ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Historical, Philosophical and Religious Studies</th>
<th>Department</th>
<th>Religious Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>REL</td>
<td>Number</td>
<td>287</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No
If yes, please identify course(s) ____________________________

Is this a shared course? No
If so, list all academic units offering this course ____________________________

Course description: ____________________________

Requested designation: Humanities, Fine Arts and Design–HU
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
• Literacy and Critical Inquiry core courses (L)
• Mathematics core courses (MA)
• Computer/statistics/quantitative applications core courses (CS)
• Humanities, Arts and Design core courses (HU)
• Social-Behavioral Sciences core courses (SB)
• Natural Sciences core courses (SQ/SG)
• Cultural Diversity in the United States courses (C)
• Global Awareness courses (G)
• Historical Awareness courses (H)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name Cindy Baade
Mail code 4302
Phone 5-7183
E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia
Chair/Director (Signature): [Signature]
Date: 4/1/15

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, ARTS AND DESIGN [HU] courses must meet either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>✗</td>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
</tr>
<tr>
<td>☒</td>
<td>✗</td>
<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td>✗</td>
<td>☒</td>
<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
</tr>
<tr>
<td>✗</td>
<td>☒</td>
<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td>✒</td>
<td>✗</td>
<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
</tr>
<tr>
<td>✗</td>
<td>☒</td>
<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
</tr>
<tr>
<td>✗</td>
<td>☒</td>
<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<tr>
<td>✗</td>
<td>☒</td>
<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL</td>
<td>287</td>
<td>Topics in Film, Media, and Religion</td>
<td>HU</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Emphasizes the study of values; the development of philosophies, religions, ethics, or belief systems.</td>
<td>This course uses film and media to help contextualize the study of various religious traditions and belief systems in a global context.</td>
<td>Section 1: &quot;The Color Purple&quot; and &quot;End of the Wicked&quot; - Christianity, Pentecostalism. Section 2: &quot;Spring, Summer, Fall, Winter, and Spring&quot; - Buddhism; &quot;The Passion of the Christ&quot; - Christianity Section 3: &quot;Timbuktu&quot; - Islam (various expressions); class session on terrorism and Islam Section 4: &quot;Kumare&quot; - Hinduism and New Religious Movements TV documentaries: Mormonism, evangelical Christianity, Islam in North America Section 5: &quot;Waltz with Bashir&quot; - Judaism; &quot;Earth&quot; - Hinduism and Islam (India); Charlie Hebdo (Islam in Europe) Section 6: &quot;Avatar&quot; - indigenous religions, Christianity Section 7: Religious fundamentalism in Islam and Christianity</td>
</tr>
<tr>
<td>2: Interpretation and analysis of written and visual texts</td>
<td>The course is based around the interpretation and analysis of films and various forms of media (television, social media, news media).</td>
<td>Assignments: Students are required to write two substantive analyses of films that are viewed in class and one larger analysis of a film that was not required viewing in class. Students are required to do a group project that analyzes the use of social media by a religious figure or religious group. Students are also required to write a critical analysis of a news/media story concerning religion. Required viewing/reading: Films and media examples are paired with relevant scholarly readings that address critical theoretical or methodological issues with respect to the interpretation or analysis of the film or media.</td>
</tr>
</tbody>
</table>
| Christianity | Section 1 - "End of the Wicked" (Pentecostalism); "The Color Purple" (Womanist theology; Christianity); Section 2 - "The Passion of the Christ" (Catholicism); Section 3 - Christianity and terrorism; Section 4 - Mormonism, evangelical Christianity; Section 6 - Mormonism (Battlestar Galactica); "Avatar" Islam: Section III: "Timbuktu"; Section 5: "Waltz with Bashir"; "Earth"; Charlie Hebdo comics; Section 7: Modernity, Social Media, and Fundamentalism 
Buddhism: Section 2: "Spring, Summer, Fall, Winter, and Spring" 
Hinduism: Section 4: "Kumare"; Section 5: "Earth"; Section 6: "Avatar" 
Judaism: Section 5: "Waltz with Bashir" |
<table>
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</thead>
<tbody>
<tr>
<td>4a: concerns religious systems of thought</td>
<td>This course uses film to introduce religious traditions and systems of thought while also providing multiple perspectives on some religious traditions.</td>
</tr>
</tbody>
</table>
REL 287 Topics in Film, Media and Religion

This course explores specialized topics in the study of film, media, and religion. It analyzes how religious values, identities, and practices related to various cultural traditions are constructed, communicated and presented through films and media.
"Film, Media, and Religion"
REL 287

Instructor: Jason Bruner
Office: COOR 3326
Phone: 480-965-0454
Email: Jason.Bruner.1@asu.edu

Course Description
This course explores specialized topics in the study of film, media, and religion. It analyzes how religious values, identities, and practices related to various cultural traditions are constructed, communicated and presented through films and media. It pays particular attention to the dissemination, discussion, and social significance of religious ideologies, ethical debates, and religious fundamentalism in film and media and analyzes the emergence of new forms of ritual and worship on the internet and social media.

