

# Mythologies of the World

CC 205 BSU, Spring 2026, Syllabus\*

**Professor:** Dr. Bart Huelsenbeck

**Office:** North Quad 166

**Office Hours:** TBD

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If you send me a message Mon–Fri before 5pm, you should receive a response within 24 hours. Response times may vary for messages sent after 5pm on Friday and over the weekend. You may also send me a message through Canvas Inbox.



## Description

Classical mythology (Greek and Roman) will represent Western tradition in a comparative study with other mythologies of the world. Emphasizes understanding mythologies as symbolic cultural systems expressing societal values.

Mythology is vast—instantly captivating and entertaining, while also profound and elusive. It can be found in every culture, but what it *is* exactly can be difficult to define. At the core of mythology are stories. They are stories that reveal, and confirm, the values of a society. They can tell us about other cultures, while also telling us about ourselves as human beings.

The focus of this course is mythology (obviously!), particularly that of the ancient Greeks and Romans. Their history and culture form the basis of Western civilization, and like so much about them, their mythology has proved tremendously influential. Besides study of classical mythology, the course will consider the mythologies of other cultures from around the globe, comparing these with the myths of the Greeks and Romans.

## Student Learning Outcomes

1. Use multiple sources of information and knowledge to evaluate competing hypotheses, form judgments, and provide their rationale.
2. Evaluate strengths and weaknesses of arguments and actions.
3. Describe effective decision making strategies.

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\* This syllabus is subject to change.

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| <p>5. Explain the value of diversity in human societies.<br/>6. Explain others' values as well as their own.</p> |
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\*Mythologies of the World (CC 205) is a **Tier 2 Humanities Domain** course for **UCC-21**.

Assessment of Student Learning Outcomes

UCC-21 Cognitive Skills Addressed in CC 205	Course Objectives (Students will be able to...)	Example Assessment Methods
<b>Knowledge → Judgment</b>		
1. use multiple sources of information and knowledge to evaluate competing hypotheses, form judgments, and provide their rationale.	<ul style="list-style-type: none"> <li>• <b>develop</b> their understanding of the political, social, religious, intellectual, and artistic institutions of ancient Classical cultures.</li> <li>• <b>identify</b> and <b>recognize</b> key terms, trends, perspectives, and theories in the study of the classical cultures.</li> <li>• <b>critique</b> key trends, perspectives, and theories in the study of the classical cultures.</li> <li>• <b>formulate</b> and <b>defend</b> their own opinions about Classical cultural institutions and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• writing tasks that allow students to demonstrate control of the English language while analyzing cross-cultural comparisons and relating personally meaningful episodes.</li> <li>• project-based investigation of diverse cultures that challenge students to adapt their intellectual framework to accommodate new information and distinct viewpoints of other cultures.</li> </ul>
2. evaluate strengths and weaknesses of arguments and actions.	<ul style="list-style-type: none"> <li>• <b>identify, compare, and evaluate</b> the various ways Classical societies deal with the rights of families, individuals, and groups.</li> <li>• <b>identify, compare, and evaluate</b> the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.</li> <li>• <b>critique</b> key trends, perspectives, and theories in the study of the classical cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• writing tasks that allow students to demonstrate control of the English language while analyzing cross-cultural comparisons and relating personally meaningful episodes</li> <li>• responses to discrete oral and written questions based upon cultural topics</li> <li>• in-class discussions with written reflection paper that ask students to critique expert opinion as well as formulate and defend their own judgments about Classical cultures and our own.</li> </ul>
3. describe effective decision-making strategies.	<ul style="list-style-type: none"> <li>• <b>demonstrate</b>, in speech and reading, a comprehension of the texts and cultural contexts on a variety of topics.</li> <li>• <b>identify, compare, and evaluate</b> the various ways Classical societies deal with the rights of families, individuals, and groups.</li> <li>• <b>identify, compare, and evaluate</b> the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• in-class discussions with written reflection paper that ask students to critique expert opinion as well as formulate and defend their own judgments about Classical cultures and our own</li> <li>• short critiques in which students evaluate expert decision-making against the backdrop of Classics research and then to formulate and defend their own judgments about Classical cultures and our own sociology.</li> <li>• measurable written response to authentic verbal and written texts created by the target cultures.</li> </ul>

