

GENERAL INFORMATION

PROFESSOR INFORMATION



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COURSE DESCRIPTION AND PURPOSE

This online course integrates theoretical discussions of myth and ritual (as interrelated cultural dimensions of religion) with analyses of the relatively contemporary medium of film. In each case, a collective artistic experience employs narrative form to evoke, to explain, or even to create meaning. Following the trail of 19th-century anthropology and 20th-century psychology, we will examine the binding connections between myth and ritual, and we will also seek out their secular analogues in literature and drama on our way toward film as an integrative multi-media form of cultural expression. We will explore the sociological implications of mainstream cinema (such as Spielberg, Pixar, etc.) as shared experience, film adaptations of myth versus myth-inspired storytelling, theological and political interpretations (e.g., of alien films), and much more. Online interactive features will include live discussion, video, and even some amateur filmmaking on the part of the students.

GLOBAL LEARNING INITIATIVES

The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but also on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

Global Learning Initiatives:

Global Awareness (GA on the syllabus) - Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape

Global Perspective (GP on the syllabus) - Students will be able to analyze the multiple global forces that shape their understanding of

Engagement Global Engagement (GE on the syllabus) - Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

Appropriate assignments are designated GA, GP, and GE, respectively on the weekly schedule.

COURSE OBJECTIVES

After the successful completion of this course, students will be able to:

- Analyze and articulate six dimensions of religion, how they interrelate, and how they contribute to a working definition of religion.
- Evaluate contrasting opinions about the relationship between two particular dimensions of religion, myth and ritual. Included among these opinions are various forms of myth-ritualism, monomyths of kingship succession, and the pattern of the hero.
- Compare and contrast the themes, applications, and legacies of myth and ritual as they appear in the art forms of literature, drama, and film.
- Employ critical and creative thinking skills in assessing the psychological and sociological effectiveness of filmmaking as a literary/dramatic medium for transmitting elements of myth and ritual.
- Compare and contrast genres and styles of film (such as science fiction, martial arts films, documentaries, animated films, etc.) and gauge the effectiveness of each in expressing and delivering elements of myth and ritual.
- Employ structured argumentation and public speaking skills in presenting six video blogs. These will apply and evaluate theoretical orientations from the textbook and lectures to the assigned films.
- Envision, design, and articulate in formal writing a project proposal drawing upon theoretical analyses discussed in the course, time management concerns, communications with third parties, technical considerations, and a creative conceptual vision for the project.
- Synthesize concepts from the weekly readings, lectures, and films to create short original documentary of their own devising.

COURSE AWARDS

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

HONORS POLICIES

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability.

Religious Observances Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work. **Physical, Mental and Sensory Challenges** Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already

NEW CITIZENSHIP POINT SYSTEM New Citizenship Requirements: Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities (listed below). Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. The **point value** of an event **will be noted on emails and flyers** when it is promoted. For a general breakdown, see the value table below.

Activity	Point Value
Colloquium	3
Club Meeting	1 (max of 3)

Honors Hour	2
HEARTS Event (all types)	1
Honors College Event – Honors Place	1
Honors College Night – Athletics	1
Other (Specific HC Sponsored Event)	1
Library Study Room (GL 310A) Visits	10 visits = 1

** There will be a few online events to choose from as well. **Because of the added flexibility of the new system, all students must fulfill the annual requirement-no exceptions.** Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door. Students will track their points at [My Honors](#). We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the **Dean’s Citizenship**

List.Volunteer Hours:

As always, Honors College students must also complete **20 volunteer service hours**. These hours *DO NOT* count toward the 20 citizenship points discussed above. **Honors Hours** Honors Hours provide seminars, lectures, informational sessions, and workshops to expand your undergraduate experience. If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu. Each Honors Hour session has a 2 point value. For a full list of Honors Hours for the current semester, go to Honors Hours **Colloquia** Every semester we invite Honors College faculty fellow to give a presentation on a topic of interest. Each Colloquium has a 3 point value. For a full list of Colloquia for the current semester, go to [Events](#) **Community Service** 20-hours of Community Service per Academic Year (Fall/Spring). Being an Honors College student is more than just seeking academically challenging experiences, it’s also about giving back. The Honors College volunteering requirement is meant to get you outside of the classroom, giving back to your community. We ask that you commit at least 20 hours.

