PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: **HUMH 327- Honors Mythology**

Initiating Unit or Individual: Robert Quist  
Contact Person’s Name: Robert Quist  e-mail: Robert_Quist@ferris.edu phone: 2071  
Date or Term of Proposal Implementation: Fall 2012

- [ ] Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- [ ] Group I - B – New minors or concentrations
- [ ] Group II - A – Minor curriculum clean-up and course changes
- [x] Group II - B – New Course
- [ ] Group III - Certificates
- [ ] Group IV – Off-Campus Programs

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<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President’s Council (Date Approved)

VPAA  MAY 03 2012
PROVOST
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.
Additional rationale may be attached.)

Humanities 327H: Honors Mythology examines classical and Norse mythology. We will cover three main areas and themes:
(1) divine myth, (2) legends (3) Roman and Norse myths. The course uses Greek mythology as a model for understanding
Roman and Norse mythology. The two basic sections correspond to the basic types of myth. Divine myth focuses on the gods,
while legend focuses on heroes. Both use elements of folklore or stories about common people with recognizable motifs.

a. Newly Created Courses to FSU:
Prefix Number Title
HUMH 327 Mythology Honors

b. Courses to be Deleted from FSU Catalog:
Prefix Number Title

c. Existing Course(s) to be Modified:
Prefix Number Title

d. Addition of existing FSU courses to program
Prefix Number Title

e. Removal of existing FSU courses from program
Prefix Number Title
3. Summary of All Consultations

<table>
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<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
</tr>
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<tbody>
<tr>
<td>Form B</td>
<td>2/20/12</td>
<td>Honors Program</td>
<td>Maude Bigford</td>
</tr>
<tr>
<td>Form B</td>
<td>2/20/12</td>
<td>Humanities Area</td>
<td>Grant Snider</td>
</tr>
</tbody>
</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

    __________ Yes    ______X____ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

None
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title  HUMH 327: Honors Mythology

Initiator(s): Robert Quist

Proposal Contact: Robert Quist Date Sent: 2/20/12

Department: Humanities Campus Address: JOH 116
(Please print)

Responding Department: Humanities Area

Chair/Head/Coordinator: Grant Snider Date Returned: 3/20/12

Based upon department faculty review on 3/19/12 date), we

[ ] Support the above proposal.
[ ] Support the above proposal with the modifications and concerns listed below.
[ ] Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title  HUMH 327: Honors Mythology

Initiator(s): Robert Quist

Proposal Contact: Robert Quist Date Sent: 2/20/12

Department: Humanities Campus Address: JOH 116
(Please print)

Responding Department: Honors Program

Chair/Head/Coordinator: Maude Bigford Date Returned: 2/21/12

Based upon department faculty review on ____ (date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

PLEASE see attached email

FORM E
FORM C
Rev. 07/27/07

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: HUMH 327 – Mythology Honors

Projected number of students per year affected by proposed change: 46

Initiator(s): Robert Quist
Proposal Contact: Robert Quist Date Sent: 4/18/12
Department: HUMN Campus Address: JOH 119
(Please print)

Liaison Librarian Signature: Scott D. Atwell Date: 4-18-12
Dean of FLITE Signature: JBM Date Returned: 4-18-12

Based upon our review on 4-18-12 (date), FLITE concludes that:

☒ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $__________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.
Trinity: This looks great.

I feel terrible that Robert had to fill out so many forms. It is such a tedious process.

From my standpoint this is a go. What else do we have to do to make it REAL so that I can add it to the line-up for fall 2012?

Maude Bigford
Honors Program Coordinator
809 Campus Dr., HFE 129
Ferris State University
Big Rapids, MI 49307
231.591.2216, phone
231.591.5948, fax
http://www.ferris.edu/honors
bigfordm@ferris.edu

Hi Maude! Below is Robert's proposal for Honor...

Hi Maude!

Below is Robert's proposal for Honor Mythology, please review.

