



LIT-205: WORLD MYTHOLOGY AND FOLKLORE

Also listed as: LIT-205H

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

LIT - Literature

Course Number

205

Course Title

World Mythology and Folklore

Short Title

World Mythology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

LIT-205H

C-ID (Admin Only)

CB 00

CCC000600764

Course Title

Honors World Mythology and Folklore

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course explores various literary genres of folklore, mythology, and legends mostly in English translation. It examines how common patterns across culture, region, and time are adapted to express cultural values, beliefs, and expressions. The course considers the role folklore, mythology, and legends play in the lives of people around the world as well as how these patterns influence American identity, popular culture, ethnicity, and nationalism.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).



Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.0101 - English Language and Literature, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective
1. Define characteristics of oral traditions in mythology, folklore, and legends
2. Compare and contrast the function of mythology, folklore, and legends across cultures
3. Examine the historical contexts of mythology, folklore, and legends across cultures
4. Delineate patterns and archetypes across cultures to identify common structures as well as regional differences.
5. Analyze how mythology, folklore, and legends have shaped and been adapted in modern literature and contemporary popular culture.
6. Produce thesis-driven, critical analyses that integrate textual evidence from a variety of primary and secondary texts and adhere to MLA format and citation methods.
7. Examine the construction of cultural, sexual, gendered, ethnic, racial, linguistic, national, and other identities across diverse mythological and folkloric traditions.
8. Participate in collaborative learning and discussion as a group of scholars.

Honors Objectives

- Examine patterns in myth, folklore, or legends from additional texts and/or cultures not assigned to the whole class.
- Apply literary theory in more nuanced analyses of assigned myth, folklore, or legends.
- Use theoretical concepts to analyze literature through written and/or oral discourse.
- Synthesize advanced knowledge of global myth and folklore with contemporary interpretation.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will appreciate the beauty and relevance of literary works.
2. Students will integrate evidence in support of an independent analysis.
3. Students will empathize with diverse points of view in a text.

Program Learning Outcomes

Learning Outcome

Present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.

Recognize writing as a process of developing, drafting, revising, and editing.

Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well reasoned arguments.

Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.

Analyze a variety of literary genres in their social, cultural and historical context.

Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

Given the wide and diverse nature of the subject matter of the course, the subtopics listed below represent only several of the many possible topics covered in the course. Instructors should cover a wide range of genres, regions, themes, and time periods. Instructors can organize the course by genre, theme, chronology, or regions from Asia, Oceania, Europe, the Middle East, Africa, the Caribbean, the Americas, and Southeast Asian.

Content

1. Cultural Function and Transmission of Values in Myth, Legend, and Folklore

- Cycles of life and death
- Explanations about the natural world
- Morality tales to shape cultural or social norms or taboos
- Oral histories of national identities or values
- Origins of the law

2. Oral Genres and Material Traditions

- Oral tales, epics, lyrics, drama, and narrative poetry preserved on papyrus, hides, or stone
- Engravings and carvings in architecture or everyday materials such as pottery, tools, or weapons

3. Myth, Legend, and Folk Tales as Collective Fears and Anxieties

- Rites of passage
- Supernatural and sacred monsters
- Magic, blessings, curses, and the supernatural
 - Malleus Maleficarum (Hammer of the Witches) (Germany)
 - Fairies, Leprechauns
 - Djinn (South Asia, Persian, Arab)
 - What the Master Would Not Discuss (China)

- v. Phi Nang Mai (Thailand)
- vi. Fachan/Athach (Scotland)
- vii. Baba Yaga (Slavic)

4. Theoretical Approaches to Mythology, Folklore, and Legends

- a. Functionalism
- b. Structuralism or Post-Structuralist
- c. Psychoanalytic
- d. New Historicism
- e. Feminist theories
- f. Queer theory

5. Gender and Sexuality in Myths, Legends, and Folklore

- a. Kama Sutra
- b. Female Divine
- c. Vegetation Myths
- d. Two-Spirit or Non-Binary Entities
- e. Common Tropes
 - i. Damsel in distress
 - ii. Female as Other or Monster
 - iii. Models of masculinity

