Abbreviated Objective Statement
The goal of Perspectives on Inquiry is to engage students in college-level inquiry, to develop intellectual habits, to integrate various perspectives on knowledge, and to begin to learn how to meet the changing needs of our society.

Description
In this section of UN1001, we will explore stories about origins, and we will consider the nature of these stories, how they construct human responsibility, how they reflect the cultures from which they sprang, how they inform or fail to inform our own views of who we are today. Students will write three papers. I do not stipulate how long each is to be, but the total length of all three papers combined should be about 20 pages. Students will also give extemporaneous reports assigned at the beginning of class, keep a reading journal, and such to earn a “participation grade.” There is one formal oral report required in the class and a portfolio containing (1) copies of all formal papers written for the class, (2) a cover letter written by the student at the end of class reflecting on what he or she has done in the class and reviewing the contents of the portfolio, and (3) at least three reflection statements which respond to the prompt: What important things did you learn in class this week and what use will you make of what you learned?

Texts
Erich Von Daniken, *Chariots of the Gods*
Charles Darwin, *Origin of the Species*
Access to the Bible, especially Genesis, Psalms, and St. John <http://bible.gospelcom.net/>
Irenaeus, *Against Heresies*, BK I, Chapters 1 & 2 <http://www.ccel.org/fathers2/ANF-01/TOC.htm>

Assignments and Grading
• Participation (involves extemporaneous reports, homework assignments, tests, quizzes, journal, and in-class participation) 30%
• Analysis Paper (based on information gathered from analysis questions) 20%, due 9/29
• Comparison Paper (compares two stories and makes use of categories created out of analysis questions) 20%, due 10/16
• Thesis Paper (makes a claim or an assertion about origin stories or theories, or about one story or theory, or about competing stories or theories, and supports the thesis) 20%, due 12/8
• Oral Report (based on one of the three writing assignments) 10%, given during week 14.
• Final portfolio is required. It must be judged satisfactory or the student will receive an Incomplete in the class until the portfolio is satisfactory.

Policies
• I will not keep role or grade on attendance, but you can not make up in-class activities on which your participation grade is based.
• Papers are to be typed, double-spaced, and in 12 pt. type. They are due at the beginning of class on their due dates. Late papers will be graded without comment and will be docked a letter grade for each day they are late. They are a day late ten minutes after the beginning of class. In these essays, you should support a thesis that has occurred to you while you have been reading the material. I expect you to create a thesis or purpose statement, support your thesis or purpose statement fully, signal a clear structure for your paper, write coherent paragraphs, use correct grammar and spelling, and cite sources adequately.
• UN 1001 requires you to submit a portfolio at the end of the semester as described in the "description" section above. Although I do not grade it, I do have to judge it as a "satisfactory" portfolio in order for you to receive a grade in the class. Portfolios I judge to be unsatisfactory will be returned, and the writer will revise and resubmit until I judge it to be satisfactory.

Readings and Tentative Schedule

Weeks 1-5, done by 9/27
• Selected Myths from World Mythology
  1. The Enuma elish p. 3
  2. Osiris, Isis, and Horus p. 12
  3. The Creation of the Titans and the Gods p. 82
  4. The Ages of Man 90
  5. The Creation, Death, and Rebirth of the Universe p. 291
  6. The Creation of the Universe and Human Beings p. 324
  7. The Creation Cycle p. 351
  8. The Creation, Death, and Rebirth of the Universe p. 459
  9. The Creation of the Universe and Life p. 509
  10. The Origin of Life and Fire p. 515
  11. The Creation p. 570
  12. The Creation p. 595
  13. The Creation Cycle p. 600
  14. The Emergence p. 615
  15. The Woman Who Fell from the Sky p. 625
  16. Raven and Sources of Light p. 634

Weeks 6 & 7, done by 10/16 (10/25 Library visit)
• Genesis 1 & 2; Psalm 104 <http://bible.gospelcom.net/>
• Gnostic Creation Story in Irenaeus Against Heresies, Book I, chapters 1&2 <http://www.ccel.org/fathers2/ANF-01/TOC.htm>

Weeks 8 & 9, done by 11/3
• Erich Von Daniken, Chariots of the Gods

Weeks 10, 11, 12, done by 12/1
• Charles Darwin, Origin of the Species, chapters 1-6, 9, 14

Weeks 13 & 14, done by 12/15
• C. S. Lewis, The Magician's Nephew

Analysis Questions about these stories
1. Does the story explicitly involve a god or gods?
2. If so, what is the nature of the god(s)?
3. Does the story imply an intelligent source or a non-intelligent source to the universe?
4. What is the nature of the cosmos?
5. What is the position of humans in the cosmos?
6. What is the implied relationship of humans to the cosmos and/or to the source of the universe?
7. What does the story suggest about appropriate human relationships in the existing world?
8. What does the story seem to indicate about the nature of time (linear, cyclical, progressive, degenerative)?
9. What does the story seem to imply about the future of the cosmos and of humanity?
10. How does the story seem to be related to the culture from which it sprang?
11. How is it related conceptually or through influence to other origin stories?

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