Take care,

Trinity Williams
Interim Academic Head, Humanities Department
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: HUMH  Number: 327  Title: Mythology Honors

Course Description:
Humanities 327: Mythology Honors examines classical and Norse mythology. We will cover three main areas and themes: (1) divine myth, (2) legends, (3) Roman and Norse myths. The course uses Greek mythology as a model for understanding Roman and Norse mythology. The two basic sections correspond to the basic types of myth. Divine myth focuses on the gods, while legend focuses on heroes. Both use elements of folklore or stories about common people with recognizable motifs.

Course Outcomes and Assessment Plan:

Outcomes:

1. Have an increased ability to interpret cultural works as a part of a culture.
2. Be able to justify those interpretations with an understanding of the interpretive process.
3. Be able to look at works or historical events from different perspectives.
4. Have increased knowledge about some aspects of cultures.
5. Be able to gain increased self-understanding through works of culture.
6. Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

Assessment Plan:

1. Three exams will test the students’ knowledge of the material (outcomes 4-5).
2. Three papers will exercise and test the student’s critical thinking skills (outcomes 1-3, 6).
3. One presentation on a selected work for honors section students (all outcomes).

Course Outline including Time Allocation:

Week 1: General Background and Interpretation of Myths
Week 2: Greek and Mesopotamian Myths of Creation
Week 3: Succession myths of the Titans and Olympians
Week 4: Male Olympian Deities
Week 5: Female Olympian Deities
Week 6: Fertility Myths and Myths of Death
Week 7: Intro to Legend, Gilgamesh, and Argive Myths
Week 8: Hercules and Theseus
Week 9: Thebes Myths, Jason, and the Trojan War
Week 10: Roman Myth
Week 11: Norse Myths 1
Week 12: Norse Myths 2
CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
   Notes
   1. Complete each item in Section I and Section II.
   2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the
      prerequisite change must be submitted for those courses as well.
   
   Term Effective (6 digit code only): 201208  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.
   
a. Course Prefix: HUMH
   b. Number: 327
   c. Enter Contact Hours per week in boxes.
      LECTure 3
      LAB  
      INDependent Study – Check (x)  
      Practicum:  
      Seminar:  
   d. Course Title: Mythology Honors (Limit to 30 characters/spaces.)
   e. College Code: AS  f. Department Code: HUMN
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   g. Type:  
      x Fixed
      Minimum Credit Hours 3
   h. May Be Repeated for Added Credit: Check (x) Yes  x No
   i. Maximum Credit Hours 3
   j. Levels: Check (x) x Undergraduate  x Graduate  x Professional
   k. Grade Method: Check (x) x Normal Grading  x Credit/No Credit only (Pass/Fail)
   l. Does proposed new course replace an equivalent course? Check (x) Yes  x No
   m. Equivalent course: Prefix  
      Number  
      See instructions on Replacement courses.
   n. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
      Humanities 327H: Mythology Honors examines classical and Norse mythology. We will cover three main areas and themes: (1) divine myth, (2) legends (3) Roman and Norse myths.
      p. Term(s) Offered: Fall, Spring  (See instructions for listing.)  q. Max. Section Enrollment: 23
      r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Enrolled in Honors Program and ENGL 250 with a C or better.

UCC Chair Signature/Date: 
Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
   □ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ GE Codes

Office of the Registrar use ONLY

Date Rec'd:  Date Completed:  Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __
GE Status for HUMH 327 Honors Mythology
Frederick R Heck  to: Paul Blake  03/27/2012 02:41 PM
Cc: Maureen Milzarski, Robert Quist, Trinidy Williams, babcockt, Donald Flickinger

Paul,

Robert Quist has requested Gen Ed status for an honors section (HUMH 327 Honors Mythology) of the course HUMN 327 Mythology. HUMN 327 Mythology is already on the books as a Gen Ed course with C and G status. Our past practice for an honors section of a course that already has GE status is to simply grant the same status to the honors section without the need for re-evaluation.

Please have HUMH 327 Honors Mythology entered in Banner with the C and G designators.

