# 7/24/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 23 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** The Heroic Journey: From Classical to Contemporary

**BRCC Course Rubric:** HUMN 2753

**Previous Course Rubric**: HUMN 275

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 24.0103

**Course Description:** Develops a comparative perspective of the heroic journey, tracing its representation and evolution from the classical to the contemporary. From literature to video games, this course examines how the monomyth has helped to shape culture, identity, and entertainment globally. Emphasis varies by section.

**Prerequisites:**  ENGL 1023 (or ENGL 102) with a “C” or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 24

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Assess the value and place of the heroic journey and of its role in shaping culture and identity.

2. Synthesize a comparative perspective of the hero and the heroic journey.

3. Interpret mythic metaphors, motifs, symbols, and analogies in a variety of texts.

4. Explain epic conventions and the role of the epic.

5. Explicate the literal and figurative meaning of texts.

6. Apply writing skills learned in college composition to write critically about texts.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Evaluate the impact the arts and humanities have on individuals and cultures. (General Education Competency: Diverse Perspectives)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. A multi-media presentation of a heroic journey of their own creation. The project will be graded with a departmental rubric.

2. Instructor-designed tests, quizzes, and/or written assignments

3. Instructor-created essay assignments graded with a departmental rubric

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Understanding the heroic journey

A. Joseph Campbell – The Hero With a Thousand Faces

B. Carol Pearson – The Hero Within

II. The Hero in Contemporary America

A. M.L. King Jr – “Letters from Birmingham Jail”

B. Ursula K. Le Guin – “Why Americans are Afraid of Dragons”

III. The Beginning – The Hero in the Epics

A. Primary Epics

1. Homer – The Iliad

2. Homer – The Odyssey

3. Beowulf

B. Secondary Epics

1. Virgil – The Aeneid

2. Dante – The Divine Comedy

C. Contemporary “Epics”

1. J.R.R. Tolkien – The Lord of the Rings

2. Star Wars

3. The Matrix trilogy

IV. The Evolution of the Anti-Hero

A. John Milton – Paradise Lost

B. The Byronic hero

C. 20th Century

V. Contemporary cross-cultural perspectives

VI. Gender and the hero[ine]

VII. The monomyth in popular culture – Readings/viewings vary by instructor

A. Comic books/graphic novels

1. Stan Lee’s legacy

2. Batman vs. Superman

3. Neil Gaiman and the Sandman

4. Japanese Anime

B. Television

C. Film

1. Star Wars

2. Taxi Driver

3. Rocky

4. James Bond films

D. Video games

1. Final Fantasy series

2. Tomb Raider

3. Halo

4. MMORPGs

Bibliography:

Bassham, Gregory, and Eric Bronson, eds. The Lord of the Rings and Philosophy. New York: Carus, 2003.

Campbell, Joseph, and Bill Moyers. The Power of Myth. New York: Anchor Books, 1998.

---. The Hero with a Thousand Faces. New York: Bollingen, 2004.

Cambpell, Joseph, and David Kudler. Pathways to Bliss: Mythology and Personal Transformation. Novato, CA: New World Library, 2004.

Decker, Kevin S., William Irwin, and Jason T. Eberl, eds. Star Wars and Philosophy. New York: Carus, 2005.

Gaiman, Neil. Sandman: Endless Nights. New York: DC Comics, 2004.

Grimes, Caleb. Star Wars Jesus. Columbia: WinePress, 2007.

Hess, Herman. Siddartha. Boston: Shambhala, 2000.

Irwin, William, ed. The Matrix and Philosophy. New York: Carus, 2002.

King, M.L. Jr. “Letter from Birmingham City Jail.” The Dolphin Reader. Ed. Douglass Hunt and Carolyn Perry. 3rd ed. Princeton: Houghton Mifflin, 1993. 295-308.

Le Guin, Ursula K. Dancing At the Edge of the World. Philadelphia: Houghton Mifflin, 1990.

Pearson, Carol S. The Hero Within. New York: Harper Collins, 1998.

Tsunetomo, Yamamoto. Hagakure: the Way of the Samurai. New York: Kodansha, 2002.

Russ, Joanna. “What Can a Heroine Do? Or Why Women Can’t Write”

Woolf, Virginia. From “A Room of One’s Own”