ENG 244: Mythology & Fairytales
SPRING 2019 HONORS

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
Office: B265 Grayslake Campus
Phone: (847) 543-2959
E-Mail: com409@clcillinois.edu

Office Hours:
Tuesdays and Thursdays 12 – 1 p.m., 2:30 – 3:30
Tuesdays, 5 – 6 p.m.
Fridays 12 – 1 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 disciplines.
- 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 perceptions of death and the afterlife, the relationships between mothers and daughters and the nature of love and marriage in fairytales.
IV. **Texts:** You will have these two main texts for this class:

- Powell, Barry. *Classical Myth*. 8th ed. 2015. (The earlier 7th edition is perfectly fine – just the page numbers will be different).
- Various handouts distributed to the class.

The two books for this class are on two-hour reserve in the CLC library.

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. Always send your work as a MS Word attachment – no GOOGLE DOCS or PDFS, please.

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (200 points)</td>
<td>25%</td>
</tr>
<tr>
<td>Reading guides (305 points)</td>
<td>25%</td>
</tr>
<tr>
<td>Hubris Project (75 points)</td>
<td>10%</td>
</tr>
<tr>
<td>Essays (300 points)</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance/Participation (120 points)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total: 1,000 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**A. Tests: 25%:** To ensure that you keep up with the readings, there will be four tests – each tests will be at the completion of each unit. Each will be worth up to 50 points. Tests 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.

**B. Reading guides (25%).** There will be several reading guides on the chapters for a total of 305 points. These will help focus your reading on the significant points in each chapter. Some questions will be specific while others are more open-ended – a place to jot down your thoughts. Please note: no late reading guides will be accepted. They must be turned in on the due date. Also, you need to do these on your own – if I find evidence of copying from other students, then both will receive a “0” on the guide. You need to reference the book (and not the internet) for these reading guides, so the answers must come from the books and handouts.

**C. Hubris Project (10%).** This Hubris project consists of two parts: PART I (50 points) and PART I (25 points). This project will allow your creative juices to flow. More information to follow.

**D. Essays. (30%).** There will be four essays due this semester. These must be typed and turned in when they are due. No late essays will be accepted. They will give you the opportunity to reflect on the readings and discussions in some depth. Each must be four pages in length and each is worth up to 75 points.

**E. Attendance/Participation (10%):** It is mandatory that you come to class. Excessive absences will mean that you will miss 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. You will receive two points for arriving to class on time and staying the entire time. Coming late or leaving early will result in a loss of points. In terms of participation, you will receive a midterm participation grade out of 30 points, and a final participation grade out of 30 points. Active participation is an essential part of the class – enthusiasm and interest in the material makes for a class that is both interesting for me and for you.
VII. Grading Scale:

90 – 100%   =  A
80 – 89%   =  B
70 – 79%   =  C
60 – 69%   =  D
60% 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.

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?”

### Orientation Toward Success

1. Attend class regularly and on time. Being on time means ready to learn, not entering the door.

2. Have pencil, paper, and whatever else the class requires ready. Turn off all external communication and entertainment devices.

3. Pay attention. Do not allow anyone or anything to divert your attention from the task-at-hand.

4. Complete the work, readings, and assignments to submit at the beginning of class, not during class. Do not do work for another class during this one.

5. Organize non-classroom learning time for effectiveness and efficiency. Do not wait until the last minute to study or to complete work.

6. Partner up. Everyone can use others as referents – e.g., do they understand it the way you do; are there discrepancies in understanding? If you have a partner, you will find it easier to format questions that can get you answers.

7. Go see the teacher. Find out about scheduled office hours, and then go there.

8. Respect yourself and the teacher. Ask for help in learning, not the answers to the test. Share problematic experiences if you wish, but know that, ultimately, you must solve the problems and do the work.

9. See each class as an opportunity to obtain information that helps you live to the fullest, not as a hoop to jump through.

10. No matter how you feel about the subject, the teacher, or the methods, keep your eyes on the prize.

Jerry Clavner, Professor, Social Sciences, Cuyahoga Community College

**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@clcillinois.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@clcillinois.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 7, 2019. The last date to withdraw with a “W” grade is April 17, 2019.