6. Comparative Analysis of Creation and Destruction Myths

- a. Luiseño and Cahuilla creation Stories (Native Southern California)
- b. Rangi and Papa, Maori Legend (New Zealand)
- c. Popol Vuh, Maya (Mexico/Guatemala)
- d. Gilgamesh, Mesopotamia (Middle East)
- e. Bahamut, Arabic (Middle East)
- f. Ragnarok, Norse (Scandinavia)
- g. Nyame (Ghana)

7. Environment, Humankind, and Animals

- a. Wi'áašal (The Great Oak) (Native Southern California)
- b. Seasons and Persephone/Demeter (Greek)
- c. Agé (Fon People of Africa)
- d. Osiris (Egypt)

8. Sacred Texts as Mythology

- a. Bible (Christian)
- b. Koran and Hadith (Muslim)
- c. The Tanach, Mishnah, Talmud and Midrash (Jewish)
- d. The Sutras (Buddhist)
- e. The Vedas (Hindu)
- f. Avesta (Zoroastrian)

9. Sacred Places and Legends about Places

- a. Taquitz Canyon (Cahuilla) and Pu'éska Mountain (Pechanga)
- b. Loch Ness (Scotland)
- c. El Dorado (Columbia)
- d. Troy (Turkey)
- e. Karakorum (Mongolia)
- f. Carthage (Tunisia)
- g. Timbuktu (Mali)
- h. Mecca
- i. Jerusalem

- j. Jaya Sri Maha
- k. Lotus Temple
- l. Teotihuacan

10. Comparative Analysis of Legends and Archetypes

- a. Roland (France)
- b. El Cid (Medieval Spain)
- c. High John the Conqueror (African American)
- d. A Thousand and One Nights (Arab)
- e. Shahnameh (Persian)
- f. King Arthur (British)
- g. Gilgamesh (Mesopotamia)

11. Archetypal Heroes, Monsters, and Tricksters

- a. Heroes Such As
 - i. Hercules (Greco-Roman)
 - ii. Maui (Polynesian)
 - iii. Karna (Hindu)
 - iv. Beowulf (Norse)
 - v. Sun Wukong (Chinese)
 - vi. Rudra and Shiva (Hindu)
- b. Monsters such as:
 - i. The Heartman (Caribbean)
 - ii. Grendel & Grendel's Mother (Britain)
 - iii. Manticore (Persia)
 - iv. Teharonhiakwako and Sawiskera (Iroquois)
 - v. Grootslang (South Africa)
- c. Tricksters such as
 - i. Dionysus/Bachus (Greek/Roman)
 - ii. Puck (Britain)
 - iii. Eris (Greek)
 - iv. Loki (Norse)
 - v. Anansi the Spider (Ghana)
 - vi. Old Man Coyote (Crow)
 - vii. Wisakedjak (Cree)
 - viii. Saci-Pererê (Brazil)
 - ix. Eshu (Nigeria)
 - x. Nine Tail Fox (Asia)

12. Global Myths, Legends, and Folklore in Contemporary American Popular Culture

- a. Print media such as
 - i. Rick Riordan Presents series
 - ii. Modern novels retelling myth, folklore, or legend such as Laura Esquivel *La Malinche* (Meso-American) or *Purakau: Maori Myths Retold By Maori Writers* (Maori)
 - iii. Comic books/graphic novels such as Robin Ha, *Fox Maidens*
- b. Television series and film such as
 - i. *Supernatural*, *Grimm*, *American Gods*, *Vikings*
 - ii. *Ragnarok*, *Pan's Labyrinth*, *Ondine*, *O Brother Where Art Thou?*

Honors Content

The topics included in the LIT-205H honors component are generally the same as those covered in the LIT 205. However, honors students will select topics and/or primary texts to cover in addition to those assigned for the course and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and correctness.

Honors students may also be required to read and apply literary criticism and literary theory to the texts covered in the regular section and/or additional texts assigned in the honors section.

The following topics are examples of what may be covered in addition to or in more depth compared with the regular section of LIT 205:

- a. Commodification, coopting, or appropriation of global folklore in US popular culture (e.g. *Last Airbender*, *Assassin's Creed*)
- b. Feminist or Queer reimagining of traditionally patriarchal legends (e.g. *Mists of Avalon*, *Malinche*, *Song of Achilles*, *The Fox Maidens*)
- c. Mythology as recovered histories for marginalized communities (e.g. *Persian Vendidad*, *Babylonian Code of Hammurabi*, *Firekeepers* or *Good Fire* in Native American myth).

