



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department SILC
Prefix SLC Number 194 Title Gods and Monsters: Comparative Mythology Units: 3

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

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required) WT

Course description:

Requested designation:

Mandatory Review: No

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

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.

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 course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Sarah Bolmarcich E-mail sbolmarc@asu.edu Phone 480-727-9138

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 3.2.2017

Chair/Director (Signature): [Handwritten Signature]

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 <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 checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		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.	

Course Prefix	Number	Title	General Studies Designation
SLC	194	Gods and Monsters: Comparative 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 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)
1, 4a, 4b	A culture's mythology is inherently related to its philosophies, values, ethics, and belief systems; myths are didactic as well as entertaining. The comparative nature of the course allows students to consider as well whether there are universal elements to human philosophies, ethics, religion, and belief systems.	Throughout the syllabus; every reading and lecture except the first and two last studies the myths of different cultures and what they reveal about their culture.
2, 4c	Most of the myths covered in the course represent first aural/oral traditions and then written ones. We will be looking at the historical development of these traditions and the circumstances of their creation.	The textbooks offer analysis and interpretations of individual myths and mythological archetypes (see tables of contents, attached), Myth and Knowing for Units 1, 2, 3, 4, 5, and 7, and World of Myth for individual myths read. Assignments - the blog posts and the short video presentation - offer students the chance to do their own interpretation and analysis.
4b	Myth is often a blend of written and oral literature. It reveals a culture's intrinsic values and aesthetic belief systems (what is good, what is beautiful, what is divine, etc.).	Throughout the syllabus; every reading and lecture except the first and two last studies the myths of different cultures and what they reveal about their culture.
4c	Attention is paid to the creations of myths studied across cultures, and also to how the myths were presented (at religious festivals, as entertainment, etc.).	Throughout the syllabus; every reading and lecture except the first and two last studies the myths of different cultures and what they reveal about their culture.

Catalog course description

This course is an introduction to world mythology, including classical Greek and Roman, Middle Eastern, Germanic, Biblical, and New World traditions. The course will be organized around themes like the origins of the gods, love stories, flood stories, the world of the dead, heroic sagas, war stories, and others. Students will be asked to read short selections from the various cultures and compare the stories in specific and analytical ways, using innovative technologies like student-generated video blogs and journal posts for their assignments.

SLC 194: Comparative Mythology, Fall 2017
Professor Sarah Bolmarcich
Office hours: TBA

MWF 11:50 am - 12:40 pm
sbolmarc@asu.edu
LL 172H

Course Description: An introduction to world mythology via a comparative approach.

Enrollment Requirements: No prerequisites. Course fulfills the following General Studies requirements: TBD.

Course Overview: This course will guide students in comparing the mythology of a number of different cultures, including ancient Greek, Asian, Middle Eastern, European, Biblical, and aboriginal traditions. The readings and assessments for the course will be rooted in the relevant literature from each tradition. The course will therefore introduce students to (short selections from) texts from a variety of cultures, including ancient Greek epic and tragedy, the Bhagavad Gita, the classical Chinese epic *Journey to the West*, the various flood stories from Mesopotamian cultures, the Egyptian Book of the Dead, the Persian Shahnameh, and Old Norse sagas. In addition, students will encounter oral tradition and folklore from the Brothers Grimm, Slavic creature stories, Navajo texts, African records, and Mesoamerican cultures like the Aztecs. These types of texts will invite discussion of cultural appropriation and the modern uses of such traditions as well.

Student Learning Outcomes: After completion of the course, students will be able to:

- demonstrate knowledge of the mythological traditions of every major geographical area of the world
- assess new mythological material and place it within its cultural and thematic context
- compare and contrast mythological themes as expressed by different cultures with a view to insight both into mythology and culture
- analyze different cultures' attitudes towards and use of mythology
- explore the use of mythology in the modern world
- evaluate the cultural appropriation of myth between cultures
- state the effect of increasing globalization on mythological traditions and studies

Required Materials:

- S. Leonard and M. McClure, *Myth and Knowing: An Introduction to World Mythology*. ISBN 0-7674-1957-X.
- D. Leeming, *The World of Myth: An Anthology*. ISBN 978-0-19-931636-6.
- a few other readings are available on the Blackboard site

- a TurningPoint account (used with either a clicker, responseware.com, or the ResponseWare smartphone app)

Grading Scale:

The grading scale for the course will be as follows:

A+: 100 (A+'s are only given for natural 100s, before the addition of any extra credit that may be offered)

A: 93-99

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 70-76

D: 60-69

E: below 60

Breakdown of the Final Grade: Your final grade will comprise the weighted total of the grades from the following categories.

