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		03-16a	Apr 9/23/03	Apr 10/7/03

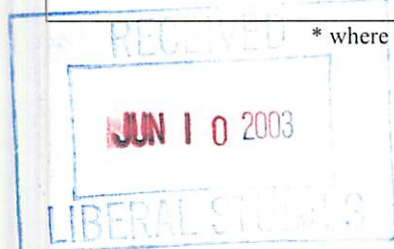
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Religious Studies	Phone 7-2310

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
<u>Current</u> Course prefix, number and full title		RLST480 Seminar in Religious Studies <u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	Tawny L Holm	3-11-03
Department Chair(s)	Amelia B.	3/10/03
College Curriculum Committee Chair	Tina H.	3/19/03
College Dean	Bob L.	3/19/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S. Schiist	9-23-03

* where applicable



New Course Proposal: SEMINAR IN RELIGIOUS STUDIES

I. Catalogue Description

RLST 480 Seminar in Religious Studies

3 class hours

0 lab hours

Prerequisites: RLST students or instructor permission.

3 credits

(3c-0l-3cr)

Provides an advanced forum for detailed exploration of a single topic or single author, subject to instructor's choice. Enrollment limited to RLST majors and other students by invitation or permission.

II. Course Objectives

Students will:

- A. Explore in depth a particular issue or theme in the study of religion.
- B. Analyze difficult concepts in a careful, sustained manner.
- C. Write clear, precise prose that reflect norms of the discipline in one or more essay assignments.
- D. Strengthen analytical, comparative, and synthesis techniques.

III. Detailed Course Outline

This seminar course will be based on an announced topic or theme that will vary from semester to semester depending on the expertise of the faculty member teaching the course. Although the topics will vary, the course will emphasize reading, discussion, and writing. Lecture may be used occasionally as a means of providing background, introducing difficult concepts, and assisting with difficult textual interpretations, but will not be the primary form of instruction. Students will be expected to give presentations and to take an active part in discussions.

As would be the case with seminars or other similar courses with varying topics, an all-purpose detailed course outline cannot be supplied. We have provided below, however, a sample syllabus, as an example of what the course might look like in a given semester.

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RLST480 Seminar in Religious Studies

Preliminaries (1 hour)

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From Wilderness to Civilization: Ancient Mesopotamia (3 hours)

The Rise of Urban Society: Ancient Sumer (1 hour)

Pilgrimage and Myth (1 hour)

Textual Analysis of *Gilgamesh* (1 hour)

Reading: N. K. Sandars, *The Epic of Gilgamesh* (NY: Penguin Books, 1960).

The Jewish Search For Home (6 hours)

Society and Religion of Ancient Israel (1 hour)

Comparative analysis: Flood Myths in *Gilgamesh* and *Genesis* (1 hour)

Pilgrimage as Returning Home: *Exodus* and *Galut* (2 hours)

Jerusalem as Holy City (2 hours)

Reading: Genesis 7:01-25:11; Exodus 1-24, 32-34; Deuteronomy 1-11; 29-34; Arnold M. Eisen, *Galut: Modern Jewish Reflection on Homelessness and Homecoming*: chapters I, II, III, VII.

Bearing One's Cross Up the Mount: Christian Journeys (6 hours)

Jerusalem as Holy City (1 hour)

Following Faith: an analysis of Pilgrim's Progress (2 hours)

Pilgrimage as Metaphor (1 hour)

City On A Hill: Pilgrimage to and in America (2 hours)

Reading: *Matthew, 21.1-11; 27.27-44.
John Bunyan, *The Pilgrim's Progress*.

The Road to Mecca (6 hours)

Pilgrimage As Ritual (2 hours)

Malcolm X and the Hajj (2 hour)

Mecca and Jerusalem (2 hours)

Reading: Mohammed Marmaduke Pickthall (translator), *The Meaning of the Glorious Koran*: surahs I, II, XVII, XXII (26-38); Malcolm X, *The Autobiography of Malcolm X*: 318-348.

Midterm Review (2 hours)

Student Presentations: Pilgrimage in Judaism, Christianity, and Islam (2 hours)

The Peyote Hunt: A Mesoamerican Pilgrimage (6 hours)

The Huichols of Mexico (2 hours)

Peyote Hunt (2 hours)

Pilgrimage, Dreams, and Visions (2 hours)

Reading: Barbara Myerhoff, *The Peyote Hunt: The Sacred Journey of the Huichol Indians*.

Bharat: Hindu Sacred Land (6 hours)

Tirtha: Sacred Space in the Hindu Traditions (4 hours)

Pilgrimage to Brindavan (2 hours)

Reading: Diana Eck, "Kasi, City and Symbol"; J.S. Hawley, "Pilgrimage to Brindavan."

The Buddhist Way to Enlightenment (6 hours)

Pilgrimage With Goal But No Destination (2 hours)

Buddhist Travels: The Center Out There (2 hours)

On Monks and Courtesans: Furabo, Mujo, Yugen (2 hours)

Reading: Matsuo Basho, *The Narrow Road to the Deep North* (NY: Penguin Books, 1966); Paula Green, "Walking for Peace."

