even if you include a parenthetical reference)
- using an author's specific idea without a citation
- buying a paper (from the internet or other source) and trying to pass it off as your own
- having someone (friend, family member, etc.) write all or portions of your essay.

It is important that you err on the side of caution when using outside sources; if you are not sure whether or not you should cite a source, please check with me. **It is your responsibility to make sure that you do not commit plagiarism. Do not use Wikipedia, About.com, etc. as sources for your papers.**

Plagiarism will be punished according to the situation and severity. The instructor and appropriate administrators will determine the punishment. Possible consequences include the following:

- The student writes an entirely new essay on a new topic.
- The student receives an "F" for the essay or for the course.
- The student is expelled from the class or from the college.

**Attendance: It is mandatory that you come to class.** Excessive absences will mean that you will miss quizzes and tests and will be dropped from the class. **You are allowed to miss four classes without penalty.** For each class after four absences, you will lose half a letter grade. I am not in the business of evaluating the credibility or quality of your excuses – court cases, sickness, job, etc. Use your absences wisely.

**IX. Class Protocols:** please observe these rules during class discussions/lectures.

- Respect class discussion and whoever is talking at the moment.
- Come to class prepared to discuss the topic at hand.
- Take notes. If I write something on the board, it must be important for you to know, so write it down. If anything is unclear, please call my attention to it.
- Wait until class is dismissed to pack up your books and materials. While this point may seem trivial, it is an issue for many college professors (including myself). I promise to get you out on time – if I let you out late, I will let you out early the next class period – but please wait until I have had a chance to wrap up the class before you put away your materials.
- **Turn off phones or beepers.** If you have to keep your beeper or phone on due to your work or to other factors, please make me aware at the beginning of the class and put it on vibrate.
- **Do not have laptops open and earphones in during class.**
- No text-messaging or game-playing in class.
- Do not do reading for other classes or material that is not being discussed during class. You shouldn't be reading your Norse book, for example, if we are discussing Greek mythology.

#### **Top 8 No-Nos in a College Classroom**

1. **Addressing the teacher in a casual manner.** "Hey Dude, what's up? is okay for your friends, not your teacher.
2. **Habitually arriving to class late.** While some teachers aren't strict about tardiness, it is disruptive to the lecture or other activities when all heads turn to watch you enter.
3. **Habitually leaving class early.** Don't schedule a job, other appointments or activities during your class time.

4. **Dominating classroom discussion.** Some students jump into classroom discussions so enthusiastically that they trample through the teacher's lecture. This type of student not only upsets the teacher, but infuriates the other students.
5. **Answering your cell phone in class.** Turn off your cellular phone and pager before entering class, or you may be asked to leave the class.
6. **Eating and drinking.** Although some teachers of early morning classes may tolerate your cup of coffee, others won't. The possibility of spilling, not to mention the disruption it causes, has led many colleges to post "No Eating" signs in classes, libraries, and labs.
7. **Chatting during class discussions or during oral reports.** Your fellow students appreciate a quiet learning environment and resent students who continually disrupt the decorum.
8. **Angrily confronting a teacher.** Spend time understanding the course syllabus and requirements from the start to cut down on later misunderstanding. If you meet with the teacher as problems arise you will avert problems.

**Source:** Flora Brown, author of "What is Proper College Classroom Etiquette?"

**X. CLC Counseling Services:** The College of Lake County Counseling, Advising and Transfer Center, offers professional counseling for students who are in crisis or are having personal problems which as a result may affect their academic and career goals. The services of professional counselors are available at three locations on an appointment or drop-in basis: Grayslake Campus, C110, (847) 543-2060; Lakeshore Campus in Waukegan, N211, (847) 543-2186; Southlake Center in Vernon Hills, R202, (847) 543-6501

**XI: Students with Documented Disabilities:** If you are a student with a documented disability and may need academic accommodations including but not limited to: extended time for exams and/or an in-class note taker, please contact the Office for Students with Disabilities in B171 at the Grayslake campus. For more information, please call: (847) 543-2474 or e-mail [osd@clcollinois.edu](mailto:osd@clcollinois.edu) .

If you have already contacted the Office for Students with Disabilities and have completed the Instructor Notification Form, please schedule a time to meet with me and discuss your needs. If a note taker is needed in the class and you are interested in the paid position, e-mail: [mamburn@clcollinois.edu](mailto:mamburn@clcollinois.edu) with your name, ID number and the name of the class (first come, first served).