**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.

**XVII. Title IX Contact Information.** The College of Lake County seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual
harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, she or he must notify our college’s Title IX coordinator about the basic facts of the incident. For more information about your options at CLC, contact Teresa Aguinaldo, Title IX Coordinator at com401@clcillinois.edu or by calling (847) 543-2288.

**Weekly Syllabus:**

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

<table>
<thead>
<tr>
<th><strong>INTRODUCTIONS</strong></th>
<th><strong>READINGS</strong></th>
<th><strong>DUE TODAY</strong></th>
</tr>
</thead>
</table>
| **1/22** | ✓ CLICKERS icebreaker  
✓ Fill out name folders  
✓ Discussion of syllabus  
✓ Give out reading guide #1 | | Buy or rent textbooks |

<table>
<thead>
<tr>
<th><strong>TERMS</strong></th>
<th><strong>Classical Myth:</strong></th>
<th><strong>Reading Guide:</strong></th>
</tr>
</thead>
</table>
| **1/24** | ✓ Discuss the nature of stories:  
  • Why do we tell stories?  
  • Who tells stories?  
 ✓ Identify important terminology  
  • divine myth  
  • legend  
  • folktale  
 ✓ Identify products with Greek or Roman mythological connections  
 ✓ Identify vocabulary with Greek and Roman references | ✓ Chapter 1: The Nature of Myth | Chapter 1 DUE |

<table>
<thead>
<tr>
<th><strong>RULER AND CREATOR</strong></th>
<th><strong>Classical Myth:</strong></th>
<th><strong>Reading Guide:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1/29</strong></td>
<td>✓ Discussion of Jung’s Archetypes</td>
<td>✓ Chapter 4: Myths of Creation I: The Rise of Zeus (77 – 98)</td>
</tr>
</tbody>
</table>
| **1/31** | ✓ Ruler and Creator Archetype  
  ✓ Discuss characteristics of a good effective ruler – come up with examples  
  ✓ **Video: Zeus and the Conquest of Power**  
  ✓ Discussion of “xenia” | ✓ Chapter 6: Myths of Zeus, His Wife Hera, and His Brothers Poseidon and Hades | Chapter 6 DUE |
| **2/5** | ✓ The Rule of Greek Goddesses: Aphrodite, Artemis and Athena | ✓ Chapter 9: Myths of Aphrodite, Artemis, Athena  
  o Aphrodite and Anchises (210-216)  
  o Orion, Actaeon, and Callisto (219 – 222)  
  o Athena – Mistress of the City (222 – 226). | Chapter 9 DUE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 2/7  | Odin’s Rise to Power | ✓ How do rulers acquire knowledge and wisdom?  
✓ Chinese Creation  
✓ Norse Creation  
Aesir-Vanir War  
Odin’s Discovery of the Runes  
What does the birth of the first man and first woman in Norse mythology suggest about the equality of the sexes? How does this compare to the Judeo-Christian account of the sexes?  
Understand the basic motifs of creation stories:  
• Primal Parents  
• Cosmic Egg  
• Ymir (world created from body parts) |
| 2/12 | Explore the origin of mortals | ✓ Video: Prometheaus: The Rebel of Olympus  
✓ Eve vs. Pandora  
✓ The Nature of Hope  
✓ Zeus – justice/“The Theft of Fire”  
✓ DEBATE: Prometheus: Hero or Villain |
| 2/14 | Creating the Perfect Woman | ✓ “Pygmalion and Galatea”  
✓ The Five Races: Evolution or Devolution–Carousel exercise  
✓ Review for Test |
| 2/19 | Test #1 | . |

The Norse Myths | ✓ Ch. 1. The Creation  
✓ Ch. 2 The way of the Aesir and Vanir  
✓ Ch. 4: Lord of Gallows  
Handouts:  
✓ Chinese creation story  
✓ The Norse Creation of the Cosmos  
✓ The Aesir-Vanir War  
✓ Odin’s Discovery of the Runes |

Classical Myth: | ✓ Chapter 5: Myths of Creation II: The Origin of Mortals  
Handouts:  
✓ “Theft of Fire” |

