

RLST 388 Interpreting the Bible-CrsRvs-2017-11-06

UNIVERSITY-WIDE CURRICULUM COMMITTEE

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

| | | | |
|----------------------------|-------------------|-----------------|-----------------|
| Proposer* | alison downie | Proposer Email* | adownie@iup.edu |
| Contact Person* | alison downie | Contact Email* | adownie@iup.edu |
| Proposing Department/Unit* | religious studies | Contact Phone* | 7-1360 |

| | |
|---------------|---------------------|
| Course Level* | undergraduate-level |
|---------------|---------------------|

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

catalog_desc_change
course_prefix_number_change
course_title_change

Category B:

liberal-studies

*** Teacher Education: Please complete the Teacher**

Education section of this form (below)

*** Liberal Studies: Please complete the Liberal Studies**

section of this form (below)

*** Distance Education: Please complete the Distance**

Education section of this form (below)

Rationale for Proposed Changes (All Categories)

| | |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (A) Why is the course being revised/deleted:* | Our departmental curriculum changes include moving each of our courses that focus upon one religious tradition (such as Hinduism, Buddhism, etc.) to a 300-level, rather than a 200-level. Since this course focuses upon only one sacred text, we wish to change the course number from 250 to 388 in order to be consistent with our program revision. The catalog description has been edited to reduce the number of words. |
| (B) University Senate Summary of Rationale* | <p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The rationale for this change is part of completing our program curricular revision. Our program revision restructures our category requirements into three areas: Abrahamic religions, Asian religions, and Indigenous religions. Each course offered within one of these three categories will be a 300 level course. This course fulfills the major requirement of taking one course within the Abrahamic religions category requirement.</p> <p>The Christian Bible includes the Hebrew scriptures, or the Jewish Bible. The course title change from "Understanding the Bible" to "Interpreting the Bible" calls attention to the reality that this collection of texts is always interpreted and that contesting, multiple possible interpretations are part of the text's history and continuing cultural impact.</p> |
| (C) Implications of the change on the program, other programs and the Students:* | <p>An implication of this course number change is that we are withdrawing this course from the PHIL/RLST Liberal Studies requirement choices and listing it as a Liberal Studies Elective instead.</p> <p>Students will not be negatively impacted because they will continue to be able to choose among regularly offered RLST courses to meet the PHIL/RLST requirement.</p> |

| Current Course Information* | |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category A | |
| (D) Current Prefix* | RLST |
| Proposed Prefix | RLST |
| (E) Current Number* | 250 |
| Proposed Number | 388 |
| (F) Current Course Title* | Understanding the Bible |
| Proposed Course Title | Interpreting the Bible |
| (G) Prerequisite(s) | |
| Proposed Prerequisite(s) | |
| (H) Current Catalog Description | An academic introduction to the sacred writings known as the Bible. The purpose of this course is to acquaint students with the basic contents and major themes of the books of the Bible (Hebrew Bible/Old Testament and New Testament), as well as the goals and methods of the most recent scholarship in biblical studies. |
| Proposed Catalog Description | Introduces the sacred writings known as the Bible. Examines the basic contents and major themes of the books of the Bible (Hebrew Bible/Old Testament and New Testament), as well as the goals and methods of the most recent scholarship in biblical studies. |
| <i>If changing Category A, no further action required.</i> | |

Category B (if no change, leave blank)

(I) Repeatable Course

This is for a course that can be repeated

Multiple times e.g. Internship

If YES, please complete the following:

Number of Credits that May be Repeated:

Maximum Number of Credits Allowed to be Repeated:

Proposed Repeatable Course

If YES, please complete the following:

Number of Credits that May be Repeated:

Maximum Number of Credits Allowed to be Repeated:

(J) Number of Credits

Class Hours per week:

Lab Hours:

Credits:

Proposed Number of Credits

Class Hours:Lab Hours:Credits:

(K) Current Course Student

Learning Outcomes (SLOs)

Objective 1:

Demonstrate knowledge of the basic content and major themes of the Bible, including both Old and New Testaments.