**XII. Students in Crisis:** The College of Lake County Counseling Office offers professional counseling for students who are in crisis or are having personal problems which as a result may affect their academic and career goals. The services of professional counselors are available at three locations on an appointment or drop-in basis: Grayslake Campus, C110, (847) 543-2060; Lakeshore Campus in Waukegan, N211, (847) 543-2186; Southlake Campus in Vernon Hills, V130, (847) 543-6501

**XIII. Tape Recording Guidelines:** The use of tape recording or other recording devices by a College of Lake County student is dependent upon the particular course, program and the permission of the instructor. CLC students acknowledge that their classroom discussions and participation may be recorded. CLC students further acknowledge that any authorized recording of a class or program is for their use only and may not be accessed or utilized by any other individual. Use of any course or program recordings shall be used for educational purposes only and no replication or reproduction of the recording shall be made without the express written consent of the instructor and College of Lake County. Any student determined to have violated this procedure/rule shall be subject to discipline under the College's Student Rights and Responsibilities Policy and Procedures.

Students requesting to record a class pursuant to the Americans with Disabilities Act shall contact the Office for Students with Disabilities at (847) 543-2055.

**XIV. Drop Dates:** Please note that the last date to withdraw from the class with a refund and no grade is **February 1, 2018**. The last date to withdraw with a "W" grade is **May 10, 2018**.

**XV. Course Withdrawal Policies.** If you plan to discontinue attending your class anytime during the semester, it is strongly recommended that you take responsibility for dropping the class. Grades of W will only be assigned to students who drop themselves.

**XVI. Emergency Procedures:** The College of Lake County works to ensure that the students, staff, and faculty are provided a safe environment for learning. To ensure this, emergency procedures have been developed. Emergency instructions are posted in each classroom. Please acquaint yourself with them. In the event of an emergency, please stay with the instructor or your fellow classmates. For the events listed below, the following procedures will be used:

- **Fire Alarm or Fire Event:** Upon activation of the fire alarm, exit the room and remain together once outside the building. Remain outside, at least 100 feet from the building, until officially advised to re-enter.
- **Tornado:** The College of Lake County designates safe zones in the event of a tornado. You will either be asked to remain in place to move to the designated safety zone.
- **Life Threatening Emergency:** Based on the most current information, the college will advise all campus stakeholders of the identified threat. Options to address the threat may include exiting the building or sheltering in place. Please follow the instructions provided and move quickly. Should the decision be made to shelter in the classroom, members of the classroom will immediately secure the classroom door and move to an area not visible from the windows or door. Please silence all cell phones, and remain quiet.
- **Earthquake:** Should an earthquake occur, the procedure will be to shelter in the room seeking cover under tables or desks until the tremors stop. You will then exit the building and remain at least 100 feet from the building.

**Weekly Syllabus:**

**Please note: This syllabus is subject to substantial change. There might be additional readings than what is noted on the syllabus.**

	<b>INTRODUCTIONS</b>	<b>READINGS</b>	<b>DUE TODAY</b>
1/16	<ul style="list-style-type: none"> <li>✓ CLICKERS icebreaker</li> <li>✓ Fill out name folders</li> <li>✓ Discussion of syllabus</li> <li>✓ Give out reading guide #1</li> </ul>		Buy or rent textbooks
	<b>TERMS</b>		
1/18	<ul style="list-style-type: none"> <li>✓ <b>Discuss the nature of stories:</b> <ul style="list-style-type: none"> <li>• Why do we tell stories?</li> <li>• Who tells stories?</li> </ul> </li> <li>✓ <b>Identify important terminology</b> <ul style="list-style-type: none"> <li>• divine myth</li> <li>• legend</li> <li>• folktale</li> </ul> </li> <li>✓ Identify products with Greek or Roman mythological connections</li> <li>✓ Identify vocabulary with Greek and Roman references</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 1: The Nature of Myth</li> </ul>	Reading Guide: Chapter 1 Due

