



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of Humanities, Arts & Cultural Studies

College/School New College of Interdisciplinary Arts and Sciences Department
Prefix REL Number 310 Title Western Religious Traditions Units: 3
Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? Yes If so, list all academic units offering this course
New College and College of Liberal Arts & Sciences

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Course description: Religious traditions of Judaism, Christianity, and Islam, comparing their doctrinal, institutional, and ritual systems and social histories.

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Owen Anderson E-mail oanderson@asu.edu Phone 602-543-6027

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis Mendoza Date: 7/29/15



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Luella

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	textbook
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	textbook
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	textbook
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	textbook
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
REL	310	Western Religious Traditions	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Studying the changes in Western Religions over time	The textbook is structured in such a way as to study numerous religious belief systems over time as we study the distinct history and change of these religious traditions. The objective is that the student will come to appreciate how religion has served as a source of identity and values and in doing so they will be in a position to enhance their intercultural understanding because they have had the opportunity to trace cultural differences to their origins in the past.
2	Studying how religions and religious adherents have changed over time due to various factors	In chapter 1 of the textbook the student begins by studying ancient religious traditions in the Western World. These traditions are integrated into all areas of life so that the changes to religions are reflected in changes in the entire culture. Chapters 2, 3, and 4 then study specific traditions (Judaism, Christianity, and Islam), and chapters 6 and 7 look at indigenous religions and then new religious movements. In each of these chapters the student is taught about how changes in human life and religion over time have been reflected in cultural changes. The student will be in a better place to think about how choices in the past can

		help us in thinking about choices in the present.
3	Exploring how specific influences can be identified that cause changes in religious belief and practices	Chapters 2, 3 and 4 illustrate how the student will be introduced to specific cultural and historic changes as they shaped religious belief. Chapter 2 looks at the many contexts in which Judaism has grown and developed, chapter 3 looks at the same thing for Christianity and chapter 4 for Islam. In each case particular changes, such as the conquest of Rome or the fall of Byzantium, are studied in relation to developments and changes in religious belief.
4	Exploring how ideas, rituals, and cultural influences work together to influence individuals and produce change in history	Each of the chapters focuses on a particular religion and introduces the students to its beliefs, rituals, and historical setting. In the case of each religion the chapters contextualize them in the culture of their day and teach the student about the interplay between culture and religious belief/practice. The object is that the student is able to understand how historical changes in culture have affected historical changes in religious belief/practice.

Arizona State University, West campus
REL 310: Western Religious Traditions
Semester hours: 3

Class # 87739
Time: M 6:00-8:45, CLCC 254

Instructor: Owen Anderson
Phone: 602-543-6027
E-mail: oanderson@asu.edu

Office: FAB N236
Office Hours: M/T 5:00-6:00

Required texts: *Western Religious Traditions* by Oxtoby and Hussain. Oxford UP, 2010.

Outline of course content: This course examines the major religious traditions of Western Civilization, with a special focus on Judaism, Christianity, and Islam. The course will cover the scriptures, historical development, and influential figures of each of these religions. Attention will be given to similarities and differences, especially as relating to solving problems and settling disputes that have occurred historically between these religions, and that continue to occur in the contemporary world.

Student learning objectives:

- 1) Ability to identify the unique characteristics of the major religious traditions of the West.
- 2) Ability to identify ways in which one's own religious perspective has been affected by this history.
- 3) Demonstrate a familiarity with the scriptures, history, and influential figures of each religion
- 4) Analyze the basic beliefs that affect a religious outlook.
- 5) Develop a method for solving divisions that occur between religious groups.

Course requirements:

- 1) Interest in critically examining the subject matter and one's own beliefs.
- 2) College level academic ability
- 3) 2 hours of study outside of class for every hour in class

Evaluation components:

Attendance/Participation

Class participation is determined by consistent, appropriate participation. The professor is the judge of what is consistent and appropriate participation. A student that talks during class (to another student) will lose attendance points. Talking to other students during class is rude and disruptive. Also, unless there is an emergency that I am notified about before class, cell phones, pagers, etc. are to be turned off. **I can tell when you are texting or surfing the web.** If you are

doing these things during class you will not be counted as present. Students are expected to have read the material before class discussion. More than one absence can result in a loss of attendance points. Two instances of being late to class is equal to one absence. Each week of absences results in a 3% loss of points. Class participation is graded with a very high standard – you will not get these points by merely attending and participating once or twice.

Quizzes: 15%

There are oral and written quizzes at the beginning of each class. These are intended to encourage students to meet the studying requirements. Students can prepare 3x5 cards for use during the quizzes. These cards cannot be made during class.