Methods of Instruction

Method

Discussion

Integration

Small group discussions allow students to compare interpretations of myth, folklore, and legend and their historical and contemporary significance. Students will be able to share how their own experiences with these cultures may shape these interpretations. High impact practice such as pair-share, connections with current events, and storytelling will center student experience. Students will gain an appreciation for the unique contributions of global cultures and their intersections with broader U.S. literary themes and traditions.

DE Adaptations for MOI

Student-to-student interaction will be facilitated using CMS collaborative tools including Discussions, Announcements, and Collaborations. In addition, students will be provided with accessible documents and can be tasked with asynchronous activities using collaborative platforms to engage in whole class and small group discussions. These instructor-initiated and monitored class discussions will allow students to engage in various reading practices and literary theories to explore the universal themes in global mythology as well as the distinctive features of different cultures. Methods used to facilitate the exercise will meet accessibility standards.

Method

Lecture

Integration

Interactive lectures supported by multimodal (slides, video clips, images) texts will engage students through Socratic questioning to understand the historical and cultural context of myth, folklore, and legend and to explain aspects of its traditions, values, and beliefs. Some lectures may be flipped to allow time for classroom application of skills and concepts. Overall, lectures will invite students to create collaborative opportunities to present their understanding of and analysis of texts.

DE Adaptations for MOI

Instructor-student contact will take place using the CMS in a variety of ADA compliant platforms, including slide presentations and captioned video lectures. Lectures may occur live with recordings available for students to view later or as pre-recorded videos supported by multimodal (slides, video clips, images) texts to engage students. All lectures must be closed-captioned to meet accessibility requirements. To ensure learning and application skills, checks for understanding or short asynchronous activities may accompany lectures all linked through the CMS. Lectures may include guest speakers/authors via Zoom or prerecorded video in interdisciplinary fields related to global myth, folklore, or legend.

Method

Live Performance Viewing

Integration

Audio, video, and visual texts will be presented for analysis followed by instructor or student-led interpretation, analysis, and discussion to further engage with myth, folklore, and legends. These resources will be close-captioned to meet accessibility standards and appeal to diverse learning styles.

DE Adaptations for MOI

Audio, video, and visual texts can be uploaded to the CMS for students to analyze and synthesize with course readings. These resources will be close-captioned to meet accessibility standards and appeal to diverse learning styles.

Method

In-class Exercises

Integration

Think, pair, share or small group presentations can be used as a peer-teaching strategy. For example, students can present key themes in a specific myth, pattern in mythology, or historical or geographical context of an assigned folktale or legend.

DE Adaptations for MOI

Students can use the CMS Discussion tool or accessible third-party platforms to present key themes in a specific myth, pattern in mythology, or historical or geographical context of an assigned folktale or legend. Methods used to facilitate the exercise will meet accessibility standards.

Additional Methods of Instruction for Honors

In addition to the regular Methods of Instruction for LIT 205, the following methods may be used:

- Small group meetings will allow students to have small group inquiry discussions or Socratic seminars on the honors material. The meetings could also serve as progress checks on student projects. The instructor will lead these small group meetings. They will occur at least once a month.
- One-on-one meetings with the instructor will allow for individualized instruction, analysis, and tailored pedagogy based on the student's individual needs and interests.
- Field trips (or digital field trips to online museums) to explore local events related to myths, folklore, and legends may be used to give Honors students a hands-on understanding of the social significance of storytelling on our current lives.
- In-depth research or library sessions will give students the opportunity to go deeper into research with the instructor or a librarian as the guide.
- Honors writing workshop sessions will allow the students the opportunity to read, learn from, and critique each other's written work.
- Oral Presentations - Students will present their work to their peers and/or in an honors seminar setting supported by slide presentation or other artifact to analyze a course reading in more depth or present a final research presentation.

Methods of Evaluation

Method

Papers

Integration

Essays will provide an opportunity for students to apply course terminology, relevant literary analysis and synthesis skills. Essays should demonstrate a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and in some cases secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text(s). Paper(s) will be evaluated on their ability to demonstrate close reading, research, and synthesis skills. Feedback will be provided in time for reasonable revision opportunities or in time to support the next summative assignment.