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IV. Evaluation Methods

Evaluation methods may vary. A sample Evaluation Methods follows for the syllabus above:

- 15% Attendance and Participation
- 30% Weekly quizzes on reading content: such quizzes may include multiple choice, fill-in-the-blank, and/or short answers.
- 15% Presentation: Working either individually or in pairs, students will put on multi-media presentations focusing on pilgrimage as it is practiced in a particular religious tradition.
- 40% Essay: The culminating activity will include submission of each student's essay and student presentations on pilgrimage in Native American, Hindu, and Buddhist traditions (presentations on Judaism, Christianity, and Islam will have already been given at mid-term).

V. Example Grading Scale

90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F.

VI. Undergraduate Course Attendance Policy

It is expected that students will attend every scheduled class. Particulars for penalizing missed classes will be left to individual instructors.

VII. Required Textbooks, Supplemental Books and Readings.

Required texts will vary by semester according to announced topic or theme. For the benefit of the UWUCC, a sample list follows for the topic detailed above.

N. K. Sandars, *The Epic of Gilgamesh* (NY: Penguin Books, 1960).

John Bunyan, *The Pilgrim's Progress* (Penguin Books, 1965).

Matsuo Basho, *The Narrow Road to the Deep North* (NY: Penguin Books, 1966).

Chandler, "RLST 480 Reader."

This reader will include the following selections:

May, Herbert G. and Bruce M. Metzger (editors). *The New Oxford Annotated Bible* (NY: Oxford University Press, 1977): Genesis 7:01-25:11; Exodus 1-24, 32-34; Deuteronomy 1-11; 29-34; Matthew, 21.1-11; 27.27-44.

Eisen, Arnold M. *Galut: Modern Jewish Reflection on Homelessness and Homecoming* (Bloomington, Indiana: Indiana University Press, 1986): chapters I, II, III, VII.

Pickthall, Mohammed Marmaduke (translator). *The Meaning of the Glorious Koran* (NY: Penguin Books, 1990): surahs I, II, XVII, XXII.

Haley, Alex. *The Autobiography of Malcolm X* (Ballantine Books, 1964): 318-348.

Myerhoff, Barbara. *The Peyote Hunt: The Sacred Journey of the Huichol Indians* (Ithica: Cornell University Press, 1974): chapters 3-5.

Eck, Diana. "Kasi, City and Symbol," *Purana* (Varanasi: All-India Kashiraj Trust, 1979): 140-191.

Hawley, J.S. *At Play with Krishna: Pilgrimage Dreams From Brindavan* (Princeton, NJ: Princeton University Press, 1981): chapter 1.

Green, Paula. "Walking for Peace" in *Engaged Buddhism in the West*, edited by Christopher Queen (Boston: Wisdom Press, 2000): 128-158.

VIII. Special Resource Requirements

None.

IX. Bibliography

No single bibliography is applicable because of variable content course. As requested, a bibliography is provided for the sample topic described.

Armstrong, Karen. *Jerusalem: One City, Three Faiths*. NY: Ballantine Books, 1996.

Bhardwaj S.M., G. Rinschede and A. Sievers (eds.). *Pilgrimage in the Old and New Worlds*. Berlin: Dietrich Reimer Verlag, 1994.

Coleman, Simon. *Pilgrimage Past and Present: Sacred Travel and Sacred Space in the World Religions*. London : British Museum Press, 1995.

Coleman, Simon and John Elsner. *Pilgrimage : Past and Present in the World Religions*. Cambridge, Mass.: Harvard University Press, 1995.

Elizondo, Virgil and Sean Freyne. *Pilgrimage*. NY: Orbis Books, 1996.

- Guilford, Everard Leaver. *Travellers & Travelling in the Middle Ages*. NY: Macmillan, 1924.
- Post, Paulus Gijsbertus Johannes. *The Modern Pilgrim: Multidisciplinary Explorations of Christian Pilgrimage*. Leuven : Peeters, 1998.
- Singh, R.L. and Rana P.B. Singh. *Trends in the Geography of Pilgrimages*. Varanasi : National Geographical Society of India, 1987.
- Spencer, Brian. *Pilgrim Souvenirs and Secular Badges*. London : Stationery Office, 1998.
- York, Sarah. *Pilgrim heart: the inner journey home*. Published: San Francisco: Jossey-Bass, 2001.

New Course Proposal: SEMINAR IN RELIGIOUS STUDIES

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

- A1. The course will be open to Religious Studies majors and to other students by invitation or permission. Majors may count the course toward their required hours in Religious Studies.
- A2. This course does not require changes or revisions in any existing Religious Studies department courses.
- A3. This course has not been offered on a trial basis, though individual instructors may have offered classes similar under the 481 rubric.
- A4. This is not a dual-level course.
- A5. This course may not be taken for variable credit.
- A6. Topical seminars or readings courses are the staple of upper-level American undergraduate programs.
- A7. This specific course is not required by the American Academy of Religion or any other professional association of the field.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. This course does not duplicate or affect courses offered by other departments
- B3. This course will not be cross-listed.
- B4. This course is not appropriate to Continuing Education students.

C. Implementation

- C1. The department can work this course into its rotation of upper-level and special topics courses.
- C2. No additional space, equipment, or supplies are needed.
- C3. None of the resources for this course are based on a grant.

- C4. This course will be offered every fourth semester.
- C5. One section will be offered
- C6. Up to twenty-five students can be accommodated in this class in which students will do a considerable amount of participation and discussion.
- C7. The American Academy of Religion does not recommend maximum enrollments for this type of course.
- C8. This course is not a distance education course.

D. *Miscellaneous.*

No additional information is being supplied.