Honors College

Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. Because the Honors curriculum is meant to be thought-provoking and reflective, student self- assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see Portfolios.

Honors Citizenship Requirements

All members of the Honors College are expected to be active citizens of the College, the University, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. Attendance will be taken at events where appropriate and practical. All College members are expected to participate in the community-building activities listed below:

- Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring).
- Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
- Perform at least twenty hours of community service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours. Please contact an Honors College Academic Advisor if you have any questions.

- For more information on Honors citizenship requirements, see the Honors College Student Handbook.

ACADEMIC HONESTY AND PLAGIARISM FIU ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and Community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

- Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
- Plagiarism – The use and appropriation of another's work without any indication of the source, and the representation of such work as the student's own is plagiarism. Anyone who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
- Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>
FIU Honors College Student Policies – <http://honors.fiu.edu/students/policies/>

Procedures

An Honors faculty member may bring charges of Academic Misconduct against an Honors student. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at Academic Misconduct.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member's decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor's recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

Penalties

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student's status in The Honors College and does not affect the student's right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to ensure adherence to these policies

COURSE PREREQUISITES

There are no prerequisites for this course.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

- Youtube
- Video Everywhere

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

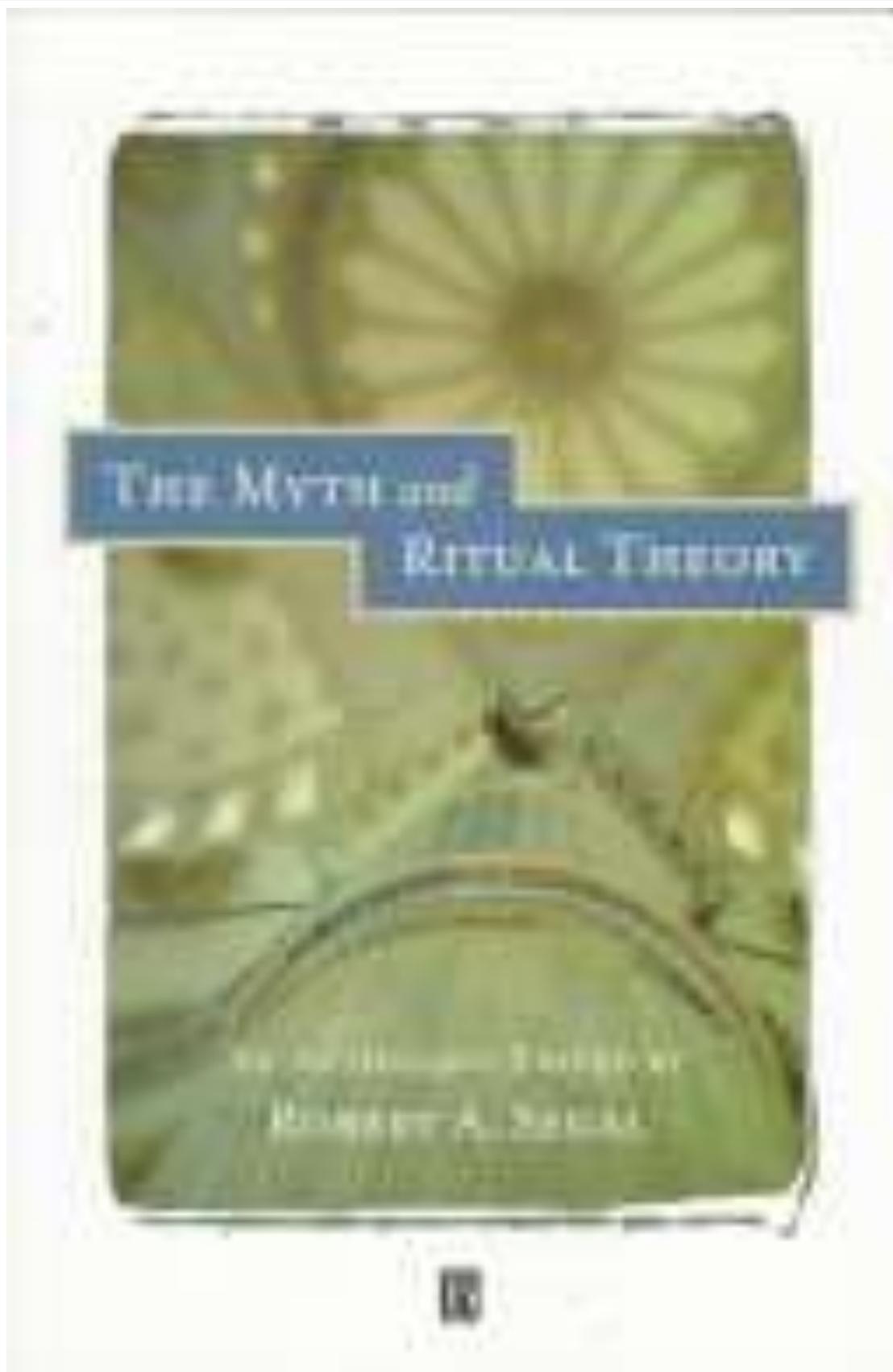
Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