	<b>RULER, SAGE, AND CREATOR</b>		
1/23	<ul style="list-style-type: none"> <li>✓ <b>Discussion of Jung's Archetypes</b></li> <li>✓ In class exercise – archetypes – character and stories, advertising</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 4: Myths of Creation I: The Rise of Zeus (77 – 98)</li> </ul>	Reading Guide Chapter 4 Due:
1/25	<ul style="list-style-type: none"> <li>✓ <b>Ruler Archetype</b></li> <li>✓ Discuss characteristics of a good effective ruler – come up with examples</li> <li>✓ <b>Zeus's rise to Power</b></li> <li>✓ Discussion of “xenia”</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 6: Myths of Zeus, His Wife Hera, and His Brothers Poseidon and Hades</li> </ul>	Reading Guide Chapter 6 DUE  <b>Reading Journal DUE</b>
1/30	<ul style="list-style-type: none"> <li>✓ <b>Quiz-Quiz Trade</b> – review concepts and Zeus's rise to power – continued</li> <li>✓ <b>Odin's Rise to Power</b> <ul style="list-style-type: none"> <li>✓ How do rulers acquire knowledge and wisdom?</li> <li>✓ Small Group Work: Chinese Creation Norse Creation Aesir-Vanir War Odin's Discovery of the Runes</li> </ul> </li> <li>✓ <b>Understand the basic motifs of creation stories:</b> <ul style="list-style-type: none"> <li>• Primal Parents</li> <li>• Cosmic Egg</li> <li>• Ymir (world created from body parts)</li> <li>•</li> </ul> </li> </ul>	<b>The Norse Myths</b> <ul style="list-style-type: none"> <li>✓ Ch. 1. The Creation</li> <li>✓ Ch. 2 The way of the Aesir and Vanir</li> <li>✓ Ch. 4: Lord of Gallows</li> </ul> <b>Handouts:</b> <ul style="list-style-type: none"> <li>✓ Chinese creation story</li> <li>✓ The Norse Creation of the Cosmos</li> <li>✓ The Aesir-Vanir War</li> <li>✓ Odin's Discovery of the Runes</li> </ul>	Reading Guide Due
2/1	Explore the origin of mortals <ul style="list-style-type: none"> <li>✓ Prometheus and Pandora</li> <li>✓ Compare Eve vs. Pandora</li> <li>✓ Zeus as fair or not</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 5: Myths of Creation II: The Origin of Mortals 108 – 125; 131 – 133</li> </ul> <b>Handouts:</b> <ul style="list-style-type: none"> <li>✓ “Theft of Fire”</li> </ul>	Reading Guide Chapter 5 Due  <b>Reading Journal DUE</b>
2/6	The Five Races – Carousel exercise <ul style="list-style-type: none"> <li>✓ Debate – Prometheus as villain or hero</li> <li>1. Debate: Our Lives are better now than in the past</li> </ul>		
2/8	Enuma elish: Babylonian Creation Story Creating the Perfect Woman: “Pygmalion and Galatea”	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 4: Myths of Creation I: 98 -106.</li> <li>✓ Chapter 9: Myths of Aphrodite, Artemis, Athena 204 – 207</li> </ul>	
2/13	<ul style="list-style-type: none"> <li>✓ <b>Quiz #1</b></li> </ul>	.	<b>QUIZ #1</b>

