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 2-19-09

1. ACADEMIC UNIT: Religious Studies

2. COURSE PROPOSED: REL 305 Ritual, Symbol & Myth 3
   (prefix ) (number ) (title) (semester hours)

3. CONTACT PERSON: Name: Pat Power  Phone: 5-0642
   Mail Code: 3104  E-Mail: patricia.power@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 ☐
   - Humanities, Fine Arts and Design—HU ☐
   - Social and Behavioral Sciences—SB ☐
   - Natural Sciences—SQ ☐

   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.

   (see attached criteria check list and summary)

   CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: ____________________________

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

   Joel D Gereboff
   Chair/Director (Print or Type)

   Date: 2/19/09

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse as evidenced by the following criteria:

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:
   - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:
   - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:
   - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus p 2 &quot;Essays&quot;; pp 3-4 &quot;Schedule of due dates&quot;</td>
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</table>

**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4". 

C-4
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tbody>
<tr>
<td>REL</td>
<td>305</td>
<td>Ritual, Symbol &amp; Myth</td>
<td>L</td>
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</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 checklist)</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>C-1: at least 50% of the student's grade should come from substantial writing assignments</td>
<td>At least 90% of the student grade will come from writing assignments; 30% will come from a final 12-15 page paper and 30% from a series of three critical 4-5 page essays.</td>
<td>Syllabus p. 2 &quot;Requirements &amp; Grading&quot;</td>
</tr>
<tr>
<td>C-2: Composition assignments should involve the gathering, interpretation and evaluation of evidence</td>
<td>All writing assignments involve one, both or all three of the C-2 requirements. Journals are reflective but critical, discussion board prompts aim for comparison, interpretation and evaluation of evidence in light of various theoretical propositions; essays are structured around critical thinking/writing skills and the final paper involves independent research as well as interpretation and evaluation of evidence.</td>
<td>Syllabus p. 2 as well as sample discussion board instructions on separate sheet</td>
</tr>
<tr>
<td>C-3 Syllabus should include a minimum of two substantial writing assignments</td>
<td>C-1 The student will submit a final 12-15 pg paper worth 30% of the course grade and three 4-5 page critical essays worth a total of 30% of the course grade.</td>
<td>C-3 Syllabus, p. 2 &quot;Requirements and Grading&quot;</td>
</tr>
<tr>
<td>C-4 Substantial writing assignments should provide student with timely feedback</td>
<td>C-4 The essays can be revised and resubmitted following instructor feedback (provided they were done in good faith the first time) and the final paper is staged with proposal, revised proposal, draft and final paper</td>
<td>C-4 Syllabus p. 2 and pp. 3-4 &quot;Schedule of due Dates&quot;</td>
</tr>
</tbody>
</table>
Ritual, Symbol & Myth
REL 305

Instructor: Pat Power
Office Location: ECA 365
Office Hours: Tuesday, Wednesday, Thursday 1-3
E-mail: patricia.power@asu.edu

Day/Time: INTERNET
Location:
Schedule Line #:

TA:
Office Location:
Office Hours:
E-mail:

General Studies: L, HU
Knowledge & Skills Goals: K1, K2, K3, S1, O4
Distribution Area: Core Requirement for Majors and Minors in Religious Studies

General Studies, Knowledge and Skills Goals of the Course:

This course introduces the academic study of religion and explains the concepts of ritual, symbol and myth and how they function in the construction and maintenance of religious systems. It also examines the development and role of religious ideas, literature, practices and beliefs in various social and cultural contexts (HU). Students who complete this course should gain a general knowledge of the beliefs, practices and institutions central to a wide range of global religious traditions (K1). They will also be introduced to basic theoretical and methodological issues involved in the academic study of religion (K2). In addition, they should develop a general understanding of the role of religion and religious tradition in individual and collective life in diverse historical and cultural contexts over time (K3). The student will learn to employ interdisciplinary approaches to religion in understanding various social and cultural phenomena associated with religious studies (S1). Because this is a writing class (L) delivered via the internet, student grades will come from engaged reading that is reflected in thoughtful and careful writing in journals, discussion board forums, formal and informal essays and short answer essay-style quizzes. The practice of critical thinking and writing will provide students with the capacity for life-long learning and religious literacy. (O4)

