

THE EVERGREEN STATE COLLEGE
HEROES OF THE HEART

WINTER QUARTER: 2001

Meeting Times:

Tues. Thurs. 6-10 p.m.

Location

Tues. L 2126 & L 4300

Thurs. L 2126 & Cedar Room

Note: 1-16-00, Performance with Laura Simms, 6:00-8:00, Lecture Hall 4

Faculty:

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Furthermore, we have not even to risk the adventure alone, for the heroes of all time have gone before us. Their labyrinth is thoroughly known. We have only to follow the thread of the hero path, and where we had thought to find an abomination, we shall find a god. And where we had thought to slay another, we shall slay ourselves. Where we had thought to travel outward, we will come to the center of our own existence. And where we had thought to be alone, we will be with all the world.

Joseph Campbell

Program Description:

This intensive program will survey the shifting role of the hero in literature, myth, and as cultural icon. Who are our heroes, past and present? Who are our unsung heroes today? How is the role of hero defined by gender, class, and culture? How is the artist seen as hero? How have women redefined the role? How can the role of hero inspire new attitudes and approaches to the challenges we face in a changing world? From Beowulf, Sir Gawain, Martin Luther King, Ghandi, and Leonard Peltier, Joan of Arc, Maxine Hong Kingston, we will review a variety of sources, both contemporary and traditional, as we explore the hero's challenge of sacrifice, struggle, service, and commitment, compassion, and social justice.

We will engage in critical reflection and analysis of texts, films, and performances, developing tools of literary criticism, historical analysis, and psychological interpretation. Sources include ballads and songs, medieval literature, Celtic, Native American, and Greek mythology, poetry, speeches, films, and novels. Students will experience a rigorous program of reading, writing, artistic expression, and critical discussion. Writing and research assignments are designed for the committed student who wants to work deeply and to write well. Instructional strategies include lectures, workshops, films, performances, and seminars.

Goals:

1. To experience the challenges of reading, understanding, talking, and writing about oral, textual, and cinematic representations of the hero.
- 4) To identify themes, motifs, rituals, symbols, and icons associated with different images of the hero.
- 5) To explore the shifting role of the hero of heart of different genders, cultures, and time-periods. (Heroes that are: historic and fictional, young and old, male and female, ancient and modern, western and non-western, outcasts and icons.)
- 6) To complicate your understanding of the hero of heart.
- 7) To identify and appreciate aspects of the hero of heart in everyday life.
- 8) To expand your understanding of the personal essay and to practice creative writing techniques.
- 9) To research, explore, and write about some aspect of the hero that intrigues you.
- 10) To learn basic skills and concepts of oral presentation and storytelling.
- 11) To explore different theoretical traditions that shape our thinking about the hero including: psychology, comparative mythology, literature, and communications theory.
- 12) To transfer the abilities and skills learned in this program to one's academic, professional, and personal life.

Course Equivalencies: Students can receive a total of eight quarter hours for college level work in the following areas: literature, writing, performance arts, and comparative mythology or psychology.

Expectations

- Faithfully attend and fully participate at meetings, workshops, films, and seminars.
- Read and respond to the texts faithfully;
- Maintain a portfolio of class handouts, class notes (on lectures, workshops and films), papers, research, and cumulative work for the quarter. These will be reviewed at fifth week and final evaluation conferences.
- Successfully complete all individual or group projects, presentations, workshops, or assignments on time.

Assignments

- Response papers turned in promptly at each seminar (1-2 pages, typed). These papers will allow you to: 1) comment upon the readings and films, and 2) summarize, reflect upon, and integrate program topics, themes, and issues.
- One personal essay, edited and revised during in-class workshops. (3-5 pages.)
- One typed, double-spaced research or reflective paper (5-7 pages). This paper may involve doing research on a particular historic heroic figure or issue, a comparative study of a heroic theme through film, myth, or literature, or other topics. See handout for more detail.
- Oral presentations: 1) on the readings, and 2) of a story, poem, ballad, or song that relates to heroes of the heart. (You may choose to do another type of creative presentation, such as a comic strip or visual art piece, and other ideas. See handout for details.)
- A final group presentation on some topic, theme, or issue that we explored during the quarter.

"Only when lions have historians, will hunters cease being heroes."
African Proverb

Required Readings: We will read selections from the following texts.