Thank you,

Fred Heck
Gen Ed Coordinator
FORM G

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/geden/genec.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: HUMH  Course Number: 327

Course Title: Honors Mythology  G. E. Codes Requested: C

<table>
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<tr>
<th>G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding</th>
</tr>
</thead>
</table>

Initiator: Robert Quist  Date Sent: 2/17/12

Proposal Contact: Robert Quist  Email: Robert_Quist@ferris.edu

Department: Humanities  Campus Address: 116 JOH.

Please Print

University General Education Committee: _____

Chair: _____ Date Returned: _____

Based upon University General Education Committee review on _____ (date), we

☐ Support the request to designate the course listed above as a ____ (insert Gen. Ed. Designation(s)).

☐ Do not support the request to designate the course listed above as a ____ (insert Gen. Ed. Designation(s)) for reasons listed below.

Comments:

_____
General Education Course Criteria Form

All courses seeking General Education status are required to meet specific criteria approved by the Academic Senate. These criteria differ for each of the General Education designators. Course proposers must provide a justification for why their course should be given General Education status by speaking to each of the course criteria that apply to the requested designator.

Course proposers can request a General Education designator for any of the following learning outcome areas: Cultural Enrichment (C); Global Consciousness (G); Race, Ethnicity, Gender (R); Scientific Understanding (Z); Social Awareness (S), or Writing Intensive Courses (WIC).

The criteria that a course must meet for a given designator are listed on the pages that follow. Each page has the course criteria for one of the designators. Below each criterion is a space for the proposer to explain how her/his course meets that particular criterion. Course proposers must complete the appropriate page for the requested General Education designator by speaking to each one of the criteria for that designator.

Some of the outcome areas state that a course “should meet” rather than “must meet” the given criteria. In these cases it is not expected that each criterion will be met with equal strength, but each criterion must be addressed, even if only to acknowledge that the course will not meet that criterion.

The completed page(s) must be included with curriculum proposal forms A, F, F and G and then sent electronically to the General Education Coordinator who will forward the proposal to the appropriate General Education learning outcome committee for evaluation.

Please contact the General Education Coordinator for any questions about this process.

Form approved by University General Education Committee, December 2008
Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

   Mythology offers many interpretive approaches. The ancient Greeks were the first to see the value of looking at their myths critically. Homer attributes human error to the gods, and Plato saw them as parables. Throughout history mythology has attracted notable scholars such as Freud and Frazer. We will examine these more notable approaches.

2. offer established methodologies for understanding components of cultures;

   The most effective method for understanding the myths is reading the primary sources. The text books I use include readings from Homer, Hesiod, Sophocles, Vergil, and Ovid. In addition we will be looking at works of art that show another way of expressing the myth.

3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;

   Myth is more than simply story telling. Homer was a poet, for example, and the way he describes battle in *Iliad* uses poetic techniques. Sometimes he offers obituaries of soldiers who died in battle. Through Homer, we see a culture intimately associated with war, which the history supports. About half of all males in ancient Greek times died in wars. Since war is something we have in overcome today, the myths of *Iliad* offer us a fresh and powerful vision that is very real. Thus, applying the myths to our society is an essential technique. Even the strange myths, such as the myth of Attis, are reflective of general human behavior that can be equally strange.

4. possibly provide participation in the various arts;

   Part of participating in art is interpreting. Myths are not only found in literature, but in paintings, sculpture, and even buildings. This course examines the many paintings of Venus, the ancient temples that are influential on more current examples of public architecture.

5. help students see the connection between the elements of cultures and themselves;

   The myths are reflective of personal human traits. The Greeks were not the only society to anthropomorphize their gods. Our Judeo-Christian society has borrowed (in some cases even hijacked) much from Greek, Romans, and Norse myths. Our very language is steeped in myths. The term music comes from the Muses—goddesses of inspiration. The Great Mother Earth Goddess Gaea is where we get the terms geography and geology. These are only a few of many examples.

