



those who desire a hard copy can utilize that option, with superior print resolution. Furthermore, this approach allows the course to be more easily converted into an online course in the future.

2. Give all pertinent details of your proposed plan. This should include all activities, projects, research, itinerary, study, employment, expected outcomes, relationships with current coursework, etc. connected with your proposed leave.

While there is a good variety of more popular regional literature available stateside, certain literatures are specific to their native countries. I learned this throughout my prior sabbatical. During this sabbatical year, I plan to renew professional contacts at universities in Scotland and Australia, where I previously worked with the chief librarian at Lews Castle College, on the Isle of Lewis, Scotland, and w Tc-O

My travel will take place from August 2015 through May 2016. I anticipate spending approximately ten days in each country doing active research. In between traveling, I will compile my research into chapters or units of study, and upload those into Moodle. During the fall 2015 term, I will review other mythology texts, and I will revise my study questions and essay prompts. During spring term, I will conclude my travel, and integrate that research into chapters with study questions. I will also update my Power Point presentations for my lectures.

4. Describe how the proposed leave will contribute to your professional development, including how it relates to your current assignment.

In a “Know Your Colleagues” session last semester, Jannie Mackay and Lynn Shaw spoke about the benefits of travel in their jobs as educators. They affirmed that travel makes us all better educators and better employees. I have long asserted that travel provides the best education a student or an educator can attain, and as I stated above, it makes us all better global citizens. In my student evaluations, the most frequent compliment I receive is in regards to my stories, which I use as teaching mechanisms. In my Mythology classes in particular, students frequently write: “her passion for the literature and her knowledge of the places” are strengths of the course, and they regularly tell me that I’ve inspired them to conquer their fears to travel the world. Since I worked in the Study Abroad office at CSULB for three years during grad school, I explain how I went about living and studying overseas. This information demystifies the process for them and empowers them to plan their own semesters abroad, when they transfer to a CSU or UC. And those who do are transformed, matured, sophisticated, less xenophobic, and more open to new experiences. Truly, this is the most rewarding part of my job.

Four years ago, I became Course Evaluation chair. During my first year in that position, I realized how valuable an Honors Addendum to English 33 would be. After writing it and seeing it through the approval process, I began teaching the Honors section, combined with my regular section. The caliber of students drawn to the course rose significantly, necessitating more researched lectures and presentations. I’ve taught the combined Honors sections for three years, and during that time many students have returned to tell me the level and quality of education they received at LBCC is better than many of the classes they have taken at UCs. This is a point of personal pride, and I credit my previous sabbatical for the quality of education I provide my Mythology students. If approved, this new sabbatical will provide refreshing material not only for Mythology, but also for each of my literature and composition classes.

5. Describe how the proposed leave will benefit the college and students.

This sabbatical will benefit the college and our students in numerous ways. As mentioned above, students are influenced by, not only what their instructors present, but also *how* they present it. At the conclusion of spring semester, a student gave me a thank you card that read, “You validated my passion and desire for traveling, and I am going to take what I learned in this class wherever I go! Ireland is first on my list. Thank you for inspiring me and feeding my wanderlust!” Hearing their professors speak about living,

studying, or exploring abroad breaks through their misconceptions and prejudices and, most of all, their fears of travel. And being a globally aware individual helps them make better choices as a local citizen. In my class, we discuss the importance of cacao both in *Popul Vuh* and within Mayan cosmology. This has led to a discussion of fair trade farming and practices, which encouraged them to question how they can act with their own dollars. In our discussion of Celtic folklore, I discuss the Giant's Causeway in Northern Ireland, which figures into the stories of Fynn McCool. This often leads to a discussion about the rising sea levels, which will cover the Causeway in ten years. It's both encouragement to see the site sooner, rather than "someday," as well as to think about how our human contribution to global warming affects far off places.

Ideally, all of our students would have the means to visit at least one foreign country, but realistically, we know that isn't possible. At best, .5% of all college and university students will study abroad. But literature and well-organized lectures can bring the world to their classrooms. And education alone is a wonderful and empowering passport.

The college will benefit from a class that regularly fills to capacity and serves to recruit more English majors who take advantage of the AA-T, which I regularly promote in my classes. But this research will not be limited to English 33. The material will also benefit my English 44/44H class, World Literature I, which uses some of the same references and primary texts.

6. List and describe the specific, tangible products you will bring to the college within 90 days after you return to your assignment.

Tangible products will include:

- I. An eBook with eight chapters, each including an introduction to the culture and the literature, selected readings, and pertinent study questions. Chapters 1, 2 and 3 are already largely complete, and only need revisions and to be adapted into the format.
  - A. Chapter 1—Shinto
  - B. Chapter 2—Mayan
  - C. Chapter 3—Chumash/Native American
  - D. Chapter 4—Celtic
  - E. Chapter 5—Gaelic
  - F. Chapter 6—Aborigine
  - G. Chapter 7—Maori
  - H. Chapter 8—Maasai/African
- II. Print-quality photos to compliment the chapters.
- III. An annotated bibliography including, but not limited to:

Blackburn, Thomas C. *December's Child: A Book of Chumash Oral Legends*. Berkeley:

U of California P. 1975. Print.

Campbell, John Gregorson. *The Gaelic Otherworld*. Edinburgh: Birlinn. 2005. Print.



Print.

Walker, James R. *Lakota Beliefs and Rituals*. Lincoln: U of Nebraska P. 1991. Print.

IV. Throughout the fall 2015 semester, I will receive additional training on Moodle through IITS to obtain the necessary skills to upload and publish the eBook chapters. I have already discussed my needs with Wendi Lopez and will continue to consult with her throughout the project.

7.

Describe how you will share the outcomes of your proposed leave with other interested parties upon your return.

After submitting my report to the Sabbatical Committee and Board of Trustees, my students will be the primary beneficiaries of my research, in the eBook I will use in class. I also plan to make my research publically accessible to any colleagues who are interested, and if desired, I can present a Flex session for my department, as well as for the "Know Your Colleagues" series.

8. If applicable, please disclose any additional sources of employment earnings during the proposed leave.

I anticipate no other sources of income.

October 30, 2014

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Allison G. Murray Pop

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Date