DE Adaptations for MOE

Students will write papers and upload them to the CMS. Essays will allow students to apply course terminology, literary analysis and synthesis skills, and relevant literary theories to global mythology, folklore, or legends. Students will be able to access instructor feedback as well as their grade by reviewing the rubric and instructor comments. In some cases, essays may be revised to apply peer, online or in-person tutor, and instructor feedback to deepen learning. Student should receive feedback within two weeks or before the next summative assignment so feedback can be applied to the next assignment. Methods used to facilitate the exercise will meet accessibility standards.

Method

Class Work

Integration

Low or no stakes formative assessment will be used to build schema and monitor or assess students' reading comprehension, understanding of the historical contexts of assigned texts, and function of literary theory as a tool for analysis. Class work may include small or whole group brainstorming to establish prior knowledge, journal writing, individual or collaborative quizzes, practice writing tasks, or poster projects. Feedback should be timely and detailed.

DE Adaptations for MOE

Formative tasks will be evaluated using the Discussion, Quiz, Collaborate, or Student Annotation Tools in the CMS. Classwork may also be evaluated using links to individual or collaborative platforms. As a best practice, assignments should be evaluated using the rubric tool and/or submission comments where clear instructions align with assessment. Feedback should be timely and detailed in the CMS Grades tool to be useful prior to next time students are assessed in this area. Methods used to facilitate the exercise will meet accessibility standards.

Method

Projects

Integration

Individual or small group projects in a variety of formats could be used to demonstrate understanding of course terminology, literary analysis and synthesis skills, and application of relevant theories. Individual or small group projects can be managed using the CMS and produced using freely available third party platforms. Student projects can critically appreciate, analyze, or compare works of mythology, folklore, or legends. Projects could be evaluated using the CMS rubric tool for depth, delivery, accuracy, synthesis, and creativity of the subject matter.

DE Adaptations for MOE

Individual or small group projects will be managed using the CMS and produced using freely available third party platforms. The instructor may need to create project milestones to keep students on track and in communication in an asynchronous course. Projects could be evaluated using the CMS rubric tool for depth, delivery, accuracy, synthesis, and creativity of the subject matter. Feedback should be return prior to next time student will be assessed on similar skill. Methods used to facilitate the exercise will meet accessibility standards.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments, including meetings with the instructor. The honors paper or presentation(s) will be assessed according to content, organization and development, facility and sophistication with language, mechanics, the depth of literary analysis and insight, the use and appropriateness of outside sources (primary and secondary), and the effectiveness of communication displayed through diction and syntax.

Presentations will be assessed for students' ability to understand and communicate clearly the thesis of the articles or sources read as well as the ability to summarize and paraphrase effectively without plagiarizing. Students will also be evaluated on the originality and creativity of the the presentation topic and research provided.

Additional reading, meeting, and workshop reflection logs will be assessed and evaluated for completion and depth and breadth of thought.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Reading Quiz Question: Identify three elements of the cosmic cycle and provide one example of each from different cultures.

How assignment will be adapted in online format

Question can be posed as an online quiz using the CMS quiz tool. Feedback should be return prior to next time student will be assessed on similar skill. Methods used to facilitate this assignment will meet accessibility standards.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Paper Topic: Analyze the significance of the similarities and departures between Neil Gaiman's "Ragnarok: The Final Destiny of the Gods" and Marvel's Thor: Ragnorak.

How assignment will be adapted in online format

Students can submit essays through the CMS. Instructors will provide feedback using the rubric and/or comment tools. Feedback should be return prior to next time student will be assessed on similar skill. Methods used to facilitate this assignment will meet accessibility standards.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Reading Task: After reading the cosmic cycle from Greek mythology from Leeming's The World of Myth, with a partner choose either the Meso-American or Indian telling of the comic cycle. Identify three similarities and at least one significant difference between the Greek and Meso-American or Indian versions of the cosmic cycle. Students will share their findings with the class.

How assignment will be adapted in online format

Students can be assigned or self-sign for teams. Using the discussion board feature, students can identify similarities and differences between Greek and Meso-American or Indian mythology. All students will be able to see their classmate's responses. Feedback should be return prior to next time student will be assessed on similar skill. Methods used to facilitate this assignment will meet accessibility standards.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Class Activity: Contribute to a common slide presentation demonstrating an example of popular culture that adapts an aspect of mythology, folklore, or legend in its storytelling or marketing (e.g. Starbuck's mermaid, Subaru logo, or Califia branding).

