

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 01/13/1999 Date revised 10/14/14

4. Department/discipline: English

5. Department(s) endorsement(s): \_\_\_\_\_

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Mythology

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: ENGL 8. Course Level: 1XXX 9. 2040

10. Number of Credits: Lecture 3 Lab \_\_\_\_\_

11. Control Number (on site) 40 Control Number (online) 25

12. Catalog/Course description:

An overview of myths from around the world. The student will be introduced to their place in literature and examine the allegorical, symbolic, and psychological aspects of myths. Myths from American Indian, Middle East, Greek and Roman, European, and African cultures will be studied. (Meets MnTC goal areas 6 and 8).

13. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): ENGL 1101 College Composition

Co-requisite:

14. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook (with broad multi-cultural content) such as  
Comparative Mythology: A Functional Approach by K. M. Peterson

15. **Course Content** (Provide an outline of major topics covered in course)

1. What is mythology?
2. What is the function of myth?
3. Myth as story telling
4. Scholars of Mythology
5. Myth as history
6. Myth as literature
7. Cosmological function of myth
8. Anthropological function of myth
9. Sociological function of myth

10. Psychological function of myth
11. Religious function of myth
12. The role and function of the Goddesses
13. The role and function of the Gods
14. The role and function of the hero/ines
  - a. Joseph Campbell's Hero cycle
15. The role and function of tricksters and shamans
16. Selected myths from a variety of cultures including
  - a. Native American
  - b. Norse
  - c. Greek and Roman
  - d. Egyptian
  - e. African
  - f. Asian
  - g. African
  - h. Middle East
  - i. Celtic
  - j. Finnish

#### 16. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies.*

*Course Learning Outcomes:*

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

1. Accurately format documents for the presentation of information using standard English practices (MLA format and documentation). (A)
2. Demonstrate the ability to identify and use credible sources. (A)
3. Demonstrate the ability to communicate with other students using appropriate netiquette through on-line discussion. (A, B)
4. Create a well-organized document that accurately communicates with documentation the required content. (A, B)
5. Explain the various functions of myth. (B, C)
6. Analyze myths according to the various ways in which they may function. (C)
7. Accurately apply Campbell's Hero Cycle to a selected hero or heroine. (C)
8. Articulate similarities and differences between myths from various cultures. (C, D)
9. Synthesize the relationship between myth and history, society, and religion. (C, D)

10. Demonstrate a culturally sensitive understanding of the various ways in which myth is defined. (B, D)
11. Demonstrate the ability to successfully navigate the online learning environment by accessing information in D2L, using required functions in D2L, and activating, sending and responding to e-mails.

17. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6 & 8

Goal and Outcomes:

Goal 6 The Humanities and Fine Arts

- a. Students will be able to demonstrate awareness of the scope and variety of works in the arts and humanities. Accomplished through reading some of the great myths of literature in various cultures.
- b. Students will be able to understand those works as expressions of individual and human values within an historical and social context. Accomplished through a discussion of the myths within their historical and social context which focuses on individual and human values as presented in the myths. Students will read, journal, discuss, and write papers.
- c. Students will be able to engage in the creative process or interpretive performance. Accomplished through writing their own creation myth.
- d. Students will be able to articulate an informed personal reaction to works in the arts and humanities. Accomplished through journal writing, small group, and in class discussion of the assigned myths.

Goal 8 Global Perspective

- a. Students will be able to describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions. Accomplished through reading and analyzing myths from various cultures that provide a historical and cultural perspective which continues to influence relationships even today.
- b. Students will be able to demonstrate knowledge of cultural, social religious, and linguistic differences. Accomplished through reading of myths and applying a comparative perspective to the myths of various cultures. Also through class discussion and journaling. Lectures will provide a framework for cross-cultural comparisons.
- c. Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future. Accomplished through raising awareness of the need for current myths in our world through lecture, class discussion, and hero presentations. Just as myths in the past showed the reader how they should live so to do current myths help us understand our current global world.