	<b><u>EARTH MOTHER AND INNOCENT</u></b>		
2/15	<ul style="list-style-type: none"> <li>✓ Discussion of Earth Mother and Innocent characteristics</li> <li>✓ Greek Society – role playing exercise</li> <li>✓ Greek religion PowerPoint</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 2: The Cultural Context of Classical Myth- (34 – 49)</li> </ul>	<b>Reading journal DUE</b>
2/20	<ul style="list-style-type: none"> <li>✓ Review ancient Greek society</li> <li>✓ Demeter and Persephone</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 10: Myths of Fertility: Demeter (230 -249)</li> </ul>	Reading Guide Chapter 10 Due
2/22	<ul style="list-style-type: none"> <li>✓ “Hades realm – Greek view of the afterlife</li> <li>✓ Eleusinian Mysteries</li> </ul>	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ . Chapter 12: Myths of Death (292 – 306)</li> </ul>	<b>Reading Journal DUE</b>
2/27	<ul style="list-style-type: none"> <li>✓ Dionysian Vs Apollonian</li> </ul>		Reading Guide Chapter 12 due
3/1	Dionysus – God of Disorder	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 11: Myths of Fertility II: Dionysus</li> </ul>	Reading Guide Chapter 11 due
3/6	Apollo – God of Order	<b>Classical Myth:</b> <ul style="list-style-type: none"> <li>✓ Chapter 7: Myths of the Great God Apollo</li> </ul>	Reading Guide Chapter 7 due
3/8	<ul style="list-style-type: none"> <li>✓ Quiz #2</li> </ul>		<b>ESSAY#1 DUE QUIZ #2</b>
	<b><u>REBEL (HUBRIS) AND TRICKSTER</u></b>		
3/13	<ul style="list-style-type: none"> <li>✓ Discussion of rebel archetype characteristics</li> <li>✓ Question: What happens when mortals defy and compete with the gods? The nature of hubris</li> </ul>	<b>Handouts:</b> <ul style="list-style-type: none"> <li>✓ Athena and Arachne</li> <li>✓ Artemis and Niobe</li> <li>✓ Demeter and Erysichthon</li> <li>✓ Midas</li> <li>✓ Daedalus and Icarus</li> </ul>	<b>HUBRIS PRESENT</b>
3/15	<ul style="list-style-type: none"> <li>✓ Discussion of trickster figure archetype characteristics</li> <li>✓ <b>Loki : Trickster figure in Norse Mythology</b></li> </ul>	<b>Norse Myths</b> <ul style="list-style-type: none"> <li>✓ Ch. 3 “The Building of Asgard’s Wall”</li> <li>✓ Ch. 7 “Loki’s Children and the Binding of Fenrir”</li> <li>✓ Ch 8. “The Theft of Idun’s Apples”</li> <li>✓ Ch 10: “The Treasures of the Gods”</li> <li>✓ Ch. 13. “ The Necklace of the Brisings”</li> <li>✓ Ch 29: The Death of Balder</li> <li>✓ Ch. 30 “ Loki’s Flyting”</li> <li>✓ Ch. 31 “The Binding of Loki”</li> <li>✓ Ch 32 “Ragnarok”</li> </ul>	Reading Guide – Norse Myths due
3/20 3/22	SPRING BREAK – NO CLASS		

3/27	✓ Tricksters in Fairytales	<b>Handouts:</b> ✓ "Molly Whuppie" and "Molly" ✓ "Rumpelstiltskin" ✓ "The Brave Little Tailor" ✓ "The Master Thief" ✓ "The Old Woman and the Tramp" ✓ "The Goose Girl" ✓ "The Clever Thief" ✓ "The Emperor's New Clothes"	<b>Reading Journal DUE</b>
3/29	Trickster Fairytales continued		<b>Reading Journal Due</b>
4/3	• Quiz #3		<b>QUIZ #3</b>
	<u><b>HERO</b></u>		
4/5	✓ Gilgamesh ✓ Joseph Campbell ✓ Discussion of hero archetype characteristics	<b>Classical Myth:</b> ✓ Chapter 13: Introduction to Heroic Myth: The Mesopotamian Legend of Gilgamesh  <b>Handout:</b> ✓ Joseph Campbell: Hero With a Thousand Faces.	Reading Guide due - Gilgamesh
4/10	✓ Heracles	<b>Classical Myth:</b> ✓ Chapter 15: Heracles  <b>Handout:</b> ✓ "Heracles"	Reading Guide Heracles due
4/12	✓ Heracles continued		<b>Reading Journal DUE</b>
4/17	✓ Thor ✓ Viking Society	<b>Norse Myths:</b> ✓ Ch. 14. "The Lay of Thrym" ✓ Ch 16 Thor's Journey to Ugard" ✓ Ch. 19 "Thor's Duel with Hrungrnir" Ch 24: "Thor and Geirrood"	Reading Guide Due
4/19	✓ Hindu Hero: Rama	<b>Handout:</b> ✓ <i>The Ramayana</i>	Reading Guide <i>The Ramayana</i> Due
4/24	✓ Rama continued		<b>Reading Journal DUE</b>
4/26	✓ Odysseus ✓ Odyssey film	<b>Classical Myth</b> ✓ Chapter 22: The Return of Odysseus	Reading Guide <i>The Odyssey</i> Due
5/1	✓ Odysseus continued		
5/3	✓ Quiz #4		<b>ESSAY #2 DUE</b> <b>QUIZ #4</b>