

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 10/15/2013

1. ACADEMIC UNIT: School of International Letters and Cultures

2. COURSE PROPOSED: SLC 394 Classics and Comics 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Paul Arena Phone: 602-421-5077
Mail Code: 0202 E-Mail: paul.arena@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. **(Please submit one designation per proposal)**

Core Areas

Literacy and Critical Inquiry-L
 Mathematical Studies-MA CS
 Humanities, Fine Arts and Design-HU
 Social and Behavioral Sciences-SB
 Natural Sciences-SQ SG

Awareness Areas

Global Awareness-G
 Historical Awareness-H
 Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
 (1) Course Description
 (2) Course Syllabus
 (3) Criteria Checklist for the area
 (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: No Yes; Please identify courses: GRK 394 LAT 394

Is this multisection course?: No Yes; Is it governed by a common syllabus? yes

R. Joe Cutter
Chair/Director (Print or Type)


Chair/Director (Signature)

Date: 10/16/13

SLC 394: Classics & Comics

Course Catalog description: Covers topics of immediate or special interest to a faculty member and students.

Arizona State University Criteria Checklist for

HUMANITIES, FINE 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 fine 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 fine 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, Fine 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, Fine 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, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

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

ASU - [HU] CRITERIA			
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.			
YES	NO		Identify Documentation Submitted
<input 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.	
<input checked="" 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 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.	
<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> 	
		<ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
SLC	394	Classics and Comics	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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2. Concerns the comprehension and interpretation of written, aural, or visual texts, and/or the historical development of textual traditions.	This course provides an introduction and survey of a large collection of American comic books and graphic novels, in order to understand the characteristics, history, mythology, and development over time of the American superhero tradition as a literary and visual genre.	Throughout the syllabus; the readings and lectures focus as one of the primary themes of the class on the three iconic figures of the American Superhero: Superman, Batman and Wonder Woman. Students are required to trace the development of these three figures from their earliest iterations in the 1930s and 1940s through their most modern revisions and retellings. Students are asked to prove their familiarity with the histories and mythologies of these characters in quizzes and the final exam.
4d. Deepen awareness of the analysis of literature and the development of literary traditions.	In order to foster comprehension and deepen student awareness of comic books and graphic novels as literature, selected literary and mythological traditions of the ancient Greeks and Romans are used as a model, and the course engages in a great deal of comparative analysis of the two traditions.	As a second major theme of the class, students are required to become familiar with select ancient Greek and Roman literary traditions, including the wide variety of literature focused on Hercules and the Trojan War, as well as more focused topics such as the Homeric Hymns and the mythology of the Amazons. Finally, the classical tradition of Ancient Greek and Roman stories retold in a graphic novel format is explored through titles such as Frank Miller's 300 and Shanower's Age of Bronze. Students are required to analyze Superhero stories in comparison to ancient Greek and Roman literary traditions through two short papers and a significant final group project.

<p>4b Concerns aesthetic systems and values, literary and visual arts</p>	<p>Discussions of the literary and visual aesthetics of the comic book tradition are a large part of the class, with particular emphasis on the unique combination of literature and art that is native to the graphic novel genre. These discussions often focus on the comparative mythologies of modern graphic novels and that of the classical Greeks and Romans, with particular emphasis on literary and visual themes.</p>	<p>Very fruitful discussions of topics such as the similarities between Hercules and Superman are accompanied by powerpoint presentations that highlight the remarkably similar visual iconography between the two traditions. Discussion of the differences between Odysseus and Batman are used to illustrate the somber, shaded realism in the art of recent graphic novel presentations of the latter. The ancient Greek tradition of the Amazons with regard to Wonder Woman allow for discussion and comparison of the portrayal of heroic females in ancient and modern contexts both literary and visual. Student responses both in class and in more formal online responses to discussion questions are required. Finally, while comic books and graphic novels are the primary focus as the "canon" of superhero mythology, some attention is also paid in lectures to film and television adaptations of these stories, and students are allowed to use these adaptations as sources for the final project.</p>
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Classics and Comics SLC/GRK 394