PROCTORED EXAM POLICY

There are NO Proctored Exams for this course

TEXTBOOK



The Myth and Ritual Theory
Robert A. Segal

Blackwell Publishing, 1998

ISBN-10: 0631206809

ISBN-13: 9780631206804

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

NOTE: In addition to the textbook, student will view films and read PDF selections from the following:"

- Campbell, Joseph. *The Power of Myth*. New York: Main Street Books, Doubleday, 1988. Print.
- *The Diary of Frida Kahlo: An Intimate Self-Portrait*. New York: Harry N. Abrams, Inc., 1995. Print.
- Segal, Robert A. *Theorizing about Myth*. Amherst, MA: University of Massachusetts Press, 1999. Print.
- Tzu, Lao. *Tao Te Ching: The Classic Book of Integrity and the Way*. Trans. Victor H. Mair. New York: Bantam Books, 1990. Print.
- *The Upanishads: Breath of the Eternal*. Trans. Swami Prabhavananda and Frederick Manchester. New York: Mentor, 1975. Print.
- Other selections as assigned

REQUIRED FILMS

- ***Rogue One: A Star Wars Story***
- ***The Jazz Singer***
- ***Awake: The Life of Yoganada***
- ***Metropolis***
- ***The Dark Knight***
- ***Wall-E***
- ***The 36th Chamber of Shaolin***
- ***Kill Bill Vol 1.***
- ***Kill Bill Vol 2.***
- ***Amistad***
- ***"The Cause (1861)" The Civil War: A Film by Ken Burns (episode 1)***
- ***Django Unchained***
- [Watunna](#)
- ***Frida***

LIBRARY

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Learn 9 for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.

Don't struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: <http://library.fiu.edu>

STATEMENT OF UNDERSTANDING BETWEEN PROFESSOR AND STUDENT

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the University.

As a student taking this class:

- I will not represent someone else's work as my own.

- I will not cheat, nor will I aid in another's cheating.
- I will be honest in my academic endeavors.
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook.

Your signature is required for documentation that you have read and adhere to the policies for these Online courses

GL LEARNING OUTCOMES IDH 3034-5

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via **course messages**; only if necessary, you may contact agorelic@fiu.edu, but no posting to my FIU emails will display in the course.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

VLOGS

Students will be required to record and submit short video blogs or “vlogs” on a weekly basis (**2 minutes minimum**). These consist merely of video of the students speaking. From the reading and lectures, students will utilize theoretical approaches about myth and ritual applied through the lens of the film we are reviewing that week. Students will also offer their own interpretation of the film’s meaning and impact. Each video must be preceded by a written outline. Instructor will provide detailed prompts of what to look for in each week’s films (**30% of final grade**).