Required Reading:

Course material that will be made available on Blackboard
Two Traditions in the Study of Religion

Robert Wuthnow


Stable URL:
http://links.jstor.org/sici?sici=0021-8294%28198103%2920%3A1%3C16%3ATTITTSO%3E2.0.CO%3B2-H


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http://www.jstor.org/
Bridging the Gap between Understanding and Explanation Approaches to the Study of Religion

Steven D. Kepnes


Stable URL:
http://links.jstor.org/sici?sici=0021-8294%28198612%2925%3A4%3C504%3ABTGBUA%3E2.0.CO%3B2-8


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Required Readings-Unit 1 the Sacred

Berger, pp 3-28
sacred canopy (3.772 Mb)
This is Peter Berger's chapter on world building, a
sociological interpretation of how human beings create and
sustain meaning in the world. He understands religion as
world building in a sacred mode. His major points are:

1. Society is a dialectic phenomenon.
2. There are three steps in this dialectic process:
   externalization, objectification and internalization. Together
   these account for the stability of any ordered 'world' that
   humans inhabit.
3. The human 'world' is synonymous with culture.
4. Society is an externalized, objectified and internalized
   reality that human beings construct for themselves.
5. To live in a social world is to live in an ordered world
   (nomos). To be radically separated from the social world
   results in anomie or worldlessness.
6. Religion is world building in a sacred mode. (p. 25) The
   opposite of a sacred world (cosmos) is chaos.

Pals (Ellade) pp. 198-203
ellade-sacred and profane from pals.pdf (915.157 Mb)
In this excerpt from Pals, Eight Theories of Religion, you will
find a nice introduction to Ellade's concept of the sacred. For
Ellade, the sacred is not conceptual product of human world
building, but a reality that is something 'other', powerful and
real, "saturated with being." Thus, religious man, for Ellade,
naturally wishes to participate in this reality, to be saturated
with power, to "BE" as it were.

Durkheim pp 38-63
durkheim-elementary forms.pdf (5.69 Mb)
This is an excerpt from the classic work, The Elementary
Forms of the Religious Life. Durkheim addresses the problem
of defining religion by first defining its core. In looking for a
term to describe the center of the religious life, he dismisses
the 'supernatural' or 'divinity' and settles on the division
between sacred and profane as he defines them. (p. 52)
Sacred things are not the same as divinity, although divinity
could be the sacred in some religious systems. Nor is it
equivalent to the supernatural; according to Durkheim
religion is an attempt to explain the everyday world; not the
extraordinary events, but the ordinary ones.

For Durkheim, a religion comes into being when a critical
number of sacred things share a hierarchical relationship with
one another and coalesce into a unified 'symbol' system. The
beliefs and rites associated with this symbolic system then
constitute a religion.
Course Description:

This course is designed to explore the ways in which ritual, symbol and myth work together to create and sustain religious worldviews and collective religious identity. It approaches religion as a universal phenomenon of culture, society and individual experience that has at its core a concept of the sacred around which a specific structure revolves. It will explore multiple concepts of “the sacred” and show how rituals, symbols and myths relate to the sacred in ways that provide a sustainable and meaningful world for human existence.

Requirements & Grading:

The course requires that the student complete five Learning Units, each with its assigned readings, optional or required film viewings, discussion board postings, quizzes, journals and essays.

*Learning Units:* Each Learning Unit contains instructions for the unit’s assignments, reading guides, resource material, and access to the unit quizzes. All individual writing assignments are to be uploaded via the digital drop box on the Blackboard site. Use the proper format for naming your files before uploading or they may not be transferred by the system and I won’t be able to identify them (Ex: NAME_LU1). Use this scheme consistently to avoid problems.