Blackboard: 15%

There will be discussion questions on the blackboard forum that require a thoughtful response from each student. There will be about 10 of these during the semester, and it is the student's responsibility to check blackboard to see if a discussion question has been posted. Each question must be answered within 1 week of when it is posted. Sometimes these may include a blackboard quiz.

Essay Exams (2 at 35% each)

There will be three exams on the dates listed on the semester outline. These will consist of 10 short essay questions. These exams are not comprehensive but cover material since the last essay exam.

Grade Breakdown:

A+ = 98-100%

A = 94-97%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 70-77%

D = 60-69%

E = 59% and below

I interpret grades as follows:

A = A superior performance, extraordinary effort, well-written and coherent answers. Student grasps the basic ideas of the course, can explain those ideas, and can discuss and elaborate on those ideas.

B = Good and above average work, strong effort at understanding ideas covered in class, well-written answers, minimum requirements for course met in a conscientious manner. Student grasps the basic ideas of the course and can explain them.

C= Average work, minimum requirements met, inconsistent, and weak grasp of ideas covered in class. Student grasps the basic ideas of the course but cannot explain, discuss, or elaborate on them.

D = Passing, but with major flaws, poorly written answers, failure to meet some requirements. Student does not grasp the basic ideas of the course. Students should be aware that although a D is a passing grade some university programs require a C grade or above for a course to count towards completion of a degree. Please consult with your academic advisor in your college.

E = Failure, poor quality or missing work, disregard of directions and requirements, work is unacceptable. Student has not grasped even the most basic ideas of the course.

There is no extra credit. There are no make-up exams.

If you have any concerns with your grades, please read all comments and make an appointment to discuss your understanding of the work, comments, and assigned question(s). Please do not come with grade-oriented (about the grade versus about the work, material, understanding, etc) complaints or at the last minute in the semester. I do not negotiate grades; either during or after the term is over. I do not have conversations about what grade you need to get in order to keep a scholarship, get into a desired program, etc.

Please get someone's name and number in class, and if you are absent arrange to get his or her notes.

Withdrawals: The instructor will NOT withdraw a student for any reason. Specifically, students should be aware that non-attendance will NOT automatically result in their being dropped from the course. Thus, a student should not assume they are no longer registered for a course simply because they did not attend class during the first week or for an extended period of time during the semester. It is the student's responsibility to be aware of their registration status.

Incompletes: A grade of incomplete will not be awarded unless there is a documented evidence of extreme personal or immediate family hardship which arose during the semester and was beyond the control of the student. Changes in work hours, child care emergencies, time management, or other similar personal problems will not be approved as reasons for awarding incompletes. The Integrative Studies chair must approve any incomplete grade requests.

Honor Policy: The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the University or other sanctions as specified in the University Student Academic Integrity Policy. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities. Plagiarism may result in a course grade of 'E' or 'XE.'

Reasonable Accommodations For Students With Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are

attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "NCIS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

Final Exam Make-Up Policy: The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the Integrative Studies Department Chair and for one of the following reasons:

1. religious conflict
2. the student has more than three exams scheduled on the same day
3. two finals are scheduled to occur at the same time

Make-up exams will NOT be given for reasons of nonrefundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

Class Outline:

8/25: Introduction

9/1: **Labor Day-No Class**

9/8: Natural Religion

9/15: Natural Religion

9/22: Revealed Religion: Biblical Worldview

9/29: Revealed Religion: Biblical Worldview

10/6: Revealed Religion: Biblical Worldview

10/13: **Fall Break-No Class**

10/20: **Exam 1.** Revealed Religion: Pentateuch

10/27: Revealed Religion: Pentateuch

11/3: Revealed Religion: History and Prophets

11/10: Revealed Religion: History and Prophets

11/17: Revealed Religion: Gospel of John

11/24: Revealed Religion: Book of Romans

12/1: Revealed Religion: Book of Revelation

Final Exam (Exam 2): Dec 8 6:00pm

World Religions: Western Traditions

Edited by Willard G. Oxtoby
Amir Hussain
Roy C. Amore

Oxford University Press

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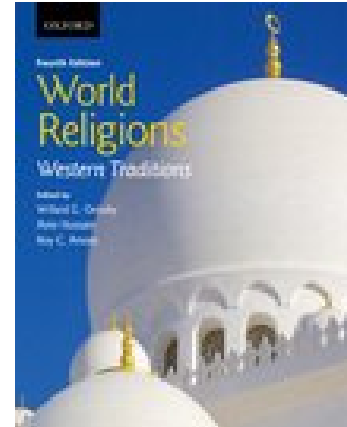
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