

ARIZONA WESTERN COLLEGE  
SYLLABUS

ENG 185 MYTHS AND OTHER TRADITIONAL NARRATIVES

Credit Hours: 3 Lec 3

General Education Course: C (Ethnic, Race, Gender awareness)

PREREQUISITE: None

COURSE DESCRIPTION

An introduction to the myths of ancient and medieval cultures of Europe, the Mideast, and Far East, as well as the Americas and regions of Africa. Explores similarities and differences in various cultures' quests for meaning: of human nature and mortality, of gods and immortality, of the origin and structure of the universe, of the exemplary lives of heroes and heroines, and of the ordering communities.

1. COURSE GOALS

- 1.1 Familiarity with major mythologies.
- 1.2 Familiarity with basic patterns of mythology over the course of time and around the world.
- 1.3 Understanding the basic human needs which myths fulfill and the values, attitudes, and behaviors which they prescribe.
- 1.4 Ability to recognize mythic symbols and allusions in other literature and to understand myths themselves as literature: plot, setting, character, conflict, resolution, theme, etc.
- 1.5 Understanding the survival of ancient myth in contemporary culture as one way of accounting for cultural differences between groups; interpreting cultural values in relation to myth; acquaintance with the uses, both ideological and progressive, of myths in the history of this century.
- 1.6 Acquaintance with ways in which myth and religion interact, and ways in which myth is reflected in art and literature.

2. OUTCOMES

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

- 2.1 compare and contrast the myths of various cultures.
- 2.2 recognize names of major mythological characters, both human and divine, and major concepts such as dharma and ragnorak.
- 2.3 identify in American culture elements of myths from our subcultures, including Native American, European, African, and Asian cultures.
- 2.4 explore and examine theoretical perspective on the common elements in various myths.
- 2.5 identify the cultural interaction between groups through military conquest, commerce, intermarriage or other cross-cultural exchanges.

3. AWC GENERAL EDUCATION (GE) OUTCOMES

3.1 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments

- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

### 3.2 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Identify and explicate successful models of civic discourse at the local, national, and global levels
- Develop strategies beyond the classroom to address local, national, and global issues
- Include contemporary subject matter.
- Study that is concerned with an examination of culture-specific elements of a region, country or culture group. (The area studied must be non-U.S. and contributes to understanding contemporary society)
- Cross-cultural study with an emphasis on one or more foreign areas, including courses on such subjects as comparative religions, politics and international relationships.
- Study of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.
- Have history as a major focus.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

## 4. METHODS OF INSTRUCTION

- 4.1 Lectures
- 4.2 Critical reading skills
- 4.3 Small group and class discussion
- 4.4 Audio-visual aids

## 5. LEARNING ACTIVITIES

- 5.1 Reading assigned materials as scheduled
- 5.2 Final objective test
- 5.3 Participation I class and small-group discussions
- 5.4 On 3-5 page term paper and two 1 page focused papers
- 5.5 In-class audio-visual materials (video tapes and slides)
- 5.6 Lectures to introduce major traditions of myth and epic

6. EVALUATION

- 6.1 Grading
- 6.2 Attendance
- 6.3 Due dates

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.  
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.  
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
  - Submitting an academic assignment
  - Taking an exam, an interactive tutorial or computer-assisted instruction
  - Attending a study group that is assigned by the school
  - Participating in an online discussion about academic matters
  - Initiating contact with a faculty member to ask a question about the academic subject studied in the course