

1.) DATE: 9/28/09	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 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 checked="" 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: Humanities and Fine Arts (HU) Awareness Areas: Select awareness area...	
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 type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): H Effective date: 2010 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <i>District-wide course description, competencies, outline</i> (JPR)	
Chair/Director: <i>Janice Miller</i> Chair/Director Signature: <i>yes, by email</i> (JPR)	

AGSC Action: Date action taken: Approved Disapproved
Effective Date:

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

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus, Course Description, Textbook TOC
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus, Course Description, Textbook TOC
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed. 	
		<ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
His	243	History of World Religions	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. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems and/or aesthetic experience.	Students focus on the importance of understanding the influence of the development of five (Hinduism, Buddhism, Judaism, Christianity and Islam) of the major world religions on each other and on current political and social world events. Each of the five religions is examined in relation to the nation and societies where it originated. Students learn about the major deities, rituals and theological systems developed and how those systems changed over time. The influence of different social and historical contexts is also analyzed for each of the five religions.	Course Competencies: 1, 3, 5, 7, 11. Course Outline: II.b, III.b, IV.c, V.b, VI.c, VII. Syllabus: Week 2, Week 5, Week 8, Week 11, Week 14.
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	A study of the origins of Hinduism, Buddhism, Judaism, Christianity and Islam is part of each unit throughout the semester. Although HIS 243 is a comparative historical analysis of these religions, it also examines the interrelationship of Hinduism and Buddhism, the impact of Judaism on Christianity and Islam and of both Judaism and Christianity on Islam. Special attention is paid to the analysis of the religious system of thought within each of the five religions studied as seen in the variety of interpretations in each religion and possible causes for subsequent interpretations.	Course Competencies: 2,4, 6, 8, 9, 10. Course Outline: I.a, II.c, III.c, IV.d, V.f, VI.d. Syllabus: Week 3, Week 6, Week 10, Week 12, Week 14.

Official Course Description: MCCC CD Approval: 06/24/08

HIS243 2009 Fall – 9999

LEC 3 3
Credit(s) 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](#)

MCCC CD Official Course Competencies:

**HIS243 2009 Fall - History of World Religions
9999**

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](#)

MCCCD Official Course Outline:

HIS243 2009 Fall - History of World Religions 9999

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

HIS 243 FALL 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 M through F

Email: betsy.hertzler@mcmail.maricopa.edu

Required text: Religions of the World by Lewis M. Hopfe/Mark. R. Woodward, eleventh 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 August 24

Introductions, class expectations, syllabus

Group activity – why study religions of the world?

Text: pages 1 - 11

Week 2 August 31

Hinduism

Chapter 4 of the text, pages 70 - 84

Group activity

Quiz 1

Week 3 September 9 (Monday, September 7 is Labor Day)

Hinduism, continued

Chapter 4, pages 84-98

Quiz 2

Week 4, September 14 (Wednesday, Honors speaker, Jean Kilbourne, speaks at

Phoenix College at 7pm)

Hinduism, continued

Chapter 4, pages 98-114

Attend Honors presentation

Movie Gandhi

Week 5, September 21

Buddhism

Chapter 6, pages 134-142

Video

Week 6, September 28

Buddhism

Chapter 6, pages 142-151

Group Activity

Quiz 3

Week 7, October 5

Buddhism, continued

Chapter 6, pages 151-156

Quiz 4

Movie, Kundun

Week 8, October 12

Judaism

Chapter 11, pages 253-264

Turn in papers on visits to religious sites by October 16

Review for midterm

MIDTERM , FRIDAY, OCTOBER 16

Week 9, October 19

Judaism, continued

Chapter 11, pages 265-278

Quiz 5

Group Activity

Week 10, October 26

Judaism, continued

Chapter 11, pages 278 - 298

Video Schindler's List

Week 11, November 2

Christianity

Chapter 12, pages 292-303

Group Activity

Quiz 6

Week 12, November 9 (November 11 is Veteran's Day recess)

Christianity, continued

Chapter 12, pages 303-317

Group Activity

Quiz 7

Week 13, November 16

Christianity, continued

Chapter 12, pages 317-333

Class presentations

Quiz 8

RESEARCH PROJECTS DUE NOVEMBER 20

Weeks 14, November 23 (Thanksgiving break, November 25-27

Islam

Chapter 13, pages 345-355

Quiz 9

Class presentations

Week 15, November 30 (Honors speaker, Dr. Paul Elsner will speak at MCC on Dec.

2)

Islam, continued,, pages 355-364

Class presentations

Quiz 10

Week 16, December 7

Islam, continue, pages 364-372

Review for final

FINAL ON WEDNESDAY, DECEMBER 16, 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

Eleventh Edition

Lewis M. Hopfe

(Deceased)

revised by

Mark R. Woodward

*Department of Religious Studies
Arizona State University*

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