

REQUESTING AN IS DESIGNATION

Please complete the following chart in order for the IS/MS committee to assess how well your course addresses the student learning outcomes. Representative texts or tasks are sufficient.

For a course to be designated IS, at least three of these six SLOs must be addressed in content and assessments.

IS SLO #	REPRESENTATIVE RELEVANT TEXTS/READINGS
	<p><i>Gilgamesh</i></p> <p><i>Egypt Mythology</i></p> <p><i>The Iliad</i></p> <p><i>Gods and Goddesses of Ancient Egypt</i></p> <p><i>Jung on Mythology</i></p> <p><i>Coyote and Raven Dream</i></p> <p>Discussion #3 : Summarize Gilgamesh's relationship with Enkidu.</p> <p>Discussion #6 Compare mythical legacies of Sumerian and Egyptian cultures. How</p>

<p>interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.</p>	<p><i>The Iliad</i> <i>Gods and Goddesses of Ancient Egypt</i> <i>Jung on Mythology</i> <i>Coyote and Raven Dream</i></p>	<p>“identify and compare the spiritual, moral, and ethical legacy contained in Sumerian and Egyptian mythology. Do you see any evidence of their views on balance, order, harmony, morality in contemporary culture? What have we learned from them? What have we ignored?”</p> <p>Discussion #6 Compare mythical legacies of Sumerian and Egyptian cultures. How do they account for contemporary views of truth and morality?</p>
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SLO 3. Identify sources of and strategies to address conflict,

cooperation, inequity, and

		<p>beings who continually remind us that although we can never be immortal we can, for a moment, participate in what we believe are immortal experiences that will become part of our ancestral memories, and that is perhaps one of the greatest gifts given to those who believe their purpose is to examine and explore what it is to be human. ”</p>
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SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).

- Gilgamesh*
- Egypt Mythology*
- The Iliad*
- Gods and Goddesses of Ancient Egypt*
- Jung on Mythology*
- Coyote and Raven Dream*

Discussion #10:
 What regional or global implications emerge from the personal and national conflicts that arise in Homer's version of the Trojan war. How does the Homeric view of life in the ancient Greek world compare with the view of the E and S? Does Western

<p>context of a world composed of interdependent yet often inequitable systems.</p>	<p><i>Gods and Goddesses of Ancient Egypt</i> <i>Jung on Mythology</i> <i>Coyote and Raven Dream</i></p>	<p>free will and immortality? Use specific examples.</p> <p>Assignment #2 Having read discussed: myths from 4 different cultures; cultural and universal views that emerge from these tales with respect to life, death, and other aspects of what it is to be human; how and why myths can be modified or changed to fit differing times and cultures students write a 4-6 page myth ...</p>
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