Please note that all films will be made available via electronic reserve at ASU.

Course Objectives
This course will:
1. Introduce students to specialized topics in the study of film, media, and religion
2) Familiarize students with transdisciplinary tools exploring the mediated construction and representation of religious values, identities, and practices.
3. Analyze the technological and social intersection of religion, film and media.
4. Facilitate critical awareness of the dissemination and discussion of religious ideologies, ethical debates, and religious fundamentalism in film and media.
5. Explore the emergence of new forms of ritual and worship on the internet and social media.

Course Learning Outcomes
Having completed this course, the student should:
1) Be able to use and integrate methodological tools from Religious Studies and Film and Media Studies.
2) Have learned to critically analyze films and media productions dealing with the representation and performance of religious values, identities, and practices.
3) Have strengthened their skills in visual analysis, critical writing and verbal communication.
4) Be able to critique depictions of religions, religious traditions and subjects in film, media, and popular culture.
Assignments

Quizzes (10 points each; 150 points total): Weekly quizzes will be given on individual films and required readings.

Response Papers (100 points each; 200 points total): The student will write two papers of 250-300 words each in response to one of the films assigned for the class. The paper is due on the class day for which the film is assigned. One paper should be on a film assigned in sections 1-3 of the course syllabus; the second paper should be on a film assigned in sections 4-7 of the syllabus. The paper should demonstrate a close, careful viewing and analysis of the film, with particular attention to the thematic elements highlighted by the supplemental readings.

News Analysis (200 points): This assignment is due in week 8. Each student will take a news story and analyze its description, use, and/or presentation of “religion” or religious people and communities. A list of acceptable news essays will be provided in class, though others will be accepted with instructor permission. The analysis should be between 700 and 750 words. It should address basic questions about the assumptions the author makes about the role of religion, faith, and/or belief in the story or in the subjects in the story.

Group Project Presentation (150 points): Students will work in groups of 3-4 to analyze the social media presence of a notable religious figure or community. This could include a Twitter feed, Facebook page, or community in Second Life, for example. Students will give short presentations of no more than 10 minutes in week 14 that highlight the most significant features and content of this aspect of digital religion and its relationship to the course. Each group will also submit a 2-page write-up of their findings and conclusions.

Final Paper (200 points): For the final paper, students should review the list of films in the syllabus, choose one, view it carefully, and write an analysis of 1400-1500 words. Films viewed or assigned in class are not eligible for this paper. The paper should demonstrate the application of critical theories, methods, and ideas from the study of film and religion. It should apply one or more of these themes or theories to understand elements of religion or its depiction in the film, keeping in mind that these elements will be more obvious in some films than others.

List of films for final paper (others accepted at instructor’s discretion)

- 12 Years a Slave
- Amistad
- The Apostle
- The Burmese Harp
- Children of Heaven
- Children of Men
- The Chosen
- Constantine
- Count of Monte Cristo
- The Cup
- Devi
- Divine Secrets of the Ya Ya sisterhood
- The Exorcist
- Holy Father, Holy Son
- Inherit: the Wind
- The Jazz Singer
Lagaan
Life is Beautiful
O Brother, Where Art Thou?
On the Waterfront
Malcolm X
The Matrix
P.K.

Spring, Summer, Winter, Fall, and Spring
Stigmata
Taste of Cherry
Their Eyes Were Watching God
Tree of Life
Truman Show

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>970-1000</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>930-969</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>830-869</td>
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<tr>
<td>B-</td>
<td>800-829</td>
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<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>0-599</td>
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</tbody>
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Required Readings

All readings will be made available through Blackboard.


Class Schedule

Section I: Religion and Gender
January 13: Introduction: How to "see religion" in film
Film: "The Color Purple"


Supplemental Reading: John Lyden, Film on Religion: Myths, Movies, Rituals (New York: NYU Press, 2003), introduction.