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

Course assignments such as quizzes and exams will require students to have a basic level of knowledge about the individual parts of the Bible and their contents. Furthermore, assigned readings (including selected portions of the Bible), lectures, and documentary film clips will emphasize major themes, such as conquest and exile in the Hebrew Bible/Old Testament, or the Gentile mission of Paul in the New Testament

Objective 2:

Exhibit appropriate knowledge, skills, and appreciation of biblical studies as an academic discipline.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Course assignments will require students to evaluate modern approaches to the Bible, such as textual criticism, historical criticism, and literary criticism. These assignments will engage students in evaluating the many theoretical perspectives that have evolved from research methods and in assessing how the dialogue among the proponents of these perspectives has provided insights into the nature of religious experience, practice, and belief. By applying the critical methods on an appropriately introductory level, the students will be encouraged to join and participate in this scholarly dialogue. Furthermore, readings, lectures, and documentary film clips will emphasize the historical development of the Bible in its composition, canonization, and translation.

Objective 3:

Discuss and analyze how the Bible and its interpretation has influenced the development of Judaism, Christianity, and, to some extent, Islam.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Course assignments (including essays), lectures, and discussions will require students to analyze the Bible as the textual foundation for the three monotheistic religious traditions that stem from the ancient Near East (Judaism, Christianity, and Islam). Students will be encouraged to consider those religions' historical and religious development in light of how the Bible has been differently interpreted in those traditions, and to evaluate these religions' historical and other relationships to each other with an eye toward understanding certain commonalities as well as important differences.

Objective 4:

Discuss and evaluate how implicit and explicit beliefs about the Bible have impacted cultural norms in our society.

Expected Student Learning Outcomes 2 and 3: Empowered and Responsible Learners.

Rationale:

Course assignments and class discussion will require students to assess the immense impact

interpretations of the Bible have had on cultural norms ranging from the arts, politics, medicine, international affairs and the law to ethical and moral issues that face individuals in a democratic society. Lectures and discussion will also encourage students to evaluate what their own interpretations of the Bible have had on their own views and attitudes about various issues, such as politics, sex, and gender.

(L) Proposed Course Student

Learning Outcomes (SLOs)

For each outcome, describe how

the outcome will be achieved

Note that the text box in the table expands

| SLO # | Outcome | How outcome is assessed |
|-------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Demonstrate knowledge of the basic content and major themes of the Bible, including both Old and New Testaments. | Course assignments such as quizzes and exams will require students to have a basic level of knowledge about the individual parts of the Bible and their contents. Furthermore, assigned readings (including selected portions of the Bible), lectures, and documentary film clips will emphasize major themes, such as conquest and exile in the Hebrew Bible/Old Testament, or the Gentile mission of Paul in the New Testament |
| 2 | Apply and evaluate modern approaches to the Bible, such as textual, historical, and literary criticism | Course assignments such as reflective writing and essays on exams will require students to apply and evaluate the many theoretical perspectives that have evolved from research methods and interpreting ancient text. |
| 3 | Analyze and evaluate how interpretations of the Bible have impacted Abrahamic religious traditions and cultural norms in our society | Course assignments such as reflective essays and essays on exams will require students to assess the impact differences in interpretative traditions and particular interpretations of the Bible have had in religious development and continue to have in cultural norms and perhaps their own views. |

(M) Previous Brief Course Outline

(It is acceptable to copy

from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

1. Introduction (6 hours)
 - a. Basic information about the Bible; differences between the Jewish, Protestant, and Catholic/Orthodox Bibles.
 - b. History of composition and canonization of the various parts of the Bible.
 - i. Overview of interdisciplinary methodologies for studying the Bible; views of biblical interpretation.

