Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar): 314.F0R.L.03

Date: September 1, 2013

Department: Foreign Languages & Literatures

Contact Person: Philip Sweet

Course or Program ID: CCST

Proposal Category (check all that apply):

___ Course Prerequisite Change

___ Course Title Change (23 characters):

___ Course Deletion

___ Course Number Change

___ Program Revision (Attach Revision of Existing Program Form)

___ New Program (Major, minor, and certificate)

___ Course Credit Hour Change

___ New Course (attach New Course Proposal Form)

___ Course Syllabi Change

___ Change to Catalog Description

___ Minor Change to Course
Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

CCST 110 Germanic Sagas and Myths is designed to build upon the success of our very popular CLSS 110 Classical Mythology and to enable our Department of Foreign Languages and Literatures to reach out to a wider variety of students by means of Core classes taught in English. Such courses were recommended in the recent report of our outside consultant as a way of involving a wider variety of students in our foreign language programs.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date: January 2014 or Spring 2014 semester (or at least summer 2014 if that is impossible).

Reason for requesting an alternative effective date: Given the recently increased teaching responsibilities required of the German position, the department would like to add this course to the Spring 2014 schedule for that purpose.

- Include a copy of the old and new syllabi to this proposal for comparison.

- For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

- For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

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<th>Signature</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>Department Curriculum Committee Chair</td>
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<td>Department Chair</td>
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<td>College Curriculum Committee Chair</td>
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<td>College Dean</td>
<td>11/4/13</td>
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If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:

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<tr>
<td>Professional Education Committee Chair</td>
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<td>General Education Curriculum Advisory Committee Chair</td>
<td>1/24/13</td>
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<td>Faculty Senate President</td>
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<td>UG Curriculum &amp; Catalog Review Committee</td>
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<td>VP for Academic Affairs</td>
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Revised 08/17/05
New Course Proposal

New course proposals at the undergraduate level must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

Graduate level courses (all 500 and those 400-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. Catalog Entry

Date: September 1, 2013

Department Prefix: [ ] (three or four capital letters) – CCST for Cross Cultural Studies

Course Number: 110 (three numbers)

Course Title: Germanic Sagas and Myths

Suggested Course Title for SIS program (28 character limit): Germanic Sagas and Myths

Prerequisites: none

Credit Hours: 3

Brief Description: Study in English of Norse and Germanic sagas and myths, of their provenance, and of their influence upon Western culture. This course has been approved for Core Curriculum Credit in University Core B and College Core B in Humanities.
2. Detailed Description of Course

Course Content: texts will include chapters on major deities and heroes, Germanic and Norse mythology and legends, and influence on later Western cultural artifacts. Discussion of assigned readings will be supplemented by multi-media lectures focusing on early Germanic cultures and cults. The class will also read several sagas and epics (in translation). In these texts, students will see how gods and mortals interacted in the realm of Germanic myth. Additional topics will include Norse and Germanic views of the afterlife, cults, early legends, and other aspects of religious cult and ritual.

3. Detailed Description of Conduct of Course

The class will be conducted in a lecture and discussion format. Lectures will cover assigned reading material but will also elucidate the historical, cultural and religious context of the assigned text. Questions will be asked of students to stimulate discussion, and consideration of variant versions and interpretations will be encouraged as will comparisons with more contemporary culture and art forms. Pictures will be shown to illustrate mythology in early Germanic artifacts and in later art - deities, heroes, associated symbols and adventures. Pictures of graves, significant sites and monuments associated with major Germanic deities and heroes will also be shown. Excerpts of films and operas based on Germanic myths will also be viewed in class.

4. Student Goals and Objectives of the Course

Students will be able to explain the nature and methods of inquiry in the humanities in the context of engagement with Germanic literary and mythological sources (in English) by acquiring the following abilities consistent with the core objectives for humanities:

(a) to describe and explain differing views of the meaning, value, and purpose of life as reflected by the major deities, heroes, and other creatures of Germanic sagas and mythology;

(b) to explain ancient literary, historical, philosophical and mythological sources according to societal or cultural perspectives which would clarify how these characters functioned and how they were believed to affect mortals in the culture in which the Germanic myths developed;

(c) to interpret and critically evaluate representations of divinities and mythological events, both in early Germanic sagas and artifacts, as well as in later epic literature, music and other cultural artifacts, as expressions of the human experience.

