

General Education Course Proposal

Proposed Course: HUM 15 CLASSICAL MYTH AND
 Prefix No. Title WORLD HUMANITIES Units 3.0

Department: Foreign Languages and Literatures School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
 Breadth: B1___; B2___; C1___; C2 x; D___; E___
 Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course___; New Course x

Course Included in Current GE Program___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

A study of classical myth and its themes and ideas in the context of modern world humanities. Study in the techniques of analyzing myth in primary works from diverse media and cultures. 2000 word writing requirement.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Bruce Owen 3/4/98
 Department Chair Date

Kim Morin 4/22/98
 School Curriculum Committee Date

Mavis J. Costa 4/23/98
 School Dean Date

Pedro Amal 12/15/98
 General Education Subcommittee Date

Brandt Kehoe 12/22/98
 Associate Provost Date

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 1/14/98

2. Elements Common to All Sections of Course

1. **Content:** All sections will teach classical myth, techniques of analysing myth and its metaphors, symbols, and imagery, and major approaches to understanding myth including but not limited to structuralist, psychological, Jungian, aetiological, charter, feminist, literary, and philosophical. In addition, the aesthetic, political, and literary values and ideas myths and their themes embody in primary works of literature and art will be addressed, including but not limited to 1) the nature of human identity; 2) the relationship of human identity, society, and behavior to the gods; 3) the role of culture in human life, and its origins; 4) the role of technology in human life and its origins 5) the origins and nature of gender and gender roles; 6) the nature and purpose of sexuality; 7) the nature and purpose of history and its relationship to the gods; 8) the origins of the cosmos, the earth, and human social practices and behaviors. These themes and ideas will be experienced through primary works, and techniques of criticism and analysis practiced by students in written work and examinations. Interrelations among myths, as well as connections to modern world culture will be emphasized. Primary works must be chosen to reflect historical range and a variety of genres and creative media.

2. **Objectives.** Students will finish each section having read the assigned primary works, participated in class discussion, and through essay examinations and formal essays demonstrated an understanding of various techniques for analysing myth and mastery of course themes .

3. **Activities.** Completion of assigned readings; attendance; class discussion; essay examinations; formal essay (writing to total 2000 words). The formal essay will be evaluated on the basis of mechanical/grammatical correctness and the presentation and development of the thesis as well as the coherence of the argument. Students will be recommended to use the *MLA Handbook* for the format of their essays.

4. **Grading Policy.** Students must average at least 60% on all work during the semester in order to pass the course. No more than 5% credit for extra

projects will be allowed. Class attendance and participation will earn 10% credit..

5. Text. Fritz Graf, *Greek Mythology: An Introduction*, or G.S. Kirk, *The Nature of Greek Myth*, or Lowell Edmunds, *Approaches to Greek Myth* may be used as a general introduction. Primary texts will be selected from classical and world literature, including but not limited to the works of Homer, Sophocles, Euripides, Hesiod, Aeschylus, Lucretius, Vergil, Horace, Dante, Chaucer, Shakespeare, etc; films and popular genres such as detective novels or science fiction novels acceptable. See sample syllabus for examples of primary texts.

6. Schedule. Each week students will read from assigned works, identify and discuss major themes, and relate these to modern society and culture. Given the wide variety of primary works available to instructors, actual schedules will vary depending on media chosen. However, each section will each week address the three objectives enumerated above. The following schedule offers an **approximate** breakdown of the time devoted to each topic.

Weeks 1-2 should introduce students to historical context, define and discuss the major methodologies and approaches to analyzing myth, such as structuralist, psychological, etc; techniques and concepts necessary for philosophical inquiry, the analysis of art and literature , etc. depending on the topics chosen by the particular instructor. However, **all** sections will spend at least two weeks of the semester on such introductory and propaedeutic materials.

