

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

Polytechnic, Tempe, and West campuses

| | |
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| 1.) DATE: | 2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District |
| 3.) COURSE PROPOSED: Prefix: HIS Number: 243 Title: History of World Religions Credits: 3 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; | |
| 4.) COMMUNITY COLLEGE INITIATOR: Dr. Betsy Hertzler (MCC) PHONE: 480-461-7583 FAX: | |
| ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program. | |
| MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves. | |
| AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study. | |
| 5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Select core area... Awareness Areas: Historical Awareness (H) | |
| 6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed. | |
| 7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list or required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6. | |
| 8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHST prefix <input type="checkbox"/> Elective Effective date: 2010 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| Chair/Director: <u>Janice Miller</u> Chair/Director Signature: <u><i>Janice Miller</i></u> | |

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:

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. | Course comps 2, 4, 6, 8, 10 Syllabus weeks 1, 2, 5, 8, 11, 14 Hopfe text chapters intro, 4, 6, 11, 12, 13 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events. | Course comps 3, 5, 7, 9 Syllabus weeks 3, 4, 9, 10 Hopfe text chapters 4, 11, 12 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time. | Course comps 1, 2, 5, 7, 9 Syllabus weeks 2, 3, 4, 6, 7 Hopfe text chapters intro, 4, 6 |
| <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. | Course comps 3, 4, 7, 9 Syllabus weeks 1, 4, 7, 10, 12, 14 Hopfe text chapters intro, 4, 6, 11, 12, 13 |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: <ul style="list-style-type: none"> 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 | Designation |
|---------------|--------|----------------------------|-------------|
| HIS | 243 | History of World Religions | Historical |

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) |
|---|---|---|
| History is a major focus of the course | The course examines the process of the development of five of the major world religions by reviewing ancient as well as more recent historical periods and events that shaped the religions and their societies. The historical context of the native society is examined in order to differentiate between those religious rites and rituals present in the "native" religion and that which was integrated into it. | Course comps 2, 4, 6, 8, 10 Syllabus weeks 1, 2, 5, 8, 11, 14 Hopfe text chapters intro, 4, 6, 11, 12, 13 |
| The course examines and explains human development as a sequence of event | Through the study of the role played by major religions in the social, political and institutional development of their culture, students have an opportunity to examine the impact of an event/development in the past on the present. This examination helps students objectively weigh the influence of past events and circumstances as an interactive process. | Course comps 3, 5, 7, 9 Syllabus weeks 3, 4, 9, 10 Hopfe text chapters 4, 11, 12 |

| | | |
|--|---|--|
| <p>There is a disciplined systematic examination of human institutions as they change over time</p> <p>* see category 4 on separate page</p> | <p>The course presents examples and group activities designed to demonstrate the recurrence of splits within a religious faith system as affected by political and social forces impacting the society at that time. Each religion studied in the course demonstrates a predictable order of events leading up to a division within the religion in question that mirrors similar splits within the society and political system of which religion is a part.</p> | <p>Course comps 1, 2, 5, 7, 9 Syllabus weeks 2, 3, 4, 6, 7 Hopfe text chapters intro, 4, 6</p> |
|--|---|--|

| Criteria (from checksheet) | How course meets spirit | Please provide detailed evidence of how course meets criteria (i.e. where in syllabus) |
|---|---|---|
| <p>The course examines the relationship among events, ideas and artifacts and the broad, social, political and economic context</p> | <p>(contextualize specific examples in next column) The historical approach to the study of world religions steps outside the theological realm in order to examine why each religion studied is unique yet similar. The text, activities, and media used help students understand how the "irrational" (a faith system) can be more completely understood through a rational examination of context</p> | <p>Course comps 3, 4, 7, 9 Syllabus weeks 1, 4, 7, 10, 12, 14 Hopfe text Intro, 4, 6, 11, 12, 13</p> |

**JUSTIFICATION OF HISTORICAL AWARENESS VALUE
FOR HIS243: HISTORY OF WORLD RELIGIONS**

The history of world religions studies the impact of historical, social and political events on the development of various religions. Using historical, cultural and social contexts of five major religions enables student to analyze some of the key factors that gave rise to a specific set of beliefs. The course provides students with an opportunity to compare and contrast how the context of a particular time period produced differences and similarities among and between the major religions of the world. The course also addresses the impact of changes in belief systems within each religion studied throughout different time periods and social contexts. Through this systematic examination students will have an opportunity to critically analyze why and how social, economic and political events of the past have produced present day faith beliefs and practices and their impact on the events taking place around them.

Official Course Description: MCCCCD Approval: 06/24/08**HIS243 20092-99999**

LEC 3 Credit(s) 3 Period(s)

History of World Religions

Historical context for the development, practice and spread of various world religions. Focus on environmental factors (social, political, economic) influencing religious thought. Consideration of the changes in belief systems throughout different periods and social contexts.