How assignment will be adapted in online format

A link to a common collaborative document can be embedded in Canvas for students to contribute their slides identifying allusions to mythology, legend, or folklore in popular culture. Feedback should be return prior to next time student will be assessed on similar skill. Methods used to facilitate this assignment will meet accessibility standards.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Midterm Exam Question: Using at least two examples from different cultures, explore the function of the Trickster archetype.

How assignment will be adapted in online format

Midterm exam questions can be deployed using the CMS quiz tool. Feedback should be return prior to next time student will be assessed on similar skill. Methods used to facilitate this assignment will meet accessibility standards.

Honors Assignments**Assignment**

In order to receive honors credit, each student will complete ONE of the following summative project options (numbered 1-3 below). The summative project will include at least 6 sources including primary and secondary sources from historical, cultural, or theoretical scholarship in support of the student's view. In addition, students will complete at least one additional formative assignment (numbered 4-6 below) in support of the project or to enhance the class's overall knowledge of the course content.

Students will choose from the summative options 1-3 and in with approval from the instructor, select from options 4-6 to ensure the relevance and continuity of the summative project.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will take on additional task that challenge them to develop their skill in project management, scholarly research, and collaborating with faculty and research librarians.

Assignment

1. With topic approval from the instructor, write an additional original and well-developed research paper of at least 6 pages in length excluding the works cited page. The paper should develop an original thesis.

Choose a full length novel in English that presents a modern retelling of a myth, folk tale, or legend from a specific global culture. The student will analyze both the primary source of the myth, folk tale, or legend including its cultural and historical context. The paper should focus on how the modern retelling is adapting, coopting, or presenting a counter-narrative for modern readers. The paper must include at least 6 reputable secondary sources from the library, databases, and/library source. Secondary research should be used to supply cultural, historical, and/or theoretical evidence to support the student's original thesis and/or to provide a counter

perspective. For example, analyze Laura Esquivel's retelling of Malinali's story in the novel *Malinche*. How does this retelling challenge the patriarchal national myth of betrayal?

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment both encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

2. With approval from the instructor, the student will write an additional paper of at least 6 pages excluding the works cited about the use of a modern cultural signifier that is taken from world mythology, folklore, or legend. The paper will develop an original thesis.

The student will analyze both the primary source of the myth, folk tale, or legend including its cultural and historical context. The paper will focus on how the modern use of this signifier has been adapted, coopted, or taken back as a form of resistance in contemporary society. The paper must include at least 6 reputable secondary sources from the library, databases, and/library source. Secondary research will be used to supply cultural, historical, and/or theoretical evidence to support the student's original thesis and/or to provide a counter perspective. For example, what function have mermaids played in maritime legend and how has that messaging evolved with the modern Starbucks use of the two-tailed mermaid?

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

3. With topic approval from the instructor, develop a comprehensive and well-researched presentation about a theme, topic, or text not previously discussed or written about in the regular section. The presentation should be a minimum of 20 minutes and no more than 30. The presentation should include primary and secondary sources from a specific world myth, folk tale, or legend. The presentation should develop an original thesis.

The presentation will present a clear and strong driving question and/or thesis, and integrate at least 6 sources to include primary and secondary sources. The focus will be on how world myth, folklore, or legend is retold, adapted, or coopted in contemporary culture. Alternatively, the presentation could present recovered historical and cultural contributions from mythology, folklore, or legend that challenges dehumanization, erasure, or marginalization of a group of people in modern society. The presentation will be presented to the class and/or within the honors seminar. Students may consider submitting this presentation at the spring Honors conference.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

4. Develop a detailed annotated bibliography of at least 6 sources about a central research question or thematic focus. The bibliography should include a detailed summary paragraph, key quotes, and a critical reflection on the use and application of each source towards a larger project. The student should meet with the instructor to discuss the research and next steps for the summative project.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Assignment

5. Present to the entire class about a scholarly article that would enhance the class's knowledge about a topic or text under discussion. The presentation should include clear connections and opportunities for further discussion to enhance the class's understanding of the primary text. The student will act as a "guest lecturer" for the class, presenting the ideas either in person or through a video.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Leadership Core Value

The student will act as a leader to demonstrate strong research application skills.

