

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS 99</u>
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE _____
 COURSE/PROGRAM TITLE RS 210: World Scriptures *
 DEPARTMENT Philosophy and Religious Studies
 CONTACT PERSON Doel Meek

* Revised Course description

II. THIS COURSE IS BEING PROPOSED FOR:

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

III. APPROVALS

S. Montgomery 4-18-89
Department Curriculum Committee

S. Montgomery 4-18-89
Department Chairperson

Mark J. Stasy
College Curriculum Committee

Mark J. Stasy
College Dean*

[Signature]
Director of Liberal Studies
(where applicable)

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 _____	Semester/Year to be implemented <u>ASAP</u>	Date to be published in Catalog <u>ASAP</u>
to UWUCC _____		

COURSE SYLLABUS....a typical, generic syllabus which will vary somewhat from instructor to instructor....

RS 210: WORLD SCRIPTURES, 3 SH

I. CATALOG DESCRIPTION.

Major sacred writings of Hindu, Buddhist, Confucian, Taoist, Judeo-Christian, and Muslim traditions will be studied from the point of view of their religious significance.

II. COURSE OBJECTIVES.

- 1. To introduce to students the diversity of value systems and life perspectives as revealed in the world's major scriptures.
- 2. To enhance students' global and historical consciousness by examining the development of religious thought in the world's major scriptures.
- 3. To introduce to students an academic (non-sectarian and critical) study of religions.

III. COURSE OUTLINE.

- 1. Introduction to the academic study of religions and methodologies in the study of scriptures
- 2. Major motifs in the scriptures of the world
- 3. *Indian-rooted scriptures: Hinduism/Bhagavad Gita and Buddhism/Dhammapada
- 4. Chinese-rooted scriptures: Confucianism/Analects and Taoism/Tao Te Ching
- 5. "Western"-rooted scriptures: Judaism/Torah, Christianity/Gospels, and Islam/Quran
- 6. Student Research
- 7. Summary and concluding remarks

*two of the several themes examined in 3,4, and 5 are the impact of the scriptures on contemporary religious adherents and the perception of womanhood as expressed/not expressed in those scriptures

IV. EVALUATION METHODS.

- 1. Three exams: objective, essay, and cumulative
- 2. One written assignment: 5-7 pages
- 3. One five-minute oral report

V. TEXTBOOKS.

- 1. Ninian Smart and Richard Hecht, SACRED TEXTS OF THE WORLD, Crossroad, 1982.
- 2. BHAGAVAD GITA (any English translation).
- 3. THE GOSPELS (any English translation).

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)? RS 110: World Religions

Liberal Studies Form - 2

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.	<u>X</u>	<u> </u>
2. Literacy—writing, reading, speaking, listening	<u> </u>	<u>X</u>
3. Understanding numerical data	<u> </u>	<u> </u>
4. Historical consciousness	<u> </u>	<u>X</u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u>X</u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
	<u> </u>	<u>X</u>
C. Understanding the Physical Nature of Human Beings		
	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u>X</u>
2. Use of computing technology	<u> </u>	<u> </u>

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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.

Periodic meetings at least once a semester among instructors to discuss individual syllabi in the context of a "generic" syllabus (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 the syllabus.

- 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. *Please see the syllabus.*

[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.]

- 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?

This course is for majors + nonmajors; it covers a broad area of Religious Studies -- scriptures -- and

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

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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 210: WORLD SCRIPTURES

PART ONE: BASIC INFORMATION

Please refer to items checked.

PART TWO: LIBERAL STUDIES GOALS

- A1. Students are introduced to doctrinal controversies (e.g., elements of being a person), moral questions (e.g., the role of the individual vis-a-vis society), and various perspectives on life and its meaning(s) as understood in the scriptures of the major religions. Students will critically analyze the contexts and positions of these various issues through the lectures, discussions, oral and written assignments, and the exams.
- A2. Literacy is enhanced through notetaking, substantial reading, discussions, oral and written assignments, and the exams.
- A3. NA
- A4. Emphasis is placed on the historical context/development 1) of scriptures themselves and 2) of the doctrines, practices, and personages delineated in those scriptures.
- A5. NA
- A6. In examining scriptures, there is of necessity a consideration of the values and life perspectives delineated in those writings.
- A7. NA
- B. Understanding scriptures of the world is one key for understanding the values and life perspectives of individuals (including oneself) and of societies--from their views of the self (in the Bhagavad Gita, e.g.), to the view of womanhood (in the Quran, e.g.), to concepts of justice (e.g., in the prophetic writings of the Hebrew scriptures)....
- C. NA
- D1. Use of the library is required in the oral and written assignments.
- D2. NA

PART THREE: GENERAL CRITERIA FOR LIBERAL STUDIES.

- A. Responses are on the form.
- B. "
- C. "
- D. "
- E. The course raises a variety of ethical issues, which are found in the scriptures, such as the implications of justice, the role of the individual vis-a-vis society, the status of

women. Through the lectures, discussions, exams, and the oral and written assignments, students will be assisted in carefully analyzing and critiquing those issues.

E2. Please see E1.

E3. "

E4. Through the examination, e.g., of major scriptural personages such as the Buddha, Lao Tzu, Jeremiah, Jesus, Muhammad, students are exposed to and interact with role models of bold and influential creativity.

E5. The issues dealt with in this course (see, e.g., E1) are issues which impact the personal lives of students beyond formal education. This course provides a non-preaching, non-threatening context for reflecting on those issues. A bibliography and other resources are supplied for continued reflection and learning, beyond the classroom.

E6. One of the several themes considered in the treatment of each scripture is the level of impact/importance which contemporary religious adherents ascribe to their scriptures.

PART FOUR: MEETING THE CRITERIA FOR THE CURRICULUM CATEGORY

The syllabus does indicate how the course meets each criterion checked.