- Heaney, Seamus Heaney (Translator). *Beowulf: A New Verse Translation*.
New York: Farrar Straus & Giroux, 1990. ISBN: 0374111197. Editions: Paperback or Audio. (We will read all of this.)
- Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*.
: Vintage Books, 1989. ISBN: 0679721886.
- Peltier, Leonard. *Prison Writings: My Life Is My Sun Dance*, Griffin Trade Paperback,
Segal, Robert A. (Designer). *In Quest of the Hero: Studies by Otto Rank, Lord
Raglan, Alan Dundes, and Joseph Campbell*, Princeton, 1990. ISBN: 0691020620
(selected excerpts.)
- Thoreau, Henry David. *Civil Disobedience and Other Essays*, Dover Publ, 1993.
ISBN:0486275639. (Excerpts)
- Tolkien, J. R. R. (Translator). *Sir Gawain and the Green Knight*, Ballantine Books, 1988.
ISBN: 0345277600.
- Trask, Willard R. (Translator). *Joan of Arc: In Her Own Words*, Turtle Point Pr.,1996.
ISBN: 1885983085.
- Whyte, David. *The Heart Aroused: Poetry and the Preservation of the Soul in Corporate
America*. :Currency/Doubleday, 1996. ISBN: 0385484186. (Excerpts)
- Thoreau, Henry David. *Civil Disobedience and Other Essays*, Dover Publ., 1993. ISBN:
0486275639, (Excerpts.)

-Additional articles and supplementary readings will be handed out in class or will be available on reserve at the Evergreen Library.

Supplementary Readings:

Additional articles and supplementary readings will be handed out in class or will be available on reserve at the Evergreen Library.

The following supplementary texts are available in the bookstore.

Campbell, Joseph. *Hero with a Thousand Faces*, Princeton Univ. Pr., 1972. ISBN: 0691017840.

Segal, Robert A. (Editor). *Hero Myths : A Reader*, Blackwell Publ., 2000. ISBN: 0631215158

Yolen, Jane (Editor). *Gray Heroes: Elder Tales from Around World*. Penguin USA, 1999. ISBN: 0140276181.

Class Portfolio

Each student is required to keep a class portfolio throughout the quarter. This will be turned in during the fifth week and at the end of the quarter for evaluation conferences. Include your name and a table of contents. **Record the topic and date of each item** in your portfolio. Each section should be arranged chronologically. The portfolio must be kept in a loose leaf three ring binder with dividers and should contain the following:

- 4) Course syllabus, covenant, and class handouts
- 5) Class notes: lectures, speakers, and in-class workshops .
3. Film notes.
4. Seminar notes
5. Weekly reading responses to required texts. Follow format on reading response handout. (A section of reading notes is strongly recommended.)
6. Personal Essay, Drafts of work, editing, and workshop notes.
7. Research Paper -- planning, research & development notes; copies of drafts.
8. Planning notes for oral, in-class presentations.
8. Group Project: planing, research, development notes. Final evaluation of group and process. (This can be done as a group or individually.)
9. Self and Faculty evaluations (Three signed copies on official forms at the end of the quarter.)

Assignments and Due Dates: See handouts for details on projects.

Syllabus Schedule:

Disclaimer: The following class schedule is a general guide and is subject to revision.

Week One: Heroes Of The Heart

Tues.1-9

- Introductions:
- Workshop: Heroes of the Heart
- Film: Joseph Campbell, The Heroes Journey

ASSIGNMENTS: Due Thursday

Reading from handouts—

Joseph Campbell, “The Hero’s Adventure.” *The Power of Myth*
Terry Tempest Williams, “The Village Watchman.”

Thurs. 1-11 Everyday Heroes

- Introduction: Student stories, songs, poems, and presentations. (Working Class Heroes, by John Lennon)
- Writing Workshop 1: Unsung Heroes and Everyday Heroes Of the Heart.
- Film: Simon Birch

ASSIGNMENTS: Due Tuesday

Reading- David White, *The Heart Aroused*. p. 3-178.

Question: How does White connect the stories of Beowulf and The Salmon of Knowledge to our roles as heroes of heart in the modern world? What does he imply about the heroic task of creativity and imagination in the workplace? You may want to draw connections from Campbell, Williams, Simms, films, lectures, or workshops.

Week Two: Awakened Heart

Tues.1-16 Note: We meet in Lecture Hall 4

-Laura Simms: Stories of Awakened Heart

-Seminar: First reading response is due.

ASSIGNMENTS: Due Thursday

Handouts: 1) Judi Barai, "The Feminization of Earth First." 2) Excerpts from Rachel Carson, "Silent Spring."