Assignment

6. Students can conduct field research including collecting community or family interviews or surveys as oral histories that relate, reflect, or challenge themes under discussion in the course content. Students could present their findings to the whole class, within the honors sections and/or incorporate testimony into their summative projects.

Required or Optional

Required

Honors Core Values

Engagement

Inclusivity

Justify how the assignment reflects the Engagement Core Value

This project supports student engraving with their lived experiences and knowledge not traditionally included in higher education.

Justify how the assignment reflects the Inclusivity Core Value

The project encourages students be inclusive about whose narratives are considered valid and what counts as evidence in the field of ethnic studies.

Course Materials**Textbooks**

Leeming, David. *The World of Myth* (2024), Oxford UP, ISBN: 9780197685150

Wood, J. (2018). *Fantastic Creatures in Mythology and Folklore* Bloomsbury. ISBN: 978-1350059252

Other Resources

Minimum Qualification

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The course is written to reflect the common functions myth, legend, and folklore play in cultures around the world while also examining unique cultural values and histories. The course includes origin stories from the Cahuilla and Luiseño peoples whose lands MSJC covers in its service area. Students will be able to explore how world myth, legend, and folklore have shaped national myths (e.g. Columbia as the Americas), marketing (e.g. double-tailed mermaid in Starbucks logo), and popular culture (e.g. films, novels, television) demonstrating the impact cultures from around the globe continue to have on modern U.S. society. The course should include myth, legend, and folklore from every continent and create opportunities for students to explore how these stories, values, and beliefs have shaped their families and communities.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Traditionally, literature courses are written to serve the needs of English majors and students seeking to fulfill their humanities requirement. It has been revised to support non-majors as well. Formative and summative assignments have been added to support non-majors who may be unfamiliar with literary elements and theories. In addition, assessment has been expanded to include exams, presentations, and projects in addition to traditional literary analysis essays. Student-to-student interaction was also emphasized to support collaborative learning that begins with students' prior knowledge as a scaffold for unfamiliar concepts. Finally, additional examples of contributions to popular culture have been added to support students from all backgrounds in developing an appreciation for world myth, legend, and folklore.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Small group and whole class discussions encourage students to share and contrast prior knowledge, interpretations of texts, and experiences with class texts such as fairy tales, warnings, dichos/advice referencing myth, legend, or folklore. Student-student

interactions build empathy and critical awareness of lived experiences different from one's own. Students enrolled in either face to face or distance education sections will collaborate using the CMS discussion board, Collaborate, or Student Annotation Tools. Individual or small group projects can be managed and evaluated using the CMS and produced using freely available third party platforms. In addition, peer reviews, collaborative quizzes, and poster projects encourage peer learning that supports student engagement.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to- student interaction can be supported by lecture, small group discussion, discussion boards, announcements, and assignment feedback practices to meet regular effective contact. These may include lecturing or facilitating discussions about literary theory, genre structures, or the historical contexts of class texts. In distance education sections, instructors can host live or post pre-recorded lectures and respond to questions posed asynchronously by students. Instructor feedback could support student learning as they move beyond summary and personal response to stronger literary analysis, research methods, and application of core competencies to deepen their understanding of myth, legend, and folklore.

Explain how the course will incorporate student-to-content interaction.

Students will study a variety of myths, legends, and folklore using the course textbook and instructor-curated materials linked in the CMS. These materials may include print, visual, or video content to support a wide variety of learners. In addition, students will locate examples of myths, legends, and folklore in popular culture and share them in class to expand upon primary texts. Students can be assigned to engage with library research workshops or recordings to deepen their research skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in reflective writing to process their understanding and responses to assigned myths, legends, and folklore. Students will be invited to explore how the stories, songs, prayers, or sayings from their own families reflect archetypal patterns in myths, legends, and folklore. By examining the role of myths, legends, and folklore in popular culture, students can reflect on how common these patterns are in modern society and how they tap into the deep human need to explain the world through narrative. Finally, students can reflect on their developing knowledge in journals, complete self-assessments on their essays prior to submission, and write a summative essay reflecting on their understanding and appreciation of world myths, legends, and folklore.

Key: 2012