5. Assessment Measures

(a) Quizzes on assigned readings.
(b) Student projects based upon mythological themes including a written essay and a class presentation.
(c) Tests: three or four a semester, including final; format will be short-answer and also short essays which will focus on the societal and cultural context and perspectives of specific myths, on the use of specific myths to express human meaning, values and the purpose of early Germanic life, and on the interpretation of these texts and images as religious, literary and artistic expressions of the human experience, and on the extent to which these early or later expressions through myth are more or less comparable to our own experience.
6. Other Course Information

CCST 110 may be included in the German minor; independent study is available to German language students who agree to read and be tested on a smaller part of the course texts in German. CCST 110 will also satisfy Core Curriculum credit in University Core B and College Core B in Humanities. Though not a literature course itself, this course does require reading several medieval epics, selections from earlier Germanic or Norse sagas, and some other German librettos (all in translation). Moreover, the study of mythology has traditionally served to transmit humanistic concepts basic to western civilization. There is no prerequisite for this course.

7. Background and Justification

a. Need for the Course

CCST 110 Germanic Sagas and Myths is designed to build upon the success of our very popular CLSS 110 Classical Mythology and to enable our Department of Foreign Languages and Literatures to reach out to a wider variety of students by means of Core classes taught in English. Such courses were recommended in the recent report of our outside consultant as a way of involving a wider variety of RU students in our foreign language programs.

b. Students for Whom Course is Offered

This course is for all interested students and can either help German students fulfill the German minor requirement and/or can be counted by any student toward the Core Curriculum Credit in University Core B and College Core B in Humanities.

c. Anticipated Enrollment

Enrollments of between 22 and 40 expected. CLSS 110 has always filled up to room capacity.

d. Frequency of Course Offerings

At present plans are to offer one section every spring and summer.

e. Level and Prerequisites

There are no prerequisites. Students on any level of their studies at RU can take this course.

8. Rationale for Resources Required

a. Faculty Resources

The present full-time position in German is adequate for this course as long as only one section is offered in any given semester.

b. Effect on Existing Curricula

This course will facilitate for German minors the completion of the minor requirement. For some transfer students in German or for students receiving (6) placement credits in German, minors could receive the German minor for 18 hours with only 15 thereof being in German language.
c. Facilities, Equipment and Supplies

The department will only need to order a modest amount of new materials for this course. Some of the materials needed are already in the possession of the department or of the faculty member in the German program who will teach this course.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: ___________________________ Signature of Librarian assigned to requesting department: ___________________________

e. Computer Resources

The computer resources of the Foreign Language Lab in Cook Hall 222 are adequate for the students in this course.
f. Other Anticipated Resources

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

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Revised 08/17/05
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1. Describe the adequacy of materials available to support this course.

The library has a small collection of books in both print and electronic format that would address this course. However, very few are recent publications or could be considered core titles. There are no audio-visual materials that could be used by the course.

2. List in priority order the additional materials to be purchased.

Main texts: newer versions/specific translations of The elder edda and The prose edda; Seven Viking romances (tales of adventure); Nibelungenlied; Saga of the Vikings; Ibn Fadlan and the land of darkness; Kudrun.

Reference texts: Norse mythology by John Lindow

Altnordische Literaturgeschichte by Jan de Vries

Altgermanische Religionsgeschichte by Jan de Vries

Saxo Grammaticus by Davidson and Fisher

Dictionary of Norse myth and legend by Orchard

DVD: “The Vikings” (part of the NOVA series by PBS)

Additional resources upon request of the faculty.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: __________________________

Signature of Librarian assigned to requesting department: __________________________

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Revised 06/17/05
CCST 110 Assessment Rubric

Objective 1: Student will explain two methods of humanities inquiry by elucidating how the mythological narratives can be analyzed by e.g., attention to psychological and mythological symbolism, or to the economic and social context.

In this class students will discover that there are different ways to respond to literature. For example, one approach may notice a pattern in an author’s choice of words (perhaps a kenning), another approach may focus on how the reading reflects the social conditions of its time, and yet another may highlight the way that a text makes use of elements from an earlier work of literature or from historical or mythological events. Students will demonstrate in their own essays or in an evaluation of others’ essays two or more of these different approaches.

Objective 2: Student describes and explains differing views of the meaning, value and purpose of life in two or more narratives.

Literature can present readers with different views about the meaning, value, or purpose of life. For example, literature may capture the process by which people arrive at choices that are influenced by their world view or their ethical or religious beliefs. Often these beliefs or views may be implied in the reading rather than stated outright. They can be introduced into literature in many ways: through the behavior or speech of characters; through the ways in which people, event, and places are described; or through the comments of a narrator. Students will show how the readings in question present different views about the meaning, value, or purpose of life and explain the cultural context of these views.

Objective 3: Student explains how different social or cultural perspectives can influence the understanding of a mythological narrative.