Paul M. Arena

PSA 106 TTh 12-1:15pm

Office: LL164G Office Hours: MW 2:30-3:15pm; F 10-11am (online)

outside of office hours, email me for an appointment

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email: pmarena@asu.edu

Course Objectives:

This course provides an introduction and survey of a large collection of American comic books. Modern comics contain an enormous and diverse range of content — much of our focus in this course will be on the American “superhero” tradition. Indeed, this American “superhero” tradition has its own history and mythology that lends itself to a very direct comparison to the cultural and mythological traditions of Greece and Rome. So in addition to the comics, we shall also be looking closely at the texts of Classical authors to compare the two traditions. Finally, we shall also look at several comics that are direct modern retellings of Classical subjects. All of this will provide a very rich experience, exploring the connections between Classics and Comics.

Expected Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Know the basic facts about the history of American Superhero Comics, and the general evolution of the genre; how these comic have changed with American culture, and how Classical themes have been a large part of this development.
- Comprehend and interpret comics as literature, placing them within the framework of their cultural history, as well as other traditions.
- Learn to appreciate how Greco-Roman history and myths are retold in popular culture, and how this reception is an essential part of the Classical Tradition.
- Think critically about the reception of comics, how they affect their audience, taking into account factors ranging from, artistic techniques, production and the intended audience.

Grading:

Graded material for the semester shall include: **two short papers** (Oct 4, Nov 15; 10% each), **3 quizzes** (20%), **a group presentation** (20% each) and the **final exam** (Finals Week; 25%). For my expectations regarding papers and the exam, I shall provide an explanation along with essay topics in separate documents available on BB. In addition, students are required to post “responses” to the weekly reading assignments. Most weeks I shall provide a few study questions for our frequent close readings of assigned comics and texts. You will respond to these on BB via the “response” forum (More on this below.) **Your participation in these discussions will reflect greatly upon your response/attendance/participation grade (15% of final grade.)**

If you have any questions about class or wider academic interests please do not hesitate to email or come and see me in my office hours or at some arranged time.

Attendance Policy

Attendance is expected. Quizzes cannot be made-up unless there is a documented emergency.

Book List (Available at the Student Book Center):

Scott McCloud, Understanding Comics, and Reinventing Comics; Trzaskoma, Anthology of Classical Myth

Graphic Novel List (Available at Pop Culture Paradise):

Frank Miller *Batman Year One*

Grant Morrison *All-Star Superman* Vols. 1&2

George Perez *Wonder Woman* Vol. 1 “Gods and Mortals”

Brad Meltzer *Justice League of America* “Tornado’s Path”

Geoff Johns *Justice League* Vol.1 (New 52) “Origin”

Mark Waid *Kingdom Come*

*Greg Pak, *Incredible Hercules* Vol. 3 “Love and War”

Geoff Johns *Batman Earth One*

Frank Miller *300*

Eric Shanower *Age of Bronze* Vols. 1 & 2

Alan Moore *Watchmen*

*NOT available at Pop Culture. There will be extra copies for reading in Hayden Reserve

n.b. The above list refers to the titles of the books and graphic novels I ordered for the class. The Student Book Center is located at 704 South College Avenue. Pop Culute Paradise is located very close by at 715 South Forest Avenue. Pop Culture Paradise will be offering the above graphic novels at a significant discount. HOWEVER, you will have access to ALL the graphic novels in this course at Hayden Library Reserve: <http://lib.asu.edu/access/reserves> Also, digital options for comics will also be discussed for those of you who are so inclined.

Groups: I shall divide the students of the course up into 6 groups (or “teams”) of 3-4 students. The classmates in your group will be your reading response partners, and more importantly, will form your team for a critical presentation for the semester. The details on “teams” (and the choices you have for names!) will be posted on BB.