ASSESSMENTS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

ASSESSMENTS

Quizzes (30% of final grade) – At the conclusion of each module, students will complete a short quiz covering material discussed in that module's readings and lectures.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

ASSIGNMENTS

Assignments

FINAL PROJECT

Micro-Documentary Project – Students will design and create a short amateur documentary film on a topic of their choosing relating to Myth and Ritual in Film. The idea here is to sketch out a specific and innovative message and then to play with the medium of the micro-documentary in order to relay that message. This film will be between 2 and 10 minutes long and will require that students meet certain benchmarks along the way, namely, (1) a detailed research-backed proposal, (2) an annotated storyboard, and (3) the final cut of the documentary film itself. In terms of equipment, ideally this will require only a smart phone video recorder and user-friendly web-based editing software. Video equipment is available through the library in coordination with the instructor.

1. **Detailed Research-Backed Proposal (10% of final grade)** – Students will submit a written proposal which must be approved by the instructor before going to production (maximum 2 pages). The proposal can be a combination of paragraphs, outlines, visual material, etc. It must include the following:
 - **An overall thematic approach to the topic of myth and ritual in film.** This can be broad or specific. It can incorporate theory discussed in class throughout the year or it can take a different theoretical approach. It can involve a category, component, or specific example of a myth or ritual. It might address the legacy of myth and ritual in literature and drama. It might zoom in on a certain archetype or filmmaker or style or technique or film. It might look at religiosity, spirituality, experiencing art, or living authentically. It should be creative and might be something the instructor would never have thought of doing. It can be humorous but should not parody the entire assignment. It should not just be about the hero's journey: that familiar topic is not off limits but would need a twist. A good strategy for the micro-documentary is to establish a strong personal connection with the audience up front and to present a powerful set of images focused around a single theme, character, person, story, event, idea, place, process, etc. Students should consider whom they might interview or film doing something, where they might go, how they might combine voice, music, imagery, captions, animation, graphics, etc. This written proposal is not a formal essay, but it might resemble essay writing in places as students "talk their way" through their idea and rationale.
 - **Three or more scholarly sources not included in the course's reading materials or lectures.** In addition to these 3 or more sources, students are welcome to reference the course materials whenever relevant.
 - **A preliminary action plan with a proposed schedule.** Students will anticipate what they will need to do when. Itemized actions can include brainstorming sessions, research, scriptwriting (even for documentaries), communication with third parties, shooting schedules for interviews, shooting

schedules for B-roll or other shots, unscripted improvisation, storyboarding, sound recordings such as music or voice overs, editing, etc.

2. **Annotated Storyboard (5% of final grade)** – students might find it challenging to make a storyboard for a documentary, but it is helpful for planning and is not set in stone. “Annotated” in this case means that students will write up captions or explanations to accompany the images in their storyboard. Using an application like www.storyboardthat.com is permitted but not necessary. The purpose of the storyboard is to aid the filmmaker in his/her process of piecing together a narrative. Even though a documentary is not a fictional story, good documentaries follow some kind of narrative structure. The storyboard does not have to be beautiful (hand-drawn sketches or stick figures are fine) but should be thorough enough to be useful to the filmmaker.
3. **Final Cut of the Micro-Documentary (25% of final grade)** – Due at the end of the semester (2 to 10 minutes).

GRADING

Course Requirements		Number of Items	Weight		
Vlogs		6	30%		
Quizzes		5	30%		
Final Project					
<ul style="list-style-type: none"> • Proposal (Written) - 10% • Storyboard (Assignment Dropbox) - 5% • Short Documentary Film - 25% 		3	40%		
Total		14	100%		
Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 94	B	83 - 85	C	70 - 74
A-	90 - 93	B-	80 - 82	D	60 - 69
B+	86 - 89	C+	75 - 79	F	< 59

COURSE CALENDAR

MODULE WEEKLY SCHEDULE (REV. 1/09/17)

NOTE: This syllabus is subject to change. Please confirm with the instructor that this is the most current version.