On Reserve in the Library --optional reading: "Salmon of the Heart."

Thurs. 1-18 The Heroic Heart of the World— Environmental Consciousness.

-Introduction: Student stories, songs, poems, and presentations.

-Lecture/Workshop--Salmon of the Heart-- Animals as Totem of the Hero of Heart, Salmon as symbol of the hero of heart in Native American and Celtic Mythologies (Salmon Journey, Salmon of knowledge, etc.)

-Biographical Film: Rachel Carson, Silent Spring.

-Group Discussion: What was Rachel Carson's struggle as both a writer and hero of environmental consciousness? How does her story relate to David White's ideas of a person's heroism in the modern work place, Judi Barai's experience as a political activist, and the role of women in the environmental movement?

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ASSIGNMENT: Due Tuesday

Seamus Heany, Beowulf.

Question: Based on lectures and readings, describe Beowulf as an Anglo Saxon hero of the heroic tradition. How does this compare to other ideas of the hero that we have explored?

Option: In lieu of a reading response, you may do a cartoon, map, or other visual representation of the story.

Week Three: Beowulf, The Warrior Hero

Tues. 1-23

-Introduction: Student stories, songs, poems, and presentations.

-Lecture and Workshop: Beowulf and the Anglo Saxon Heroic Tradition (Bring your copy of Seamus Heany's, Beowulf.)

-Seminar: Reading Response due.

ASSIGNMENTS: Due Thursday

-First Draft of Personal Essay

Thurs.1-25 Note: We will meet in 2126.

- Introduction: Student stories, songs, poems, and presentations. (Orpheus Myth?)
- Writing Workshop: Editing groups--first draft of you personal essay.
- Film: Cocteau, "Orphee." How does the film convey the 20th C. poet's struggle as hero of heart? How does he go into the underworld, like Beowulf, and face "Grendel and Grendel's mother?"

ASSIGNMENTS: Due Tuesday

J. R. R. Tolkien's, "Sir Gawain and The Green Knight."

Question: Based on lectures and readings, describe Sir Gawain as a hero of the chivalric tradition. What is the function of the "otherworld" journey? Why is Gawain considered a worthy hero of heart?

Option: In lieu of a reading response, you may do a cartoon, map, or other visual representation of the story.

Week Four: Sir Gawain-- The Chivalric Hero

Tues. 1-30

- Introduction: Student stories, songs, poems, and presentations.
- Lecture and Workshop: Sir Gawain: Hero of the Heart and the Medieval Tradition of Chivalry.
- Seminar: Reading Response due.

ASSIGNMENT: Due Thursday

-Statement of Topic for research or reflective paper.
Begin research.

Thursday 2-1

- Introduction: Student stories, songs, poems, and presentations.
- Improvisational Games: Reenacting Beowulf and Sir Gawain.
- Film: Ugetsu. A Japanese film of the hero's otherworldly journey. How does this hero compare to Gawain and Orpheus?

ASSIGNMENTS: Due Tuesday

Maxine Hong Kingston "The Woman Warrior."

Question: How does Maxine Hong Kingston explore the role of culture, gender, myth, family, tradition, and change in challenging the hero of heart?

- Second Draft: Personal Essay.
- Portfolios due.

Week Five: The Woman Warrior

In the middle of the road of my life

I awoke in a dark wood

Where the true way was wholly lost.

Dante Alighieri, *The Commedia*

Tues. 2-6

- Introduction: Student stories, songs, poems, and presentations.
- Writing Group: Workshop and final editing of personal essays.
- Brief Lecture On Kingston
- Student Led Seminar: Reading response due.
(Mid-quarter evaluation conferences.)

Thurs. 2-8

- Introduction: Student stories, songs, poems, and presentations.
- Lecture: The Heroic Ideal--Mythic and Psychological Paradigms in Search of the Hero.
- Film: "A Thousand Pieces Of Gold." How does this Chinese woman's story of immigration and survival compare with "The Woman Warrior?"
(Mid-quarter evaluation conferences, cont.)

ASSIGNMENTS: Due Tuesday

TBA: Everyone will read selections from "In Quest Of The Hero," and "Hero With A Thousand Faces." Students will sign up in groups to present detailed readings and critique of Rank, Raglan, Campbell, or Dundes. (Carlyle and Bently are also possibilities.) See handout for more detail.

Week Six: The Hero As Martyr

Tues. 2-13

- Introduction: Student stories, songs, poems, and presentations.
- Small group discussions of readings, and presentations to large group.
- Seminar on readings. Reading response is due.