Prerequisites: None.[Go to Competencies](#) [Go to Outline](#)**MCCCCD Official Course Competencies:****HIS243 20092-99999 History of World Religions**

1. Describe the influence of historical, social, and political events on the development of various world religions. (I- VII)
2. Describe the historical context within which Hinduism developed. (II, VII)
3. Identify ways in which Hindu traditions and practices affected the social, political, and institutional developments of the India. (II)
4. Describe the historical context within which Buddhism developed. (III)
5. Identify the various types of Buddhism and ways in which they have changed through various historical periods. (III)
6. Describe the historical context out of which Judaism developed and the impact that this belief system created. (IV)
7. Explain how Judaic practices and beliefs have changed throughout different historical and social contexts. (IV)
8. Describe the historical context out of which Christianity developed and the historical, political and social impact that this religion created. (V)
9. Describe the historical context responsible for the splits within the various SECTS of Christianity and the impact of those splits. (V)
10. Describe the historical context within which Islam developed. (VI)
11. Identify and explain the impact that Islamic beliefs and practices had, and continue to have, in the countries that have Muslim majorities. (VI)

[Go to Description](#) [Go to top of Competencies](#)**MCCCCD Official Course Outline:****HIS243 20092-99999 History of World Religions****I. Introduction**

- A. Defining "religion"
- B. Overview of major world religions
- C. Influence of religion on historical developments in the world's societies

II. Hinduism

- A. Characteristics of Hinduism
- B. Beliefs
- C. Hindu traditions and practices

III. Buddhism

- A. The Buddha
- B. Buddhist principles
- C. Buddhist traditions and practices
- D. Buddhist monasticism
- E. Buddhist society

IV. Judaism

- A. Concept of God
- B. The Torah
- C. Judaic doctrine and theology
- D. Jewish traditions and practices

V Christianity

- A. Jesus
- B. Christian theology
- C. Roman Catholicism
- D. Eastern orthodoxy
- E. Protestantism
- F. Christian traditions and practices

VI Islam

- A. Mohammed
- B. The Koran
- C. Basic theological concepts
- D. Islamic traditions and practices

VII. The Relation Between Religions

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)

HIS 243 SPRING 2009 (Hertzler) line number 46199
HISTORY OF WORLD RELIGIONS
MESA COMMUNITY COLLEGE : SOUTHERN AND DOBSON
MWF 10am

Dr. Betsy Hertzler

480.461-7583 / office #77 in this building (Social/Cultural Science)

Office hours:

11 to noon MWF

9 to 10am TTh

Email: betsy.hertzler@mcmail.maricopa.edu

Required text: Religions of the World by Lewis M. Hopfe/Mark. R. Woodward, tenth edition

Resource text: The Illustrated Guide to World Religions, General Editor: Michael D. Coogan

Course Description: Provides a historical context for the development, practice and spread of various world religions. The focus of the class is on environmental factors (social, political, economic) influencing religious thought. The course also provides a consideration of the changes in belief systems throughout different periods and social contexts. The class uses a matrix to examine each of the religions studied to compare the similarities and differences between and among religions. Videos and class presentations by students will be included. Class requirements include readings, classroom discussion and group activities. The grade for the course will be based on quizzes, a paper discussing a visit to a religious service, exams and the research project.

Prerequisites: None

Course Competencies: Upon successful completion of the course, the student will be able to:

1. Describe the influence of historical, social, and political events on the development of various world religions.
2. Describe the historical context within which Hinduism developed.
3. Identify ways in which Hindu traditions and practices affected the social, political, and institutional developments of India.
4. Describe the historical context within which Buddhism developed.
5. Identify the various types of Buddhism and ways in which they have changed through various historical periods.
6. Describe the historical context out of which Judaism developed and the impact that this belief system created.
7. Explain how Judaic practices and beliefs have changed throughout different historical and social contexts.
8. Describe the historical context out of which Christianity developed and the historical, political and social impact that this religion created.
9. Describe the historical context responsible for the splits within the various sects of Christianity and the impact of those splits.
10. Describe the historical context within which Islam developed.
11. Identify and explain the impact that Islamic beliefs and practices had, and continue to have, in the countries that have Muslim majorities.

A. Tentative schedule

Week 1 January 21

Introductions, class expectations, syllabus

Group activity – why study religions of the world?