Reading Guide | Chapter 5 DUE  
Classical Myth: | ✓ Chapter 9: Myths of Aphrodite, Artemis, Athena 204 – 207.  
Reading Guide | Chapter 5 DUE  
Test #1 | Essay #1 DUE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 2/21 | Earth Mother and Innocent Archetype | Classical Myth:  
- Chapter 2: The Cultural Context of Classical Myth- (34 – 49)  
Reading Guide:  
Chapter 2 DUE |
| 2/26 | Review ancient Greek society | Classical Myth:  
- Chapter 10: Myths of Fertility: Demeter (230 -249)  
Reading Guide:  
Chapter 10 DUE |
| 2/28 | Hades realm – Greek view of the afterlife | Classical Myth:  
- Chapter 12: Myths of Death (292 – 306)  
Reading Guide:  
Chapter 12 DUE |
| 3/5 | Fairytales: Coming of Age | Handouts:  
- “Little Red Riding Hood”  
- “The Goose Girl”  
- “Hansel and Gretel”  
- “The Juniper Tree”  
- “Rapunzel” vs Tangled |
| 3/7 | Fairytales: Finding Love | Handouts:  
- “Snow White”  
- “Cinderella”  
- “Furrypelts”  
- “Beauty and the Beast”  
- “Bluebeard”  
Reading Guide:  
Fairytales due |
| 3/12 | Fairytales Continued | Review for test |
| 3/14 | Test #2 | TEST #2  
ESSAY #2 DUE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Handouts</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/19</td>
<td>Rebel archetype</td>
<td>Handouts: Artemis and Niobe, Demeter and Erysichthon, Midas, Daedalus and Icarus</td>
<td>HUBRIS PROJECTS DUE</td>
</tr>
<tr>
<td></td>
<td>✓ The Nature of Hubris: What happens when mortals defy and compete with the gods?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ The nature of hubris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>Hubris stories continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>- 3/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Tricksters in Fairytales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Tricksters Continued</td>
<td>Handouts: Raven: A Native American Trickster, African and African-American Trickster Stories</td>
<td>TEST #3 ESSAY#3 DUE</td>
</tr>
<tr>
<td></td>
<td>Review for test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>Test #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Handout</td>
<td>Reading Guide</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 4/16 | Hero and Warrior Archetype  
✓ Joseph Campbell  
✓ Discussion of hero archetype characteristics  
✓ Gilgamesh and Joseph Campbell | Handout:  
✓ Joseph Campbell: Hero with a Thousand Faces.”  
Classical Myth  
Ch. 13: Introduction to Heroic Myth: The Mesopotamian Legend of Gilgamesh | Reading Guide Due: Chapter 13: Introduction to Heroic Myth |
| 4/18 | Gilgamesh continued | Classical Myth:  
Ch. 22: The Return of Odysseus | Reading Guide Due Chapter 22: The Return of Odysseus |
| 4/23 | Debate: Odysseus is a good effective leader; Odysseus is a poor leader who leads his man into danger |  |
| 4/25 | Video Heracles: The Man Who Became a God  
✓ Heracles continued – Small group questions  
✓ Identify that labor! | Classical Myth:  
✓ Chapter 15: Heracles  
Handout: “Heracles” | Reading Guide Due: Chapter 15: Heracles |
| 4/30 | Heracles continued |  |
| 5/2 | Viking Society  
✓ Norse Warrior: Thor | Norse Myths:  
✓ Introduction: xiv - xx  
✓ Ch. 14. “The Lay of Thrym”  
✓ Ch 16 Thor’s Journey to Utgard”  
✓ Ch. 19 “Thor’s Duel with Hrungrir”  
✓ Ch 24: “Thor and Geirrod”  
Handout: Thor | Reading Guide DUE: Norse Chapters on Thor |
| 5/7 | Hindu Hero: Loyal Rama  
✓ Video: Crash Course – Ramayana  
✓ Identify the character  
✓ Small Group Questions  
✓ Rama vs. Heracles | Handout:  
The Ramayana | Reading Guide  
The Ramayana DUE |
| 5/9 | Test #4 | TEST #4 ESSAY #4 DUE |