Weeks 3-5 should introduce one to two themes which will be defined and discussed, and coordinated with the readings from primary texts. The course should every class meeting move between the somewhat abstract idea and the specific, more concrete embodiment of it in the assigned readings.

Weeks 6-10 Will introduce a new theme (or two) that should be related directly to the previous and likewise is defined and discussed in the context of the primary readings.

Weeks 11-15 Two more themes may be introduced.

Ideally, each course will develop from 3-6 topics or themes for the whole semester, spending approximately four weeks for each theme or pair of themes. However, a greater or lesser number of themes may be introduced depending on the instructor and the primary works chosen.

There are no special cost factors associated with this course.

**Syllabus
Humanities 15**

Classical Myth and World Humanities (3 Units)

A study of classical myth and its themes and ideas in the context of modern world humanities. Study in the techniques of analysing myth in primary works from diverse media and cultures.

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[hours]

Texts

Fritz Graf, *Greek Mythology: An Introduction*
Homer, *Odyssey*
Aeschylus, *Prometheus Bound*
Derek Walcott, *Omeros*
James Joyce, *Ulysses* (selections)
Stanley Kubrick, *2001: A Space Odyssey*

Requirements

1. Class attendance and participation (10%)
2. Two essay examinations, each 400 words minimum (60%)
3. Essay: 1200 words minimum; topic choice will arise from class discussion; choice of topic and primary work must be made by **Week 6** and cleared with instructor; Essay due Week 10 (approx. 4.5 pages; %30) All essays will be evaluated on the basis of mechanical/grammatical correctness **and** presentation and development of thesis as well as coherence of argument. Students should use the *MLA Handbook* for the format of their essay.
4. Extra Credit (5%)

Grading Scale

100-90 A
80-89 B
70-79 C
60-69 D

Course Goals

Students will finish the semester having read assigned primary works, and understood major themes and ideas identified in class discussion and lecture, as evidenced by passing performance on essay exams covering these themes and ideas. In addition, students will demonstrate their comprehension of these themes and ideas, and their significance for contemporary culture and society, by written analysis in a formal essay analysing class discussion topics as they appear in primary cultural works not covered in course.

Course Policies

Students are expected to attend class with their books, and having read the writings assigned. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone is expected to contribute to Discussion topics, which also are possible paper topics. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set for in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

Schedule

All readings must be completed before class. Instructor reserves the right to adjust the schedule.

Week 1: Introduction: Techniques and methods for analysing myth and its imagery; Approaches to myth: psychological, structuralism, aetiological; Graf, 35-56

Week 2: Introduction: Approaches to myth: Jungian, charter, ritual, primitive science, imaginative philosophy.

Week 3' Theme 1: The mythic construction of human identity, *Odyssey* 1-5; Graf, 57-67.

Week 4 : Human identity as a collision of nature and culture: the role of technology and politics: *Odyssey* 6-15.

Week 5: Human identity and cultural practices: marriage and hospitality: *Odyssey* 16-24.

Week 6: Theme 2: Modern instance 1 of Homeric mythic themes: Human identity and the colonial experience; *Omeros* Students must choose a topic this week and clear with instructor.

Week 7: Race and myth and human identity: *Omeros*; **Midterm essay exam.**

Week 8: Modern Instance 2: Human identity in the modern urban world: *Ulysses*

Week 9. Myth and Irony: Leopold Bloom as anti-Odysseus; *Ulysses*

Week 10: Theme 3: Culture and technology in the construction of Human Identity: Aeschylus, *Prometheus Bound*; **Essays Due.**

Week 11: The myth of Progress and the Tragic Condition; *Prometheus Bound*

Week 12: Heroic Redemption: Prometheus and Christ.

Week 13: Modern Instance 3: Human Identity in a High-Tech world, and the blurring of man and machine; *2001*.

Week 14: Bringing it all together: Progress, Redemption, Technology, and Human Identity; *2001*.

Week 15: Hand back essays, finish up course, review for final.

Final Examination will be administered during Finals Week