6. help students explore new ways to perceive, think, experience, and value;

   Although I do not think there is such a thing as "useless knowledge," mythology has been regarded as something useless. Taken to its most logical extreme, anything that does not qualify under the rubric of survival skills can be also considered useless. However, there are many practical elements offered in a mythology course. Students with no knowledge of mythology will find it difficult to adapt to our world. They will only see the superficial elements of works such as the *Harry Potter* books and films that take liberally from the classical myths.

7. help students gain a better understanding of a culture from an analysis of specific events or works;

   As mentioned above, this course offers many ways to understand our culture. Culture by its very definition is that which is handed down from generation to generation. Thus, myths are the stories that have been handed down and qualify as an important element of culture. We will see why these myths have lasted and why they have had such resonance.
8. be compatible with the designation of other universities;

Mythology is a standard course taught in most universities. The text I use is in its eleventh edition and was published by Princeton and authored by a mythology professor teaching at University of Wisconsin Madison.

9. provide knowledge and appreciation of the components of a culture;

Knowledge of our culture is intimately associated with myth. Names of our weekdays and months have adopted myth figures. Classic modern books like Joyce's *Ulysses* are re-workings of myths—in Joyce's case demystified. The cover of Stanley Lombardo's new translation of *Iliad* shows a picture from D-Day reflecting a connection between Homer and modern war.

10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

Mythology is by its definition the 'logos' of myth or the logic of myth. Thus, we do not simply learn the stories, we learn why they were told and their motifs and themes that they share. We will see why flood myths are so common to different cultures. We will see the difference between an etiological and an eschatological myth.

11. be taught by faculty with the appropriate credentials.

I have taught the non-honors section of this course before. I have also taught mythology in the context of other humanities courses such as art history and film. My graduate degrees were in the humanities and most of the courses included intensive study of mythological works.
Amy,

John Gray asked that I forward this email chain to you, so it could be added to the curriculum forms for HUMH 327.

Thanks,
Grant

Dr. Grant Snider
Associate Professor of Philosophy
Ferris State University
JOH 122
1009 Campus Drive
Big Rapids, MI 49307
Phone: 231.591.3615
Facsimile: 231.591.2188
---- Forwarded by Grant Snider/FSU on 04/10/2012 12:42 PM -----

From: Robert Quist/FSU
To: John R Groves/FSU@FERRIS
Cc: David Aiken/FSU@FERRIS, Grant Snider/FSU@FERRIS, John S Gray/FSU@FERRIS, Rachel M Foulk/FSU@FERRIS, Susan Morris/FSU@FERRIS
Date: 02/24/2012 11:27 AM
Subject: Re: Fw: Honors Mythology Form B approval

Thank you Randy. David’s argument makes it sound like I have something against world myths or anything that is non-western. Honestly, I was shocked by the tone of his response, with words like “unworthy” and borderline “inappropriate.” I assure everyone that I am not xenophobic or chauvinistic regarding non-western myths or cultures. Classical and Norse myths are, as Randy notes, closer to my specialization. I am very aware that none of the myths are created in a vacuum; the Greeks were influenced by the Near-Eastern cultures and the Norse by Asian myths and themes. And I bring non-western influences out whenever I can. Also, I don’t understand what David means by “problematizing” myths. Does one have to be a philosopher scholar in order to teach a mythology class? Anyway, thank you again Randy and others for the understanding and support.

John R Groves

Everyone: the Honors criteria are in flux for about... 02/23/2012 09:53:52 PM

From: John R Groves/FSU
To: Grant Snider/FSU@FERRIS
Cc: David Aiken/FSU@FERRIS, John S Gray/FSU@FERRIS, Rachel M Foulk/FSU@FERRIS, Robert Quist/FSU@FERRIS, Susan Morris/FSU@Ferris
Date: 02/23/2012 09:53 PM
Subject: Re: Fw: Honors Mythology Form B approval

