

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-97
Action Approved
Date 2-1-90

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE RS 110 World Religions *
COURSE/PROGRAM TITLE Philosophy & Religion
DEPARTMENT Philosophy
CONTACT PERSON BENJAMIN CHANT

* A 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. Martigny 4-13-89
Department Curriculum Committee

Mark J. Hasy
College Curriculum Committee

Chad Collins
Director of Liberal Studies
(where applicable)

S. Martigny 4-13-89
Department Chairperson

Mark J. Hasy
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

COURSE SYLLABUS

RS 110 World Religions

3 credits

no prerequisites

I. CATALOG DESCRIPTION

A comparative study of ^{the} history, teaching, ^{and} rituals of the major religions of the world, and ~~see~~ their influence on ~~the~~ contemporary society. A nonsectarian approach of ^{the} religions such as: Native American religion, Afro-American religion, Judaism, Christianity and Islam in relationship to Hinduism, Buddhism, Confucianism, Taoism and Shinto.

II. COURSE OBJECTIVES

1. To understand the major religious traditions of the world.
2. To compare and contrast the similarities and differences between Western and Eastern religions.
3. To comprehend the impact of religions on the contemporary world.
4. To understand religions of the minority and the place of women in world religions.

TIME COURSE OUTLINE

Introduction
Native American Religion
Afro-American Religion
Judaism
Christianity
Islam
Hinduism
Buddhism
Confucianism
Taoism
Shinto

IV. EVALUATION METHODS

There will be three examinations which will cover materials assigned from the textbook, supplemental readings and lectures.

Type of exam: objective, essays, explanation of terms, concepts, school of thought, etc.

V. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Textbook:

Richard C. Bush, The Religious World, communities of faith, 2nd. ed.,
Macmillan Co. 1988

Supplemental readings:

Hermann Hesse, Siddhartha

Benjamin Hoff, The Tao of Pooh, Penguin Books

Joseph Campbell, Myths to live by, Bantam Book

Robert Pirsig, Zen and the Art of Motorcycle Maintenance

In addition to the textbook, students will read at least one primary source book from the supplemental reading list.

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)?

It is an approved Gen Ed Course

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.

- 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.

- 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.]

- 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?

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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.

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—anthrological, geographical, histoical, 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.

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.

RS 110: WORLD RELIGIONS

Part One: Basic Information

Please refer to items checked.

Part Two: Liberal Studies Goals

- A 1. The students are introduced to the variety of religious beliefs. They will understand the rational basis for their belief, i.e. why some religions regard the ultimate reality as a personal being, other regards it as a non-personal principle. Some affirms the value of this life, other places emphasis on life after death. These and many other critical issues will be discussed in this course.
- A 2. Literacy is enhanced through the assigned reading, class discussion, lecture.
- A 4. All major religions in the world are deeply rooted in the history of their culture. To study the world religions would certainly enhance historical consciousness of the students.
- A 6. One of the major concerns for all religions is value judgement. All religions teach people to do good and to shun evil, however good and evil are defined in that particular religion.
- B. Religion is a major force which shaped the history of humankind. Their political, economic and family systems are intimately related to their religious belief. In order to understand a people it is essential to know something about its religious faith.

Part Three: General Criteria For Liberal Studies

- A. Periodic meetings among instructors and exchange syllabus.
- B. Please see the syllabus.
- C. Please see the syllabus.
- D. The World Religions course has always been designed for general students. It covers a broad area in various religious traditions. This course is not intended as first course in a major sequence.

- E 1. Religion entails commitment. Many important ethical issues will be raised, and the students will see how people use religion to justify their ethical choices, i.e., abortion, prayer in public school, etc..
- E 2. What is the meaning of life? Why do people suffer? All religions offer some answers to these questions. The students will learn to evaluate the solutions offered by each religion so that they could make rational choices for themselves.
- E 3. Through discussion, reading assignment, lecture.
- e 4. Students are encouraged to evaluate the teaching of the great religious thinkers- Buddha, Jesus, etc. To examine the basis for their teaching. The students are expected to learn to come up with their own answer in religious matters.
- E 5. Throughout their lives the students will be confronted with critical issues in religion through news media, magazines. This course will give the students the basic knowledge on which they could continue to build after graduation.
- E 6. The issues which are raised in class are intimately related to the current events, i.e., the recent controversy between Salman Rushdie's "Satanic Verses" and Islam.

Part Four: Meeting the Criteria For the Curriculum Category

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