C. The Biblical world - setting in the Ancient Near East and historical overview.

1. The Hebrew Bible or Old Testament (21 hours)
 - a. A. Major themes in the Law/Pentateuch (*Torah*)
 - i. *Primordial stories of Genesis*
 - ii. *The ancestors or patriarchs/matriarchs*
 1. *Exodus and wanderings*
 2. *The Law and law codes*
 3. B. *Major themes in the Prophets (Nevi'im)*
 - a. *Deuteronomistic History or Former Prophets*
 - i. *Conquest of Canaan and the judges period*
 1. *The United Monarchy*
 2. *The Divided Monarchy and the fall of the nation*
 3. *Prophetic Literature and the Latter Prophets*
 - a. *Preexilic prophets*
 - i. *Exilic prophets*
 - ii. *Postexilic prophets*

Midterm - 1 hour

1. C. Major themes in the Writings (*Ketuvim*)
 - a. Psalms and other poetry
 - b. Themes in the Wisdom books (Job, Proverbs, Ecclesiastes)
 - c. Short stories (Ruth, Daniel, etc.)
 - i. Historical writings of the Persian period (Ezra-Nehemiah, Chronicles)
 1. Apocalyptic writings
 2. Selected books of the Apocrypha/Deuterocanon (the extra Old Testament books in Catholic and Orthodox Christian Bibles)

1. New Testament (13 hours)
 - a. Introduction to the Hellenistic and Roman world
 - b. Major themes in the Gospels
 - i. Gospel according to Mark
 - ii. Gospel according to Matthew
 - iii. Gospel according to Luke
 1. Gospel according to John
 2. The synoptic problem and the non-canonical gospels
 3. The historical Jesus
 - a. The beginnings of the early church
 - i. Acts of the Apostles
 - ii. Pauline and pseudo-Pauline letters
 - iii. Themes in Hebrews and the Catholic Epistles
 1. Revelation of John

1. Beyond the New Testament into early Christianity

Final exam

(1 hour)

(2 hours)

(N) Brief Course Outline

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

| Day | Date | Topic | Reading |
|----------|------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| | | What is the Bible? | |
| Tuesday | 8-25 | Introduction to the Course: Why Study the Bible? What Is the Bible? | Ehrman, 1–30 (Ch.1) |
| Thursday | 8-27 | The Canon and Text of the Bible | Ehrman, 374–387 (Ch. 15) |
| | | Unit 1: Torah | |
| Tuesday | 9-1 | Challenges in Understanding the Bible | Ehrman (chapters 1 & 15, contd) |
| Thursday | 9-3 | Challenges, contd. | |
| Tuesday | 9-8 | Creation Stories, the Primeval History, | Gen 1–11; Ehrman, (Ch. 2; 31–38; 47–56) |
| Thursday | 9-10 | Documentary hypothesis, Ancestral History | Gen 12–50; Ehrman, 38–47 |
| Tuesday | 9-15 | Moses and the Exodus | Exodus 1–20; Ehrman, 58–65 |
| Thursday | 9-17 | The Law of Moses | Exodus 21–24; Leviticus 11–26; Numbers 23–24; Deuteronomy 1–11; 28–32; Ehrman, 65–83 |
| | | Unit 2: Prophets | |
| Tuesday | 9-22 | Joshua and Judges | Joshua 1–24; Judges 1–21; Ehrman, 84–99 |
| Thursday | 9-24 | Samuel, Saul, David, Solomon to the Exile | 1 Sam 1–20; 28–31; 2 Sam 1–7; 11–18; Ehrman, 99–105; 1 Kings (entire); 2 Kings 14–17 Ehrman 105–113 |
| Tuesday | 9-29 | EXAM 1 | |
| Thursday | 10-1 | Eighth Century Prophets: Isaiah, Amos, Hosea, Micah | Amos; Hosea; Micah; Isaiah 1-11; 29-35; Ehrman, 114–127; 133–135 |