Everyone: the Honors criteria are in flux for about one more week in my estimation, so we should wait until the criteria are set before submitting because we will just have to do it over again. (I realize I said I thought we could slip it through, but I now doubt it.) It will only involve tweaking the paperwork. My view on the
course proposed is that it is fine. We can do what we want in Honors courses. That is the deal. Honors Mythology and regular Mythology are two different classes anyway. Otherwise we wouldn't do the paperwork for Honors. In any case, I found none of David's complaints convincing. All I see are complaints that the course isn't being taught the way he would teach it. I don't teach it (either Honors or Regular) the way David teaches it. If there is any course open to lots of different approaches, it is Mythology. Robert is simply focusing on a few cultures rather than a broader approach. Greek, Roman and Norse Mythology is an ample amount to cover for a class called Mythology. I personally like the focus on Norse mythology. I think it merits greater treatment than it sometimes gets. Robert and I have discussed Norse mythology for years now, and we have imagined teaching a Mythology course with a large component of Norse myth since it is a common interest of ours. I can imagine a similar course that I would teach that would include just Greek, Norse and Vedic/Hindu myth. These kinds of courses have certain advantages over the more general surveys, namely, they can go deeper, and that happens to be one of the new criteria for how Honors courses must differ from regular courses. Finally, Robert is a Scandinavia specialist, so he is bringing a lot more to this table than a mere lack of interest. I think having our Profs teach stuff they are working on is a pretty good idea. That is what I did with my China and the Silk Road course. This isn't just a good course Robert is proposing; it is a great course. I'm tempted to sit in on the Norse part myself. That is my two cents. Rando
-----Grant Snider/FSU wrote: -----
To: David Aiken/FSU@FERRIS
From: Grant Snider/FSU
Date: 02/21/2012 06:03PM
Cc: Robert Quist/FSU@FERRIS, Susan Morris/FSU@Ferris, John R Groves/FSU@FERRIS, John S Gray/FSU@FERRIS, Rachel M Foulk/FSU@FERRIS
Subject: Re: Fw: Honors Mythology Form B approval

David,

Thanks for your comments. I have copied the others.

Grant

Dr. Grant Snider
Associate Professor of Philosophy
Ferris State University
J0H 122
1009 Campus Drive
Big Rapids, MI 49307
Phone: 231.591.3615
Facsimile: 231.591.2188

-----David Aiken/FSU wrote: -----
To: Grant Snider/FSU
From: David Aiken/FSU
Date: 02/21/2012 02:46PM
Subject: Re: Fw: Honors Mythology Form B approval

Good morning, Grant.

While the proposed material for this course is not, in and of itself, inappropriate, the course is profiled to fit an unfortunately narrow field of possible and interesting topics, including the problematization of the topic - e.g., the tension between history and myth, the Bible as myth, etc. This course profile is also
unworthy of the type of interest and breadth one might normally expect from humanities instructors, being almost completely western-centric. What of the Aboriginal myth, the African, native American, Eskimo and Asian myths? Whether the specific instructor teaches specific material generally, is not in question. But the course profile should be broad enough to include a variety of teaching styles and topic orientations; and it does seem to me that the best Mythology course would also problematize the question of mythology as a topic, independent of history, religion, and philosophy.

I do not support this course profile as it stands.

da

Caelum, non animum, mutant, qui trans mare current.
(You may change your address, but that won’t change who you are.)
Horace, Epistles

Fw: Honors Mythology Form B approval

Grant to: David Aiken, Robert Quist, Rachel M Foulk, Susan Morris, John R Snider Groves, John S Gray

02/21/2012 12:56 PM

Please respond to the new course below. Let me know your vote and/or any comments or suggestions.

Thanks,
Grant

Dr. Grant Snider
Associate Professor of Philosophy
Ferris State University
JOH 122
1009 Campus Drive
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----- Forwarded by Grant Snider/FSU on 02/21/2012 12:55 PM -----

From:Trinidy Williams/FSU
To:Grant Snider/FSU@FERRIS
Date:02/20/2012 02:29 PM
Subject:Honors Mythology Form B approval

Hi Grant!

Below is Robert’s HUMH 327 Honor Mythology, please review.

Take care,