Module 1: Course Introduction and The Star Wars Phenomenon

Reading:

- Review syllabus and course materials

Video(s):

- View the following interviews from *Joseph Campbell and the Power of Myth*:
 - Part 1 - The Hero's Adventure
 - Mythology of Star Wars

Film:

- *Rogue One: A Star Wars Story*

Assignments:

- Vlog Response #1, **Due 6/20, 11:59 PM**

Module 2: Reevaluating Hero Myth and Revisiting Ritualism

Reading:

- "In Quest of the Hero" from *Theorizing about Myth* by Robert A. Segal (PDF)

Lecture:

- View lectures carefully and take notes
 - "Segal on the Hero per Rank, Campbell and Raglan"
 - "The Jazz Singer: Ritual in Real Time"

Film:

- *The Jazz Singer*

Reading:

- Selections from the *Upanishads* (PDF)

Lecture:

- View lectures carefully and take notes

Film:

- *Awake: The Life of Yoganada*

Quiz #1

- **Due 6/24, 11:59 PM**

Assignment:

- Vlog Response #2, **Due 6/26, 11:59 PM**

Module 3: Lessons Learned on the Streets of Dystopia

Reading:

- Continue Segal's anthology: pp. 357 – 378
- "William Ridgeway, The Dramas and Dramatic Dances of Non-European Races"

Lecture:

- View lectures carefully and take notes

Film:

- *Metropolis*

Reading:

- Continue Segal's anthology: pp. 379 – 387
- "James Frazer, Introduction to Apollodorus, *The Library*"
- "H. J. Rose, The Evidence of Divine Kings in Greece"

Lecture:

- View lectures carefully and take notes

Assignment:

- Detailed Research Backed Proposal for Micro-Documentary, **Due 6/30, 11:59 PM**

Film:

- *The Dark Knight*

Reading:

- Continue Segal's anthology: pp. 388 – 411
- "S. G. F. Brandon, The Myth and Ritual Position Critically Examined"

Lecture:

- View lectures carefully and take notes

Film:

- *WALL-E*

Quiz #2:

- **Due 7/2, 11:59 p.m.**

Assignment:

- Vlog Response #3, **Due 7/3, 11:59 p.m.**

Module 4: Quietness, Slowness, Extension, Pause, Flexibility: Martial-Arts Film Then and Now

Reading:

- Continue Segal's anthology: pp. 412 – 427
- "William Bascom, The Myth-Ritual Theory"

Lecture:

- View lectures carefully and take notes

Film:

- *The 36th Chamber of Shaolin*

Reading:

- Continue Segal's anthology: pp. 428 – 459
- Joseph Fontenrose, *The Ritual Theory of Myth*

Lecture:

- View lectures carefully and take notes

Film:

- *Kill Bill Vol. 1*

Assignment:

- Annotated Storyboard for Micro-Documentary, **Due 7/6, 11:59 p.m.**

Reading:

- Selections from the *Tao Te Ching* [PDF]

Lecture:

- View lectures carefully and take notes

Film:

- *Kill Bill Vol. 2*

Quiz #3:

- **Due 7/9, 11:59 p.m.**

Assignment:

- Vlog Response #4, **Due 7/11, 11:59 p.m.**

- Ira Berlins "American Slavery in History and Memory and the Search for Social Justice" [PDF]

Lecture:

- View lectures carefully and take notes

Film:

- *Amistad*

Reading:

- "Poetry Selections Embedded in Weekly PowerPoint"

Lecture:

- View lectures carefully and take notes

Film:

- "The Cause (1861)" *The Civil War: A Film by Ken Burns* (episode 1)

Reading:

- Continue Segal's anthology: pp. 460 – 470
- "H. S. Versnel, Prospects"

Lecture:

- View lectures carefully and take notes

Film:

- *Django Unchained*

Quiz #4:

- Due 7/17, 11:59 p.m.

Assignment:

- Vlog Response #5, Due 7/19, 11:59 p.m.

Module 6: The Shaman Artist

Reading:

- Campbell, Joseph. "The First Storytellers." *The Power of Myth*. [PDF]

Lecture:

- View lectures carefully and take notes

Film:

- [Watunna](#)

Reading:

- Selections from *The Diary of Frida Kahlo: An Intimate Self-Portrait* [PDF]

Lecture:

- View lectures carefully and take notes

Film:

- *Frida*

Quiz #5:

- Due 7/23, 11:59 p.m.

Assignment:

- Vlog Response #6, Due 7/24, 11:59 p.m.

FINAL PROJECT: Micro-Documentary Films due 7/28 11:59 p.m.