

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

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> 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.</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	RequirementsRev2.pdf
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	RequirementsRev2.pdf
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.</li> </ul>	
		<ul style="list-style-type: none"> <li>Courses devoted <b>primarily</b> to developing skill in the use of a language -- <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>Courses which emphasize the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>Courses devoted <b>primarily</b> to teaching skills.</li> </ul>	

Course Prefix	Number	Title	Designation
GER	315	Germanic Mythology	HU

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Study of values	The development of the pre-Christian Germanic religion from its historical roots through the present-day reveals the beliefs and practices of the German people as well as 19 <sup>th</sup> and 20 <sup>th</sup> -centuries attempts by states and individuals to manipulate these beliefs for their own ideological goals.	The stories of the gods and the sagas reveal the values and, to a lesser extent, rituals of the Germanic religion. Readings in the primary sources (Eddas, Sagas, Beowulf, Song of Nibelungs, Saga of the Völsungs, Thomas Gray, Richard Wagner, National Socialist literature) and a secondary source (Ellis Davidson) allow students to compare the actual religion with the various uses and abuses of it by various groups.
4a. Development of human thought		Analysis of the old Germanic religion and modification by various ideologies to show how beliefs, values and practices changed over time. Racism and anti-Semitism represent late mid-19 <sup>th</sup> century additions.