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HRS 151
Guided Reflection (Final)
(FIVE PAGES MAXIMUM, plus start-of-term doodle attached)

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****Type responses directly onto this form, single-spaced****
****Preserve numbering & prompts, but delete unused spaces****

1. Select and describe a mythic story told to and by characters described in one of the assigned primary sources for **Units 3 & 4**, as **described in the on-line list of sample stories**. **IMPORTANT: Provide page number citations, as prompted, even if you don't quote your source directly.** (30 points)

****CAUTION: analysis of stories not included in the on-line list will receive only minimal credit****
(check http://www.csus.edu/indiv/d/duboisj/WM/WM_stories.html)

(a) Storytelling Context (1-2 sentences for each):

- name & features of the person(s) **by whom the story is told** (in some cases, dramatized):

(counter/p.#(s): ____)

- name & features of person(s) **who hear(s) the story** (or see it dramatized):

(counter/p.#(s): ____)

- **space(s) & surroundings** where & **precise time(s)** when the story is told/dramatized:

(counter/p.#(s): ____)

- **actions** (especially ritual) that **lead up to, accompany & follow** the story's telling/enactment

(counter/p.#(s): ____)

(b) Story Summary (4-6 sentences):

(counter/p.#(s): ____)

(c) **Influence**: describe the event, series of related events, or habitual practice that most powerfully demonstrates the sustained influence of the story summarized in (b) on the storyteller(s) and/or listeners described in (a). Then **explain** what is powerful about it, specifying **the way that the story inspires & guides actions**.

(counter/p.#(s): ____)

2. Highlight similarities & differences between the modern storytelling situation described in 1(a)-(c) and several older, more widely told mythic stories and/or related rituals or customs **from the same unit & the same culture**. (In other words, AVOID comparing India & China.) (30 points)

****Illustrate these similarities & differences by selecting, paraphrasing and commenting on three (3) distinct sets of details (story characters & events OR ritual participants & actions) from at least two assigned, non-fiction sources (SHM, on-line EB listings, and/or ethnographic chapters in CP) ****

(a) source: _____ p.#: _____

setting in which story or ritual/custom takes place & **characters or people** involved:

objects & actions involved in ritual/custom OR **events** in the story plot:

similarities with 1(a)-(b):

contrasts with 1(a)-(b):

(b) source: _____ p. #: _____

setting in which story or ritual/custom takes place & **characters or people** involved:

objects & actions involved in ritual/custom OR **events** in the story plot:

similarities with 1(a)-(b):

contrasts with 1(a)-(b):

(c) source: _____ p. #: _____

setting in which story or ritual/custom takes place & **characters or people** involved:

objects & actions involved in ritual/custom OR **events** in the story plot:

similarities with 1(a)-(b):

contrasts with 1(a)-(b):

3. Compare & contrast the storytelling analyzed in #1 to your own storytelling experience. (20 points)

(a) similarities between relevant **details of your story** (describe) & the story summarized in 1(b):

contrasts between the **details of your story** (describe) vs. the story summarized in 1(b):

(b) similarities between the space(s)/surroundings, audience(s), gestures and facial expressions accompanying your own story's telling & the storytelling context described in 1(a):

contrasts between the space(s)/surroundings, audience(s), gestures and facial expressions accompanying your own story's telling vs. the storytelling context described in 1(a):

(c) What new insight does the comparison articulated in #3 provide regarding the storytelling situations described in #1 & 2? (Even if your own storytelling is very different, you should discuss realizations gained from considering that difference.)

SUMMARY & INSIGHTS GAINED FROM #1-3 (20 points)

(a) Review the section on the analogy between stories & maps in "Myths, Stories & Reality." Then create a **diagram, doodle, or concept map** that illustrates & visually compares the way the storytelling activities described in #1-3 provide maps that guide people's thoughts & actions.

(NOTE: digital images &/or graphics must be **integrated into an original layout** to receive credit.)

(b) Comment on the insights reflected in the above diagram, addressing BOTH

- the way mythic stories guide people's thoughts and actions:

- parallels between mythic stories and maps:

(c) Once again **adding to & attaching your start-of-term diagram/doodle**, reflect on any progress you have made since mid-semester in relation to the learning objectives listed on the course syllabus, &/or your hopes/goal(s) identified in the first week.