

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Tracy Fessenden	tracyf@asu.edu	6027935480

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Information

Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
REL	307	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Religion: Theory and Practice

Course Catalog Description

Examines the intellectual history of academic study of religion through various theoretical approaches, major themes, and thinkers.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

[Revised March 2021]

Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either* 1, 2, or 3 *and* 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.

Select which "HU" criteria this course meets.

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

"HU" Criteria 1

Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

This course serves the primary role of orienting majors and minors in Religious Studies to the intellectual contours of the discipline, extending chronologically from the late nineteenth century to the present. The course introduces the discipline's foundational analytical categories, including that of "religion" itself.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

The supporting documentation for this criterion is marked on the syllabus in a red font.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

"HU" Criteria 4A Information

Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

This course will not only ground students in the conceptual tools of Religious Studies, but also historicize the discipline's categories, concepts, and theories with respect to the imperial and colonial contexts in which they were developed. Its learning outcomes include developing a critical understanding of foundational concepts within the discipline, including religion, belief, ritual, and tradition, historically contextualizing disciplinary theories and theorists, and researching and write an original research paper on a theoretical or methodological issue within the discipline of Religious Studies

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

The supporting documentation for this criterion is highlighted in yellow on the syllabus.

Attach a sample syllabus for this course or topic, including the list of any required readings.

[HU Renewal- REL 307_Spring 2022\[65\].pdf](#)

Attach the table of contents from any required textbook(s).

[Decolonizing Methodologies Research and Indigenous..._---_\(Contents\).pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

[HU Renewal- REL 307- List of required readings .pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Tracy Fessenden - February 27, 2023 at 11:18 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - February 27, 2023 at 4:30 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 3, 2023 at 2:48 PM (America/Phoenix)

Humanities, Arts and Design Mandatory Review

Acknowledgement Requested

Bertha Manninen - March 24, 2023 at 10:27 AM (America/Phoenix)

Revise and resubmit

Student learning outcomes include developing “a critical understanding of foundational concepts within the discipline, including religion, belief, ritual, and tradition, among others.” Weekly discussion posts require students to be “clearly and logically connected to answering the prompt, including engaging with relevant readings or sources.” However, there isn’t a clear emphasis on critical analysis in the assignments. The defining religion assignments have that potential, but it needs to be more fleshed out. The final paper is a research paper, not a critical analysis paper (or, at least, it’s not clear how it incorporates critical thinking). We recommend that the professor include more specifics about the class assignments and emphasize how the students will be engaging in critical analysis with those assignments.

Michelle Saint

Mina Suk

Peter Schmidt

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