January 20: Film: "End of the Wicked"

Required Reading: "Lights, Camera, Africa," The Economist (Dec. 16, 2010)
http://www.economist.com/node/17723124


Section II: Ritual and Symbolism
January 27: Film: "Spring, Summer, Fall, Winter, and Spring"


February 3: Film: "The Passion of the Christ"


Section III: Violence
February 10: Film: "Timbuktu"


**February 17:** Terrorism and News Media

**Media:** Media networks’ coverage of “terrorism”, including Norway mass shooting, Oklahoma City bombing; Clips from TV show “24”


**Section IV: Representing Religion: Documentary**

**February 24:** Film: “Kumar”


**Assignment Due: News Analysis (submit via Blackboard)**

**March 3:** Religion and Television

**Media:** Excerpts from “19 Kids and Counting” / “Sister Wives”

“American Muslim” / “The Little Mosque on the Prairie”


**March 10: Spring Break (no class)**

**Section V: Religion and the “Other”**

**March 17:** Film: “Waltz with Bashir”


March 24: Film: “Earth”


March 31: Charlie Hebdo and Danish cartoons of Mohammed


Section VI: Religion and Other Worlds

April 7: Film: *Batstar Galactica*, selections


April 14: Film: “Avatard”


Section VII: Social Media and Digital Religion

April 21: Modernity, Religious Fundamentalism, and Social Media


**Read one of the following articles:**


**Assignment Due:** Group Project Presentations (including the submission of a 2-page summary)

April 28: 

**Conclusion:** Thinking about religion in a digital age

**Film:** "Her"


**Supplemental Reading:** Robert M. Geraci, "Video Games and the Transhuman Inclination," Zygon 47:4 (2012), 735-756.

**Final Exam Date:** Final paper due

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**Class Policies**

**Academic Integrity**
Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XF), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.gsu.edu/academicintegrity](http://provost.gsu.edu/academicintegrity).

**Computers**
Computers are amazing tools that allow us to send and view pictures of our cats instantly to virtually anywhere in the world. If I find that you are using a computer for this or any other non-class-related purpose (including, but not limited to, using social media, shopping, watching videos, or email) — or if I find that they are being a hindrance to the class and a distraction to those around you — I reserve the right to limit or prohibit their use in class. This includes laptops, cell phones, iPods, and tablets, among other devices. This class will be most interesting and rewarding for all of us if you and those around you are engaged in discussions and class activities.

**Blackboard Information**
Blackboard is an integral component of this course. Many required and supplemental readings and materials will be posted to Blackboard throughout the semester and it is the
student's responsibility to check both Blackboard and their university e-mail regularly for information and content pertaining to the course. If you are properly enrolled in the course, a link to this course's Blackboard page should appear in the "MyASU Courses" section of your MyASU page. If a link does not appear or if you do not have an ASURITE ID, please contact the ASU helpdesk at (480) 965-6500.

Attendance

Students are expected to attend all class sessions and attendance will be taken. Absences for non-medical reasons need to contact the professor beforehand, and such absences will be excused at the discretion of the professor. Please give prior notice for absences due to religious holidays and university-sponsored events, which are considered excused absences. Students are permitted 2 unexcused absences. Unexcused absences beyond these two will negatively impact your final grade, and excessive unexcused absences can result in your failing the course. Conversely, consistent engagement in classroom activities and discussions can potentially increase your final grade.

Make-ups

All assignments are due on or before the date and time stipulated above in the syllabus, even if the student is absent for a class meeting on which an assignment is due. Late assignments will be accepted at the discretion of the instructor. In the event that the timely submission of an assignment is not possible, prior notification is required, and it will be accepted at the discretion of the instructor. Unexcused late assignments will be subject to a penalty of a 10% reduction per 24-hour period after the due date and time stated for that assignment.

Withdrawals and Incompletes

http://www.asu.edu/sad/catalogs/general/ug-enrollment.html#grading-system

Classroom Decorum

Students are expected to come to class on time. Class sessions are designed to have consistent student participation. Therefore, student interaction with the material and one another is vital to the success of this course. Diversity is a fundamental and essential part of successful learning. Discussions and student interactions should be conducted in a respectful, civil manner, being mindful of differences of gender, sexuality, abilities, religion, political ideologies, and ethnicity, among others, as well as varying levels of familiarity and expertise in the subject matter among students.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations
Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/od/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Final Disclaimer
The instructor reserves the right to amend or alter this syllabus.
Required Readings
All readings will be made available through Blackboard.