Responses: on BB under “Questions and Responses,” I will post a couple of questions before each class. A member(s) of one of the groups will be responsible for a “reader response” to the questions posted. The response must be a minimum of 150 words. Your responses will be graded as (S)atisfactory, (U)nsatisfactory, or (E)xcellent. In addition, these responses will serve as a springboard for the class discussion the following day — thus it will be important to get the response posted by the evening before class.

Group presentation: in addition to the weekly “responses,” your groups will also be responsible for one “comics presentation” during the semester. I will start to schedule these 2 or 3 weeks into the course. Any comic author and character is eligible, EXCEPT for the characters widely covered in this course. The exact parameters of the group project will be posted on BB in a separate document.

Caveat Lector

It is very important that students remember that the purpose of this course is to study literature and culture. Greece and Rome are the forefathers of Western culture and many aspects of Greek and Roman society may seem familiar to us today; however, many aspects of their culture are also alien and might even be considered offensive in today’s society. In addition, while many of the American Superhero Comics we shall study will be at most “PG” level material, some comics may feature more graphic violence and nudity than you are accustomed to. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

Scholastic dishonesty

Scholastic dishonesty on any assignment will result in a failing grade (E) for that assignment which may not be dropped. Scholastic dishonesty includes any kind of cheating. For the university policy, which this class follows, see:

<http://www.asu.edu/aad/manuals/acd/studentacint.html>.

Accommodations

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

Religious accommodations:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

University-sanctioned activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Disability resources: <http://www.asu.edu/aad/manuals/ssm/index.html#700>. NB: Students requesting accommodation for reasons of a disability must be registered with the Disability Resource Center and submit the appropriate documentation from the DRC.

Policy on behavior in the classroom

During lectures and discussion sessions, I assume that you will listen and respond both to me and to one another. In order to accomplish this, you must refrain from using computers, cellphones, PDAs, music players, etc. etc., etc. Use of these items—however

unobtrusive you may think you're being—will result in the loss of participation points. Recording devices may be permitted at the discretion of the instructor (see me).

Disruptive behavior of any sort by anyone will not be tolerated. See the university policy: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

Schedule of Readings and Assignments

Week 1: Introduction; Aug 23: Syllabus; “Intro to Comics and Classics”

Week 2: Aug 28: “Comics as Literature” Aug 30: McCloud *Understanding Comics*

Week 3: Sep 4: “Classical Culture”; “Hercules Papyrus” Sep 6: “Batman”

Week 4: Sep 11: Miller *Batman Year One* Sep 13: “Superman”

Week 5: Sep 18: Morrison *All-Star Superman* Sep 20: *All-Star Superman*; *Homeric Hymns* QUIZ #1

Week 6: Sep 25: Hesiod *Theogony* Sep 27: “Wonder Woman”

Week 7: Oct 2: Perez *Gods and Mortals* Oct 4: “Wonder Woman” (Film) PAPER #1

Week 8: Oct 9: “Wonder Woman and the Amazons” Oct 11: *AoCM*, Hyg 1-8, Hell 157; *Pin Olympian I*

Week 9: Oct 16: FALL BREAK Oct 18: Johns *Batman Earth One*

Week 10: Oct 23: Meltzer *Justice League Tornado's Path* Oct 25: Johns *Justice League Origin* STUDENT PRESENTATIONS BEGIN

Week 11: Oct 30: McCloud *Reinventing Comics* QUIZ #2 Nov 1: Pak *Incredible Hercules Love and War*

Week 12: Nov 6: Waid *Kingdom Come* Nov 8: “Retelling Antiquity in Comics”; McGinley “Hannibal goes to Rome”

Week 13: Nov 13: Miller *300* Nov 15: Miller *300*; Shanower *Age of Bronze* PAPER #2

Week 14: Nov 20: Shanower *Age of Bronze* Nov 22: THANKSGIVING BREAK

Week 15: Shanower *Age of Bronze*; QUIZ #3 Nov 29: Somber, *Shaded Realism: The Modern Superhero*; Moore *Watchmen*

Week 16: Moore *Watchmen* Dec 6: Moore *Watchmen*

Week 17: Dec 11: Final Thoughts...