Text: pages 1 - 12

Week 2 January 26

Hinduism

Chapter 4 of the text, pages 70 - 85

Group activity

Quiz 1

Week 3 February 2

Hinduism, continued

Chapter 4, pages 85 - 97

Quiz 2

Week 4, February 9

Hinduism, continued

Chapter 4, pages 98-103

Attend Honors presentation

Movie Gandhi

Week 5, February 18, Monday is Presidents' Day

Buddhism

Chapter 6, pages 123 - 130

Video

Week 6, February 23

Buddhism

Chapter 6, pages 130- 137

Group Activity

Quiz 3

Week 7, March 2

Buddhism, continued

Chapter 6, pages 137-143

Quiz 4

Movie, Kundun

Week 8, March 9

Judaism

Chapter 11, pages 233-247

Turn in papers on visits to religious sites by April 17

Review for midterm

MIDTERM , FRIDAY, MARCH 13

Week 9, March 23

Judaism, continued

Chapter 11, pages 247-254

Quiz 5

Group Activity

Week 10, March 30

Judaism, continued

Chapter 11, pages 284 - 298

Video Schindler's List

Week 11, April 6

Christianity

Chapter 12, pages 270-284

Group Activity

Quiz 6

Week 12, April 13

Christianity, continued

Chapter 12, pages 298-308

Group Activity

Quiz 7

Week 13, April 20

Christianity, continued

Chapter 12, pages 330 – 342

Class presentations

Quiz 8

RESEARCH PROJECTS DUE APRIL 24

Weeks 14, April 27

Islam

Chapter 13, pages 320-329

Quiz 9

Class presentations

Week 15, May 4

Islam, continued

Class presentations

Quiz 10

Review for final

FINAL ON WEDNESDAY, MAY 13, AT 10AM

B. Grading policy

- | | |
|---------------------|-----|
| 1. Quizzes | 10% |
| 2. Midterm exam | 25% |
| 3. Final exam | 25% |
| 4. Semester project | 25% |
| 4. Visit and paper | 10% |
| 5. Group activities | 5% |

C. General comments

One of the reasons I enjoy teaching in a community college is that the students are adults who have chosen to be here (and have even paid for the privilege) and are responsible for their own behavior. This means that you and I have a contract about what is expected of each other. I will accept responsibility to do what I can to make the class as varied and interesting as possible. This includes activities such as food from each of the cultures represented by the religions we will study. I am open to class input if you have an alternate suggestion about the class format. Your part of

the contract is to have read the material assigned (and bring your books to class each class meeting), coming prepared to participate in the class discussion. The subject material impacts our world every day, and not always in a positive way. A better understanding of the 5 major religions and their history will help explain not only the differences and similarities between the different systems, but many other behaviors as well. I do apologize that we will have time to examine only 5 religions and encourage you to read about the others discussed in your text. You can also choose to study another religion for your research project.

The official policy on class attendance is outlined in the college catalogue and the student handbook. I have the option of withdrawing you from class after 3 absences but will not do so unless you specifically ask me to. It is your responsibility to withdraw if you are no longer able to attend in order to insure that you do not receive an F in the class. In addition please note that you will be charged tuition if you withdraw after the first week of class. Please also consult the catalogue and handbook about the policy on plagiarism (using someone's work without proper acknowledgement) which will not be tolerated and is grounds for a failing grade. For those of you whom I have not yet the pleasure of meeting, the good news is that there will be a review sheet containing all the possible items on both the midterm and final exams distributed a week prior to each exam. There will be objective and essay questions on each. I encourage you to write on the 3 required essay questions prior to the day of the exam so that when you take the exam you will be answering only the objective questions. You may also answer a fourth essay question for extra credit. Extra credit will also be given for short (one page) reviews of printed articles discussing some aspect of religion. The research project is often the activity that students list as their favorite because it allows you to choose a subject within the material in the book (you're not limited to the religions we actually study). You may choose any format and a wealth of subject materials are available. If you choose to write a traditional research paper, it must be at least SIX pages long (double-spaced) with at least THREE sources other than the text. Any deviations from these requirements will lower your grade on the project. It is also an option to do a media presentation of some sort: a video, a class presentation or a group oral presentation. Please ask me about the range of possibilities. ALL projects require at least THREE bibliographic sources.

Please consult the catalogue about the range of services available to you including the Writing Center for a critique of your research paper and the Disability Resources Center for those who require physical assistance of some kind to be successful. Disability Services can provide a note taker or interpreter if necessary. If the need is documented, we can also make arrangements for you to take your exams and quizzes in the Testing center with additional time. Please let me know if there is any way that I can help you have a successful experience in this class.

Each of the class activities is designed to help ensure student success and/or give you skills that employers have told us are important to them. For example, you will be working in groups periodically because most educational settings are individually-oriented. Employers have ranked ability to work successfully in group settings as one of the most important talents they look for in prospective employees. In addition educational research conducted over a 10-year period with thousands of students and

faculty across the country rank contact with at least one other student as the second most important predictor for completing a degree (time spent studying is the number one factor). These two findings have led me to include group activities in class so that you will have an opportunity to work collectively and also become better acquainted with the people in your group.

I feel very fortunate to teach a subject that I not only enjoy tremendously but one which has such an impact on our everyday lives. The headlines are full of news stories about religion which can be traced back to some previous historical event. Religions are power motivators for many people (as we have seen in the Middle East and Ireland for many years). In addition the study of history will improve your critical thinking skills as you evaluate documents from different faith traditions and will also give you an opportunity to improve your written and oral presentation abilities.

I look forward to working with you this semester!

*If you are taking this class for Honors credit, please see me so we can discuss the criteria necessary. We will meet as a group so you can select an Honors project to present to the class. In addition you will need to write a 1 ½ page critique of each of the Honors Forum speakers during the semester. .

RELIGIONS OF THE WORLD

TENTH EDITION

Lewis M. Hopfe
(1935–1992)

revised by
Mark R. Woodward
Department of Religious Studies
Arizona State University



Upper Saddle River, New Jersey 07458

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