Attendance and Participation (measured by TurningPoint)	20%
Two midterms (15% each)	30%
Final examination	20%
Video presentation (5 minutes)	10%
Group activities on Blackboard (blog)	20%

Attendance and participation. Students are expected to attend class, as this is crucial to success in the course. Attendance will be measured by answering questions on the lecture and reading material for the day using a TurningPoint account via a clicker or responseware.com. Participation will be measured by answering opinion questions or polls during the lectures.

Two midterms. Each of the (roughly) first two-thirds of the course will end with a midterm examination or the final. The first midterm will be M 9/25, and covers the first three units of the course. The second midterm will be M 11/13, and covers units 4-6. The midterms are not cumulative, only covering their specific units.

Final Examination. The last third of the course will end with a final during final exam period (currently scheduled for M 12/4, 12:10-2 pm). The final will cover unit 7 and the

concluding lectures (not cumulative) and include an essay that is meant to demonstrate knowledge of the breadth of material covered in the course (cumulative).

Video presentation: Each student will create a five-minute video presentation comparing and contrasting two different myths. One myth will have been covered in the course; the other myth will not have been covered in the course and will be of the student's choosing.

Group activities on Blackboard (blog): Each student will be assigned to a group representing one of the cultures or areas covered in the course. For each unit, each student will submit a blog post on one of the myths covered in that unit for their culture, stating what they think are the most important themes and noting any parallels or correspondences with other cultures' mythologies.

Academic integrity

Academic honesty is expected of all students in all examinations, papers, and 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 XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Accommodating students with disabilities

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. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Accommodations for religious reasons and extracurricular activities

Students with religious needs that will require their absence from class should alert the instructor as soon as possible and make any arrangements needed to make up work.

Likewise, students involved in extracurricular activities may be excused from class upon proper notification from their supervisors or coaches.

Classroom behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will

not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Friendly Warning: This course deals with the study of other cultures whose customs may be alien to you. Some of those customs and the material in the texts we read may be offensive to you. If you are disturbed by anything covered in the course, please feel free to discuss your concerns with me as the instructor, my immediate supervisor, Mike Tueller (mtuelle1@asu.edu), or the director of SILC, Nina Berman (Nina.Berman@asu.edu).

NB: This syllabus is subject to change if the instructor deems it so necessary academically.

Course Itinerary:

WM = *World of Myth* MK = *Myth and Knowing* * = reading on Blackboard site

F 8/18 Introduction to Comparative Mythology
MK, Chapter 1
WM, pp. 1-6

UNIT ONE: CREATION AND DESTRUCTION

M 8/21 Mediterranean
MK pp. 32-46, 75-79
WM pp. 15-24, 25-26, 27-31, 42-55, 59-65, 69-72, 74

W 8/23 Far East/India

MK pp. 79-83
WM pp. 24-25, 26-27, 55-59, 76-79

F 8/25 **American aboriginal**
MK pp. 68-75, 90-99
WM pp. 33-34, 36-38, 65-67, 79-81

M 8/28 **Africa and Arabia**
MK pp. 46-57
WM pp. 34-36, 74-76

F 8/30 **Europe and Modern**
MK pp. 168-181
WM pp. 31-33, 38-39, 81-83

UNIT TWO: GODS AND GODDESSES

F 9/1 **Mediterranean**
MK pp. 220-227
WM 89-92, 95-109

M 9/4 **Labor Day holiday; no class**

W 9/6 **Far East/India**
MK pp. 208-220
WM pp. 92-94

F 9/8 **Africa**
MK 227-232

M 9/11 **American aboriginal**
MK pp. 239-243

W 9/13 **Europe**
MK pp. 232-239
WM pp. 109-115

UNIT THREE: DIVINE ARCHETYPES

F 9/15 **The Supreme Being**
MK pp. 185-208
WM pp. 117-128

M 9/18 **The Great Mother**
MK pp. 102-137, 144-168
WM pp. 128-136

W 9/20 **The Dying God**
MK pp. 137-144
WM pp. 136-153

F 9/22 **The Trickster**
MK pp. 247-318
WM pp. 154-163

M 9/25 **FIRST MIDTERM EXAMINATION**

UNIT FOUR: THE HERO ACROSS CULTURES

W 9/27 **Mediterranean**
WM pp. 211-220, 240-245, 256-268
*excerpts from *Atrahasis*