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| Tuesday | 10-6 | Jeremiah, Nahum, Zephaniah, Habakkuk | Jeremiah 1–8; 20; 30–33; Nahum, Zephaniah, Habakkuk; Ehrman, 127–133; 136–139 |
| Thursday | 10-8 | Exilic Prophets: Ezekiel, Second Isaiah; Ezra/Nehemiah and Postexilic Prophets | Ezekiel 1–13; 34–38; Isaiah 40–55; Ehrman, 146–155; Ezra, Nehemiah 1–9; Joel; Obadiah, Haggai, Malachi; Isaiah 56–66; Ehrman, 140–146; 155–165 |
| | | Unit 3: Writings | |
| Tuesday | 10-13 | Ancient Hebrew Poetry: Psalms, Lamentations, Song of Songs | Psalms 1–2; 8–24; 51; 86–89; 93–99; 137; 150; Lamentations; Song of Songs; Ehrman, 166–177 |
| Thursday | 10-15 | Ancient Hebrew Stories | Ruth, Esther, Jonah, Daniel 1–6, 1 Chronicles 10–16; 2 Chronicles 1–12; Ehrman 177–190 |
| Tuesday | 10-20 | Wisdom Literature: Proverbs and Job | Proverbs 1–13; 30–31; Job 1–17; 29–31; 38–42; Ehrman 191–202 |
| Thursday | 10-22 | Ecclesiastes and Daniel | Ecclesiastes; Daniel 7–12; Ehrman 203–214 |
| Tuesday | 10-27 | World of Jesus and His Followers | 1 & 2 Maccabees; Ehrman 215–242 |
| Thursday | 10-29 | EXAM 2 | |
| | | Unit 4: Gospels and Acts | |
| Tuesday | 11-3 | Gospel of Mark and the Synoptic Problem | Gospel of Mark; Ehrman 243–254 |
| Thursday | 11-5 | Matthew and Luke | Matthew 1–7; 20–28; Luke 1–4; 8–16; 22–24; Ehrman 254–268 |
| Tuesday | 11-10 | Gospel of John; Later Gospels and the Historical Jesus | John; Ehrman 269–296 |
| Thursday | 11-12 | Acts of the Apostles and Reconstructing the Historical Paul | Acts; Ehrman, 297–310; 324–333 |
| Tuesday | 11-17 | Problems in Paul's Churches; Paul and the Gentile Mission | 1 Thessalonians; 1 and 2 Corinthians; Philippians; Philemon; Ehrman, 310–318; Galatians; Romans; Ehrman 316; 318–323 |
| Thursday | 11-19 | Deutero-Paulines: Disputed & Pastoral Epistles | 2 Thessalonians; Colossians; Ephesians; 1 and 2 Timothy; Titus; Ehrman, 334–348 |

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| | | HAPPY THANKSGIVING! | |
| | | Unit 5: Christian Writings | |
| Tuesday | 12-1 | General Epistles | Hebrews; James; 1 and 2 Peter; Jude; Ehrman, 349–367 |
| Thursday | 12-3 | Revelation | Revelation; Ehrman, 367–373 |
| Thursday | 12-10 | 12:30- 2:30 FINAL EXAM | |

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

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| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> |
| <p>Course Prefix/Number</p> | |
| <p>Course Title</p> | |
| <p>Type of Proposal</p> | <p>See CBA, Art. 42.D.1 for Definition</p> |
| <p>Brief Course Outline</p> | <p>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</p> <p>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</p> <p>direct faculty instruction, there should be a minimum of two hours of out of class student work.</p> |
| <p style="text-align: center;">Rationale for Proposal (Required Questions from CBA)</p> | |
| <p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p> | |
| <p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p> | |

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| How will the instructor-student and student-student interaction take place? (if applicable) | |
| How will student achievement be evaluated? | |
| How will academic honesty for tests and assignments be addressed? | |

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

| | |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| If Completing this Section, Check the Box to the Right: | <p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p> |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

| Liberal Studies Course Designations (Check all that apply) | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------|--|
| Learning Skills: | | | | | | | |
| Knowledge Area: | | | | | | | |
| | | | | | | | |
| Liberal Studies Elective | <p>Please mark the designation(s) that apply - must meet at least one</p> <p>global_citizenship, information_literacy, oral_communication</p> | | | | | | |
| <p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the ESULO's</p> | <p>Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number</p> <p>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> </tbody> </table> | Informed Learners demonstrate: | Course SLO # | <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | | <ul style="list-style-type: none"> The aesthetic facets of human experience | |
| Informed Learners demonstrate: | Course SLO # | | | | | | |
| <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | | | | | | | |
| <ul style="list-style-type: none"> The aesthetic facets of human experience | | | | | | | |