A reader’s / listener’s response to a text may be influenced by his or her social or cultural perspective. A (modern) reader’s / listener’s point of view (some of our narratives were designed for oral presentation) may even be different from that of the authors and their times. Students will describe two ways in which the narrative could be understood, basing each reading on a different historically specific social or cultural perspective. Clearly identify each perspective, and then explain what Reader A might see in the text and what Reader B might see in the text and why.

Objective 4: Student interprets and critically evaluates a mythological narrative as expression of the human experience.

Students will evaluate the narrative in question as an example of its genre: what means does it employ and what are the goals of this narrative expression? Using these and other aspects, the student will offer an interpretation that is consistent with the forms used in this genre and with the context of the culture studied.
### CCST 110 RUBRIC EXPLANATION: GOAL 7 OBJECTIVES

Mark student’s performance in each category, with 5 the highest value and 1 the lowest.

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<tr>
<th>1. <strong>Student will explain two or more approaches to the analysis of the narratives (e.g., attention to form, to historical context or mythological symbolism; attention to economic and social context).</strong></th>
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<tr>
<td>5 Essay describes two different approaches to the analysis of literary texts and identifies their underlying assumptions or rationales.</td>
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<tr>
<td>4 Essay describes the approaches taken in two different examples of literary interpretation.</td>
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<tr>
<td>3 Essay briefly summarizes the approaches taken in two different examples of literary interpretation.</td>
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<tr>
<td>2 Essay identifies the approaches taken in two different examples of literary interpretation.</td>
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<tr>
<td>1 Essay does not identify the approaches taken in two different examples of literary interpretation.</td>
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<tr>
<th>2. <strong>Student describes and explains differing views of the meaning, value and purpose of life in two or more literary texts.</strong></th>
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<td>5 Essay describes at least two differing views of life and/or valuing systems and explains their underlying assumptions or rationales.</td>
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<tr>
<td>4 Essay describes at least two differing views of life and/or valuing systems and identifies their underlying assumptions or rationales.</td>
</tr>
<tr>
<td>3 Essay describes at least two differing views of life and/or valuing systems.</td>
</tr>
<tr>
<td>2 Essay identifies at least two differing views of life and/or valuing systems.</td>
</tr>
<tr>
<td>1 Essay does not describe or identify more than one view of life and/or valuing system.</td>
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<tr>
<th>3. <strong>Student explains how different social or cultural perspectives can influence the reading of a literary text.</strong></th>
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<tr>
<td>5 Essay describes two alternative readings of a text, each influenced by the social, political, or religious background of the reader.</td>
</tr>
<tr>
<td>4 Essay briefly summarizes two alternative readings of a text, each influenced by the social, political, or religious background of the reader.</td>
</tr>
<tr>
<td>3 Essay describes a reading of a text that is influenced by the social, political, or religious background of the reader.</td>
</tr>
<tr>
<td>2 Essay states that literature is read within the context of culture.</td>
</tr>
<tr>
<td>1 Essay does not acknowledge that literature is read within the context of culture.</td>
</tr>
<tr>
<td>4. <strong>Student interprets and critically evaluates a literary text.</strong></td>
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<tr>
<td>5 Essay offers an interpretative thesis and in a connected series of paragraphs discusses the relationship between the thesis and passages that explain and illustrate the thesis.</td>
</tr>
<tr>
<td>4 Essay offers an interpretative thesis and in a connected series of paragraphs summarizes passages that are relevant to the thesis.</td>
</tr>
<tr>
<td>3 Essay offers an interpretative thesis and selectively summarizes passages from the readings that are relevant to the thesis but without articulating the connections between the passages and the stages of an argument.</td>
</tr>
<tr>
<td>2 Essay offers an interpretative thesis and summarizes the plot without discriminating between passages that are relevant to the thesis and passages that are not.</td>
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<tr>
<td>1 Essay summarizes plot without stating a thesis.</td>
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CCST 110 Germanic Sagas and Myths  Catalog Entry:
Study in English of Norse and Germanic sagas and myths, of their provenance, and of their influence upon Western culture. This course has been approved for Core Curriculum Credit in University Core B and College Core B in Humanities.
Three hours lecture (3).

Detailed Description of Content of Course
Course Content: texts will include chapters on major deities and heroes, Germanic and Norse mythology and legends, and influence on later Western cultural artifacts. Discussion of assigned readings will be supplemented by multi-media lectures focusing on early Germanic cultures and cults. The class will also read several sagas and epics (in translation). In these texts, students will see how gods and mortals interacted in the realm of Germanic myth. Additional topics will include Norse and Germanic views of the afterlife, cults, early legends, and other aspects of religious cult and ritual.

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Assessment Measures
(a) Quizzes on assigned readings.
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Other Course Information
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