ASSIGNMENT: Due Thursday

Final Draft, Personal Essay

Thurs. 2-15

- Introduction: Student stories, songs, poems, and presentations
- First Meeting: Final performance—form groups and develop ideas.
- Brief Lecture: Joan of Arc, hero, warrior, saint, and martyr.
- Film: The Passion Of Joan

ASSIGNMENTS: Due Tuesday

Read, Willard Trask, *Joan Of Arc, In Her Own Words.*

First Draft: Research Paper

Week Seven: The Hero as Boddhisattva

"Before a great vision can become a reality there may be difficulty.

Before a person begins a great endeavor, they may encounter chaos. As a new plant breaks the ground with great difficulty, foreshadowing the huge tree, so must we sometimes push against difficulty in bringing forth our dreams. Out of chaos, brilliant stars are born." I Ching

Tues. 2-20

- Introduction: Student stories, songs, poems, and presentations.
- Writing Groups: Editing the first draft of the research paper.

-Seminar: Joan of Arc.

Thurs. 2-22

-Introduction: Student stories, songs, poems, and presentations. (Political struggle in Tibet? Job?)
-Chogyam Trungpa: The Genuine Heart of Sadness, Fear and Fearlessness.

-Film: Kundun, Documentary, WWII, Heroes of Resistance.

ASSIGNMENT: Due Tuesday

Readings on reserve in the library: Short excerpts (4-5 pages each) from.

- 2) Joseph Campbell, the hero as bodhisattva, (Apotheosis pp. 149-171; The hero as world redeemer, 348-355.) *Heroes With A Thousand Faces*.
- 3) Viktor Frankl, Excerpts from "Man's Search For Meaning."
- 4) Chogyam Trungpa Rinpoche, "The Genuine Heart Of Sadness, Fear and Fearlessness," *Shambala, Sacred Path of the Warrior*;
- 4) Palden Gyatso, "Autobiography of a Tibetan Monk;"
- 5) Thich Nhat Hanh, "Love In Action;" and
- 6) Martin Luther King, "A Tough Mind and Tender Heart," and "Love In Action," from *Strength To Love*.
- 7) The Dali Lama and Howard C. Cutler, M.D. Ch. 3, *The Heart Of Happiness*.
"Training the Mind For Happiness, and Ch. 11 "Finding Meaning In Pain and Suffering."

Week Eight: Hero As Political and Social Activist

Tues. 2-27

-Introduction: Student stories, songs, poems, and presentations.

-Biographical Films:" "Ghandi," and "Eyes On The Prize, Martin Luther King."

-Seminar

Thurs. 3-1

-Introduction: Student stories, songs, poems, and presentations.

-Second Meeting: Final Performance Groups.

-Film: Eyes On the Prize- The American Civil Rights Movement, and Ida B. Wells.

ASSIGNMENT: Due Tuesday

Readings:

1) Thoreau, "Civil Disobedience." (purchase in the bookstore.)

Additional readings:

2) Martin Luther King, "Letter from Birmingham Jail," "I Have a Dream," "Thee Ways of Meeting Oppression."

13) Nelson Mandella, "The Sacred Warrior: The liberator of South Africa looks at the seminal work of the liberator of India."

14) Poems by William Blake, Joy Harjo, and others.

* Please bring your favorite poems of poetic justice ahead of time. Copies may be run off for the class.)

Week Nine: Hero As Political and Social Activist

Tues. 3-6

- Introduction: Student stories, songs, poems, and presentations. (Arjuna)
- Lecture and Workshop: Poetic Justice: William Blake, Joy Harjo and other poets, artists, visionaries, and activists.
- Seminar: Reading response due.

ASSIGNMENTS: Due Thursday
Final Draft of Research/Reflective Paper.

Thurs. 3-8

- Introduction: Student stories, songs, poems, and presentations.
- Third Meeting of Final Performance Group.
- Film: Incident at Oglala or “Doing Time, Doing Vipassana” and “Changing From Inside.”

ASSIGNMENTS: Due Tuesday
Readings: Leonard Peltier, “My Life Is My Sundance.”

Week Ten: Hero of Heart, Ongoing Struggle.

3-13

- Seminar: Reading Response due.
- Film: Geronimo and The Apache Resistance, and Oklahoma History.
- Student Final Group Presentations

ASSIGNMENTS: Due Thursday
-Portfolio
-Final Evaluations.

3-15

- Student Final Group Presentations

3-21-23 Final Evaluation Week