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| <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives | 1 |
| <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures | 1 |
| <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities | 1 |
| <ul style="list-style-type: none"> the interrelationships within and across disciplines | |
| Empowered Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> effective oral and written communication abilities | 2 |
| <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies | 2 |
| <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools | |
| <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources | 2 |
| <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action | 2 |

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|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| | <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups | |
| | <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation | 2 |
| | <ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas | 2 |
| | Responsible Learners demonstrate: | Course SLO # |
| | <ul style="list-style-type: none"> intellectual honesty | 3 |
| | <ul style="list-style-type: none"> concern for social justice | 3 |
| | <ul style="list-style-type: none"> civic engagement | 3 |
| | <ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world | 3 |
| | <ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others | 3 |

How will each outcome be measured
(note should mirror (L) Student Learning
Outcomes* (SLO) from the course
proposal

Narrative on how the course will address the Selected Category Content

| Course SLO # | Assessment Tool to be used to measure the outcome |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Demonstrate knowledge of the basic content and major themes of the Bible, including both Old and New Testaments. | Course assignments such as quizzes on the readings, and writing in and out of class will require students to demonstrate knowledge of content and themes in the Bible, a collection of texts written and collected across hundreds of years and cultural differences. |
| 2 Apply and evaluate modern approaches to the Bible, such as textual, historical, and literary criticism | Course assignments such as responses to assigned reading, in and out of class writing and/or essays on exams will require students to understand multiple interpretations of text, communicate their understanding in writing and/or class presentations, and critically evaluate the impacts and implications of various interpretive methods and positions |
| 3 Analyze and evaluate how interpretations of the Bible have impacted Abrahamic religious traditions and cultural norms in our society | Course assignments such as responses to assigned reading, in and out of class writing and/or essays on exams will require students to assess and evaluate the immense cultural impact of various interpretations of the Bible on a wide range of civic and social justice issues, which may include slavery, the civil rights movement, theories of just/unjust war, equal rights for women and gay marriage. |

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

The impact of the Bible and its various interpretations upon Western cultural development and norms can hardly be exaggerated. From slavery of African peoples to constricting gender roles, to oppression of the LGBTQIA community, biblical texts have been and continue to be employed to advantage dominant populations (the dominant interpreters).

Biblical texts have also been re-examined to challenge oppression by traditionally non-dominant groups, particularly since the mid-twentieth century, when changes in educational institutions made it possible for diverse groups to engage interpretive work in academic settings.

The course subject matter necessarily includes attention not only to the historical formation of the texts in particular contexts, but also to analysis of the ways in which the textual collection has functioned in Western societies, with greatly diverse impacts for various groups.

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| <p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p> | <p>The possibilities for reading in addition to a textbook are numerous. Limited primary source reading, that is, portions of the Bible in English translation will be assigned. In addition, the course will include articles from biblical scholarship, and/or essays in influential publications, and/or contemporary appeals to the Bible as an authoritative document in current events, such as newspaper or magazine articles.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p> | | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---------------------------|--|
| <p>Course Designations:</p> | | | | | |
| <p>Key Assessments</p> | | | | | |
| | <p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="805 1024 1446 1066"> <thead> <tr> <th style="text-align: left;">File</th> <th style="text-align: right;">Modified ▲</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">No files shared here yet.</td> </tr> </tbody> </table> | File | Modified ▲ | No files shared here yet. | |
| File | Modified ▲ | | | | |
| No files shared here yet. | | | | | |
| <p>Narrative Description of the Required Content</p> | <p><i>How the proposal relates to the Education Major</i></p> | | | | |