F 9/29 **Arabia/Far East/India**
WM pp. 220-230, 245-246
*readings on Prince Okuninushi, Emperor Jimmu
*readings on Monk Ji Gong, Han Xin, General Yue Fei

M 10/2 **Australia/Oceania**
*readings on Wurunna, I'wai
*readings on Maui

W 10/4 **American aboriginal**
WM pp. 209-211, 268-269
*readings on Glooskap, Lodge-Boy, Sweet Medicine, Splinter-Foot Boy

F 10/6 **Africa**
WM pp. 246-248

*readings on Shaka and Mwindo

M 10/9 **Fall break; no class**

W 10/11 **Europe**

WM pp. 230-232, 235-240

*readings from *Beowulf* and the *Nibelungenlieder*

UNIT FIVE: HEROINES AND ORDINARY WOMEN

F 10/13 **Mediterranean**

WM pp. 232-235, 271-272

*readings on Nefertiti, Hatshepsut

*readings on Susanna, Judith, Delilah, Deborah

*readings on Lucretia, Verginia, Camilla, and Tarpeia

M 10/16 **Far East/India**

WM pp. 248-252

*readings on Hua Mulan, Princess Pingyang, Empress Jingu

*readings on Admiral Keumalahayati, Suriyathai

W 10/18 **Australia/Oceania**

WM pp. 252-256

*readings on Waramurungundi, Mar'rallang

F 10/20 **American aboriginal**

*readings on Woman Chief, Running Eagle, Buffalo Calf Road Woman,
Moving Robe Woman

M 10/23 **Africa**

*readings on Kahina, Yennenga, and Gudit

*readings on the Queen of Sheba

W 10/25 **Europe**

WM pp. 269-271

*readings on Boudicca, Valkyries, Beatrice, Joan of Arc

UNIT SIX: MONSTERS AND REGULAR ANIMALS

- F 10/27 Mediterranean**
 *readings on the Sphinx, the Cyclops, Cerberus
 *readings on the Azhi Dahaka
 *readings on Leviathan
- M 10/30 Far East/India**
 *readings on the Ikuchi, Mikoshi-Nyudo
 *readings on dragons, Feng Huang
 *readings on Suvannamaccha, Naga, Supratika
- W 11/1 Australia/Oceania**
 *readings on the Bunyip, Tiddalik
 *readings on Pua Tu Tah, Kasavara, Tumu-i-te-Are Toka
- F 11/3 American aboriginal**
 *readings on the Windigo, Mashenomak, Basket Ogress
- M 11/6 Africa**
 *readings on Biloko, Inkanyamba, Adze, Tikoloshe
- W 11/8 Europe**
 *excerpts from *Beowulf*
 *readings on Fafnir, Midgard serpent
- F 11/10 Veteran's Day holiday; no class**
- M 11/13 SECOND MIDTERM EXAMINATION**

UNIT SEVEN: MYTHS OF PLACE AND SPACE

- W 11/15 Mediterranean**
 MK pp. 320-330
 WM pp. 278-281, 286-291, 292-295, 302-304
- F 11/17 Arabia/Far East/India**
 MK pp. 347-360, 370-376, 380-387
 WM pp. 296-302

- M 11/20** **Australia/Oceania**
MK pp. 387-392
WM p. 295
- W 11/22** **American aboriginal**
MK pp. 331-349
WM pp. 281-285, 293-294
- F 11/24** **Thanksgiving holiday; no class**
- M 11/27** **Europe**
MK pp. 360-370, 380-387
WM pp. 291-292, 298-299

CONCLUSIONS

- W 11/29** **Conclusions I: comparing myths**
- F 12/1** **Conclusions II: the cultural appropriation of myth**
- M 12/4** **FINAL EXAMINATION, 12:10-2 pm**

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