*Assigned Readings:* These will derive from the textbooks and additional material available in the Learning Unit folders on the Blackboard course site.

*Film viewing:* All films required for this course are available to rent through Blockbuster or a similar business. There will be a reading guide for each film that the student is asked to download and use during the viewing.

*Discussion Board Postings (15%):* These will constitute the required student attendance for the course. The requirement is to make a minimum of two substantive posts (essay style) on two separate days for a total of 10 points per week for fifteen weeks. The discussion board forums are the equivalent of in-class participation and lectures that would be required on-ground. This class would meet for two hours and thirty minutes a week, therefore you should plan to spend that much time reading and posting to these forums. Points are awarded for the quality of the discussion (content) and for meeting the assignment posting requirements. Consistent failure to meet the minimum weekly posting requirements will lower your grade at least one Grade Level, regardless of total points earned.

*Quizzes (10%):* There are a total of four timed (1 hr. 20 min.) quizzes. Quizzes cover the readings from the textbooks as well as material in the Learning Units and on the Discussion Boards. This is a writing class: quizzes will reflect this. There is no final exam: rather a final paper will be due by the 8th of December.

*Journals (15%):* As you progress through the material for this course you will be expected to keep a written account of your reactions, questions, reflections, etc. This is to be a record of your critical engagement with your readings and not a mere summary of the material or a compendium of your notes. You will be asked to submit these journals periodically for critique and grading. They are worth 15% of your grade.

*Essays (30%):* There will be three required essays of 4-5 pages, double-spaced, 12 point type. See the schedule for due dates. These essays will be returned to you with comments. You will have the ability to revise and resubmit, if necessary to earn a C or better, provided the paper was submitted in a timely fashion and reflects a good faith effort to complete the assignment.

*Final Paper (30%):* The final paper will be worth 30% of your grade (12-15 pages, double-spaced, 12 point font), and will require you to (a) demonstrate your knowledge of the material covered, (b) demonstrate your ability to synthesize the information and apply it to a particular...
Grading: Grades will be determined by total points earned as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible</th>
<th>Scale</th>
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<tr>
<td>Journals</td>
<td>150</td>
<td>901-1000 A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>801-900 B</td>
</tr>
<tr>
<td>Essays</td>
<td>300</td>
<td>701-800 C</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>150</td>
<td>601-700 D</td>
</tr>
<tr>
<td>Final Paper</td>
<td>300</td>
<td>&lt; 601 E</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1,000</strong></td>
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Schedule of Due Dates:
(All due dates end at midnight unless otherwise noted)

First Day of Class Aug 21

Week 1 & 2: Preliminaries Aug 21-Sept 3
Student introductions, syllabus review
Intro to the academic study of religion: theory & concepts
Discussion Board 1 posts due by Aug 26 midnight
Quiz #1 8/31
Discussion Board 2 9/2

Weeks 3, 4, 5: Learning Unit 1 9/4-9/24
Religion and the Sacred
Discussion Board 3 9/9
Journal 1 (50 pts) due by 9/15
Discussion Board 4 9/16
Quiz #2 9/21
Essay #1 9/22
Discussion Board 5 9/23

Weeks 6, 7: Learning Unit 2 9/25-10/8
Myth: Sacred Stories
Discussion Board 6 9/30
Journal #2 10/6
Discussion Board 7 10/7

PROPOSALS FOR FINAL PAPER DUE 10/10

Weeks 8, 9, 10: Learning Unit 3 10/9-10/29
Symbols: Sacred "sites"
Quiz #3 10/12
Discussion Board 8 10/13

REVISED PROPOSALS DUE 10/14
Discussion Board 9 10/21
Essay #2 10/27
Discussion Board 10 10/28