## MYTHOLOGIES: syllabus

5. explain the value of diversity in human societies.	<ul style="list-style-type: none"> <li>• <b>recognize</b> from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.</li> <li>• <b>identify, compare, and evaluate</b> the various ways ancient societies and our own deal with diversity.</li> <li>• <b>demonstrate</b>, in speech and reading, a comprehension of the texts and cultural contexts on a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• discussion and writing of summaries and commentaries of reading passages and visual media.</li> <li>• research tasks that require the synthesis of information from multiple sources.</li> <li>• group and classroom discussion of topics.</li> <li>• performance-based tasks, such as oral presentations, narratives, short stories, role-plays, interviews, etc.</li> </ul>
6. explain others' values as well as their own	<ul style="list-style-type: none"> <li>• <b>identify, compare, and evaluate</b> the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.</li> <li>• <b>demonstrate</b>, in speech and reading, a comprehension of the texts and cultural contexts on a variety of topics.</li> <li>• <b>formulate and defend</b> their own opinions about Classical cultural institutions and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• discussion and writing of summaries and commentaries of reading passages and visual media (short papers).</li> <li>• research projects that focus on primary sources of knowledge and perspectives from Classical cultures.</li> </ul>

### Required books

1. Morford and Lenardon, *Classical Mythology*, 12<sup>th</sup> edition. ISBN: 9780197653920. Earlier editions are acceptable.
2. Leeming, *The World of Myth: An Anthology*. The 2<sup>nd</sup>, 3<sup>rd</sup> (ISBN: 9780190900137), and 4<sup>th</sup> (ISBN: 9780197685150) editions are acceptable. 3<sup>rd</sup> edition ISBN: 9780190900137. Page numbers on the schedule refer to the 3<sup>rd</sup> edition [4<sup>th</sup> edition page numbers are in brackets].

### Grading

- 40% Tests (2)
- 20% Final
- 20% Quizzes (lowest is dropped)
- 10% Reflections (lowest is dropped)
- 10% Participation

### Grade scale

100-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-70 C-, 69-67 D+, 66-63 D, 62-60 D-, 59-0 F

**\*Electronic devices.** Please do not use these during class. Speak to me if there are extenuating circumstances that might necessitate their use during class.

### Participation

Attendance is required and so too is active participation in class discussions. Be advised that ABSENTEEISM WILL LOWER YOUR GRADE. You can't participate, if you don't attend.

The rationale behind this attendance policy is that your attendance / participation will not only help you learn, and so earn a higher grade, it will also make the class better for everyone—by creating a sense of class community and by making the class interactive. If you must miss a meeting, you are responsible for finding out from other students what happened in your absence—getting copies of materials and assignments, discussing work covered in class.

*Class meetings*

a. Meetings will consist of a combination of lecture, discussions, and occasionally some small group work. *You have a responsibility to help generate discussion by sharing your thoughtful reflections and ideas.*

b. It is your responsibility to ask about what you do not understand or what you find perplexing.

**Reflection.** When assigned, you are to write up your reflections on the current week's material and post these to Canvas. I will offer further guidance as to topics on Canvas. General guidelines appear below.

- Plagiarism and AI assistance are strictly forbidden!
- Each write-up must contain a minimum of 350 words (unless stated otherwise).
- Post your write-up to Canvas (due dates and times can be found there). Do not attach a document; post your text directly on the Canvas forum.
- *You come up with the topic (though, I usually make suggestions), within the following guidelines:*
  - Your comments must relate to one or more assignments due that week and/or class discussions. Do not write about any random topic!
  - Give explicit statement(s) as to *what the topic is* that you've chosen.
  - Your reflections must include *your own* reactions and thoughts: *do not simply summarize or paraphrase what you've read/seen.*
- Grading. You will receive a 100% for completing the assignment in the manner prescribed here. If you do not complete the entire assignment, you will receive a percentage according to what is done correctly.
  - If your writing is not on topic, you will lose points (the amount depending on how often you write off topic on posts).
  - Vagueness and failure to demonstrate that you have studied the assigned readings will result in loss of points.

**Make-up Policy**

It is strongly advised that you inform me as early as possible if you must miss a quiz or test. I do not accept extra credit work. Please do not ask.

### **Late Assignments**

The general rule for late assignments is that they are docked by 10–15% for every day submitted past the due date. This is only a general rule. Circumstances may dictate a reduction of points greater or less than 10–15%. After two days past the due date, the assignment will receive a zero unless the student has made arrangements with me.

### **Academic Integrity**

Cheating, in any form, will not be tolerated. **This includes use of AI technology!** All work that you submit for this course must be your own. You may not submit for this class work that you have done in other contexts (e.g. for another class). If you submit work that is not your own, you will receive an F on the assignment and other, graver consequences may follow.

### **University Statement**

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).