

①

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS105
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE RS 375: Religions of India
DEPARTMENT Philosophy + Religious Studies
CONTACT PERSON Joel Mlecko

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

Mark J. Stacy
College Curriculum Committee

[Signature]
Director of Liberal Studies
(where applicable)

S. Montgomery 4-18-89
Department Chairperson

Mark J. Stacy
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 ASAP

Date to be published
in Catalog ASAP

Revised 5/88

[Attach remaining parts of
proposal to this form.]

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

RS 375: RELIGIONS OF INDIA, 3 SH

I. CATALOG DESCRIPTION.

A study of Hinduism, Indian Buddhism, Jainism, and Sikhism, including historical and theological foundations, development of thought, contemporary expressions, and encounters with the modern world.

II. COURSE OBJECTIVES.

1. To introduce to students a non-Western culture through an in-depth exploration of Indian religions.
2. To introduce to students an academic (non-sectarian and critical) study of religions.
3. To introduce to students a culture different from their own through which they might compare and contrast their culture.
4. To enhance students' global and historical consciousness by examining the development of religious thought and practice in India.

III. COURSE OUTLINE.

1. Introduction to the academic study of religions, e.g., the historical, anthropological, sociological approaches.
2. India: the context, past and present
3. Dominant features of Indian religions
4. Hinduism
5. Indian Buddhism
6. Jainism
7. Sikhism
8. The perception of womanhood in Indian religions
9. Indian religions--minority religions--in the U.S.
10. Student research
11. Summary and concluding remarks

IV. EVALUATION METHODS.

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

V. TEXTBOOKS.

1. John M. Koller, THE INDIAN WAY, Macmillan, 1987.
2. David Kinsley, HINDUISM, Prentice-Hall, 1982.
3. BHAGAVAD GITA (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)? _____

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>X</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>X</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>

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 both for majors and nonmajors; it covers a broad area of Religious Studies within the Indian context and emphasizes content over method.

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 -- NON-WESTERN CULTURES

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.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

Although a course may deal with a single culture....

. . . comparative courses addressing relationships among cultures are encouraged.

A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.

A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.

Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.

An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.

An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.

Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

(10)

LIBERAL STUDIES COURSE APPROVAL FORM: EXPLANATIONS

RS 375: RELIGIONS OF INDIA

PART ONE: BASIC INFORMATION

Please refer to items checked.

PART TWO: LIBERAL STUDIES GOALS

- A1. Students are introduced to doctrinal controversies (e.g., atman vis-a-vis anatman) and moral questions (e.g., law of karma, ahimsa). Through lectures, discussions, oral and written assignments, and exams, students will critically analyze the contexts and proponents of the various issues.
- A2. Literacy is enhanced through notetaking, substantial reading, discussions, written and oral assignments, and exams.
- A3. NA
- A4. Emphasis is placed on the historical context/development of the doctrines, practices, and personages in Indian religions.
- A5. The course approach is that of a social scientific inquiry, including non-sectarian and academically critical characteristics.
- A6. By examining Indian religions--their doctrines, practices, moralities, and personages--there is of necessity a consideration of the values and of the perspectives on a total lifestyle within those religions.
- A7. In the consideration of symbols, rituals, art, and temple architecture of Indian religions, the aesthetic mode of thinking is addressed.
- B. Understanding Indian religions is an important key for understanding both a major non-Western nation and also a large part of Asia which has been influenced by India. Some of the Asian world's greatest art, architecture, and music are rooted in Indian religions. Those religions have influenced the rule of governments and individual values; they have impacted cultural areas from the perception of womanhood, to medical care, to educational philosophy and content. Also, the more a "Westerner" understands a "non-Western" culture such as India, the better is the understanding--through comparison and contrast--of one's own culture and, hopefully therefore, of oneself.
- 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. "
- E1. The courses raises a variety of ethical issues such as the implications of the law of karma, ahimsa, the role of women. Through discussions, exams, and the oral and written assignments, students will be encouraged to carefully analyze and critique those issues.
- E2. Please see A1.
- E3. Please see A1.
- E4. Through the examination, e.g., of major Indian religious personages such as the Buddha and Gandhi, students are exposed to role models of creativity--often courageous creativity--in regard to life perspectives and social inter-relationships.
- E5. The issues dealt with in the course--the compassion of a Buddha, the political courage of a Gandhi--are issues which might impact the personal lives of students. This course provides a non-preaching, non-threatening context for considering those issues. A bibliography and other resources will be supplied for continued consideration and learning, beyond the classroom.
- E6. Within the historical approach, the course includes a consideration of the contemporary role of each religion as it deals, e.g., with the perception of womanhood, its relations to the political system, its being transplanted into another culture, such as that of the U.S.

PART FOUR: MEETING THE CRITERIA FOR THE CURRICULUM CATEGORY

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

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.