

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS 98
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE RS 200 Religion and Culture: Their Interaction *
DEPARTMENT Philosophy & Religious Studies
CONTACT PERSON Kwasi Yirenkyi

* A revised description

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only
_____ Course Approval and Liberal Studies Approval
X Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

S. Montgomery 4-18-89
Department Curriculum Committee

Mark J. Stasz
College Curriculum Committee

[Signature]
Director of Liberal Studies
(where applicable)

S. Montgomery 4-18-89
Department Chairperson

Mark J. Stasz
College Dean

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented Fall, 89

Date to be published
in Catalog ASAP

Revised 5/88

[Attach remaining parts of
proposal to this form.]

I. Catalogue Description

RS 200 Religion and Culture: Their Interaction

An examination of the relationship between religion and various components of culture as a way of understanding the phenomenon of religion. Areas discussed will include religion and politics, economics, arts, science and literature; women and religion, black religion in America; religion and conflict.

II. Course Objectives:

1. Students will examine the relationship of religion to major social institutions such as polity, economy, and other structural features of society (e.g. the class system).
2. Students will develop insight into the place of religion in society and will be able to raise critical issues pertaining to the theory and practice of religion.
3. Students will have a better appreciation for interdisciplinary study.
4. Students will gain an understanding of the perspectives of women, blacks, native Indians and other minorities.

III. Typical course outline: Actual outlines may vary with instructor but will include some of the following areas:

- A. The Nature of Religion and Culture
 1. Towards a Definition of Religion
 2. Towards a Definition of Culture
 3. The Sources of Religion
 4. Religion as a Group Phenomenon
- B. Relationships Between Religion and Other Social Institutions
 1. Religion and Politics
 2. Religion and the Economic System
 3. Religion and the Class System
 4. Religious Conflicts
 5. Denominational Society
- C. Perspectives on Religion
 1. Women and Religion
 2. Black Religion in America
 3. Religion and the American Native Indian
 4. The Future of Religion

IV. Evaluative Methods

Actual methods of evaluation will vary from instructor to instructor, but will include the following:

1. There will be 3 exams including true or false, multiple choice and essay questions.
2. Written assignment(s) or project.
3. Extra credit assignment: students may be encouraged to attend one public lecture and to write a brief report on it or may be asked to critique an article.

V. Required Textbooks:

All students will read a textbook and at least one book-length primary source material by a classical scholar.

Will vary from instructor to instructor: some possible texts are listed below:

Ronald L. Johnstone, Religion in Society, Third Edition, Englewood Cliffs: Prentice-Hall, 1988.

Andrew M. Greeley, The Denominational Society, Glenview, Illinois: Scott, Foresman, 1972.

Robert N. Bellah et. al.; Habits of the Heart, New York: Harper & Row Publications, 1985.

Peter J. Paris, The Social Teachings of the Black Churches, Philadelphia: Fortress Press, 1985.

Dewise Carmody, Women and World Religions, Nashville: Abingdon, 1979.

*Max Weber, The Protestant Ethic and the Spirit of Capitalism, trans. Talcott Parsons (New York: Scribners' 1958).

*Sigmund Freud, The Future of an Illusion, New York: Liveright, 1928.

*Primary source materials by a classical scholar.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular
- Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____X_____
2. Literacy--writing, reading, speaking, listening	_____	_____X_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____X_____
5. Scientific inquiry	_____	_____X_____
6. Values (ethical mode of thinking or application of ethical perception)	_____X_____	_____
7. Aesthetic mode of thinking	_____	_____X_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	_____X_____	_____
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____X_____
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

Please see explanations (attached)

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

Please see explanations (attached)

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

Please see explanations (attached)

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Please see explanations (attached)

Liberal Studies Form - 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Liberal Studies Course Approval Form: Explanations

RS 200 Religion and Culture: Their Interaction

Part I. Please refer to the items checked.

Part II. Liberal Studies Goals

A. Intellectual Skills and Modes of Thinking

1. Questions such as: Why should a student of politics or business understand Islamic fundamentalism and the turmoil in the Middle East? How does religion affect economic attitudes? Has the moral majority or the church got a right to influence public policy? will stimulate students interest in examining the practical relationships between religion and various social institutions. Instructor will lead students through lectures, discussions, films, written assignments to examine moral issues raised in the course. Such analysis will develop skills of critical thinking, encourage decision making and respect for choices.
2. Students will develop literacy skills of writing, reading, speaking and listening through their reading, class discussion, assignment requiring a library research, tapes and essay exams.
3. This is not very relevant to this course, however, some statistical data may be examined.
4. Most of the issues raised in the course have both historical and contemporary relevance. For instance, students will examine how society as a whole and how the church specifically has treated women, blacks and Indians in the past and how they are still perceived today.
5. The approach to this course is critical and nonsectarian, therefore, it emphasizes the social scientific inquiry.
6. A number of issues in this course deal with ethics. Students will be encouraged to make their own responsible moral decisions on questions like abortion. Through the discussions students will realize that our values shape most social policies and that religion has played both positive and negative roles in cultural values.

7. Through religious art and architecture in various culture the aesthetic mode of thinking has been expressed and appreciated, hopefully students will learn to do so through videotapes and discussions.
- B. Personality is an integrated whole. There is an increasing awareness that education should produce a total person. The interdisciplinary nature of this course -- religion, family, polity, economy -- gives the student a broad understanding of life. The issues explored in the course will lead to a deeper understanding of and greater appreciation for the enduring questions faced by humanity.
- C. NA
- D. Students written assignments require research in the library.

Part III. General Criteria

- A. There will be periodic meetings at least once a semester among instructors who teach the course to discuss syllabi, textbooks and other issues pertinent to the course. Suggestions or decisions made will be brought to the attention of other colleagues at Departmental meetings.
- B. Please see section 3 of the Typical Outline.
- C. At least one primary material by a classical scholar in the field will be added to the required reading list (see textbooks).
- D. The course is interdisciplinary in nature and is broad enough for both majors and non-majors.
- E. Six Ways of Contributing to Students' Abilities:
 1. Through lectures, discussions, tapes, and library assignments the course raises many ethical issues to which students will have to respond and examine the responses of their peers, other scholars and groups like churches. For instance, students will analyze the way religion justifies the economic status of the rich in a world of limited resources.

See Part II A 1 and 6.
 2. Please see Part II A.
 3. Please see Part II B.

4. Through critical examination of the issues that society grapples with, students learn to examine issues of their own time and learn to be creative thinkers and decision makers on the basis of the knowledge they have acquired. Students will learn about people who found new ways to deal with societal issues and in turn learn to engage in creative thinking. A number of people discussed in the textbooks have used their innovative ideas to transform society.
5. Students will come to appreciate the fact that the issues they discuss in class are perennial ones which they will face and deal with throughout their lives.
6. The practical nature of the course and the familiarity with some of the issues such as the Catholic Church and abortion, racism and religion, fundamentalism and social issues make it easy for students to link what they study with the actual society.

Part IV. Knowledge Area Criteria

The syllabus, along with the above explanations have amply demonstrated how this course meets each criteria checked.

Liberal Studies Criteria Which the Course Must Meet:

The course is non-technical, covers broad areas of disciplines but is an in-depth study. It is interdisciplinary in nature.