Weeks 11, 12, 13: Learning Unit 4 10/30-11/19
Ritual: Sacred action
Discussion Board 11 11/4
Quiz #4 11/9
Journal #3 11/10
Discussion Board 12  11/11
DRAFT OF FINAL PAPER DUE  11/14
Discussion Board 13  11/18

Weeks 14, 15: Learning Unit 5  11/20-12/5
Ritual, Symbol and Myth: creating and sustaining religious identity
Essay #3  11/21
[THANKSGIVING BREAK]  11/23-24
Discussion Board 14  11/27
Work on final paper  12/5
Discussion Board 15 [LAST DAY OF CLASS]  12/5

FINAL PAPER
Deadline to submit paper  12/8 midnight

Final Grades posted by  12/18

Blackboard Information:

E-mail: You must have a valid ASU email account (e.g., name@asu.edu) and you must check it daily. If you never use your ASU email address, you must set up mail forwarding to whatever address you do use. Go to http://www.asu.edu/emma and follow the directions.

Blackboard: This course is delivered entirely via the ASU Blackboard (ASOnline) system. You should be automatically enrolled in the on-line module, and a link to the course should appear when you sign on to the myASU home page (myASU/myASU courses/courses you are enrolled in/REL 305: Ritual, Symbol & Myth [2006 Fall]).

If you do not see this link, check to be sure you are registered for the course before contacting me (patricia.power@asu.edu) to enroll you. You cannot self-enroll.

If you do not have an ASUite user ID and password, you may self-subscribe at http://www.asu.edu/it/tempe/cac/accounts/asuitle.htm

The system is very user friendly and I will make every effort to help you navigate it once you are connected. For connection or compatibility issues however, you will contact myasu-q@asu.edu or call 480.965.6500.

Attendance, Make-ups:

See Discussion Board requirements in the previous section for attendance requirements. Late Assignments will be graded accordingly. Quizzes, Journals and Discussion Board requirements are not accepted late and the work cannot be made up. There is no extra-credit work available in this course.

Withdrawals:
http://www.asu.edu/aad/manuals/ses/ses201-08.html

Incompletes:
http://www.asu.edu/aad/manuals/ses/ses203-09.html

Academic Dishonesty:
The Department of Religious Studies abides by ASU's Office of Student Life: "Student Academic Integrity Policy." See: http://www.asu.edu/studentlife/judicial/integrity.html
As you can see from reading the section in Turner on African responses to the phenomenon of ritual, one of the functions of ritual is to restore the world into its proper order and to make right what is wrong, and to deal with the misappropriation of the sacred into everyday life. From a specific culture, the ritual is the manifestation of something "other" determined by the dynamics created or dealt with by the participants.

In Turner's account of the Ndomo's Binamugot ritual, there is the perception that the birth of twins is an abnormal and "dangerous" event (18). Out of the fear most equated to the death of the first born, the second twin is treated as a symbol of the first born. The first born survives, while the second twin is sacrificed. The rites are an attempt to restore the order to the social order. The death of the second twin is symbolic of the first born's entry into the social world.

For this week's discussion, please pull from the chapter at least one quotation and describe how, why, and when this ritual is performed. This objective is an empathetic understanding of Ndomo rituals and the means for accomplishing this is to explain the process.

Don't feel that you have to follow your earlier quotation. For the best, you can use the number of words allowed, and plenty of your help will not only enrich this discussion, but also make it more enjoyable for all.

For example, Turner writes, "Ndomo rituals are the symbolic emblem of the twinship ritual. How are the rituals of the twinship ritual to be explained or understood in terms of meaning? How would you explain what Turner means here? How does the description of the twinship ritual support Turner's conclusion?"

Week 10 and 11: Twins are considered as symbols of something related to the myth of twins as a real existence, as recorded by an anthropologist, other than the mythic meanings you have discovered. What kinds of cultures give rise to which kind of symbolism? How are twins treated in scientific/empirical societies? How are they treated religiously in Western cultures?