

LAST REVIEW: 2010-2011

(i.e. 2006-2007)

NEXT REVIEW: 2015-2016

(i.e. 2011-2012)

STATUS: A

(A, I, D)

COURSE TITLE: Introduction to Religion

COMMON COURSE NUMBER: REL 2000

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **48**

Lab:

Clinic:

Other:

PREREQUISITE(S): ENC1101 eligibility

COREQUISITE(S): none

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

An introduction to the study of religion as an academic discipline. The focus of the course is religion, not religions; an attempt is made to acquaint the student with the problems and issues ever present in the understanding of religious phenomena. Upon successful completion of this course, the students should be able to recognize, describe, and appreciate the complex phenomena of religion. A student must earn a grade of "C" or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2G

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

UNIT TITLES

1. The Academic Study of Religion
2. Theories about Religion
3. Varieties of Religious Expression
4. Religious Beliefs and Practices
5. Religious Organizations and Communities
6. Problems of Modernity

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.3, 2.0, 3.1, 4.1, 5.3, 6.1
2. Write clearly and coherently**	1.4
3. Demonstrate literacy as appropriate within a given discipline**	Cultural – 2.2, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 4.1, 4.3, 4.4, 4.5, 4.10, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.4, 6.5 Environmental – 2.2, 4.9
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.1, 2.7, 4.8, 4.10, 5.9
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	4.7, 4.8, 4.9
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 4.1, 4.4, 4.5, 4.8, 4.9, 4.10, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 6.4, 6.5
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
3. Research Papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
4. Group projects	
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
6. Multiple Choice tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
7. Presentations	
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
11. Summaries, critiques, and analyses	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
12. Reaction papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number: REL 2000

UNITS

Unit 1 – The Academic Study of Religion

General Outcome:

- 1.0 The students shall after having completed appropriate readings, class discussions, and other activities, demonstrate understanding of the academic approach to the study of religion

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Formulate understanding of the difficulties in defining religion.
- 1.2 Distinguish between an academic approach to the study of religion and religion as a devotional phenomenon.
- 1.3 Compare/contrast the contributions of anthropology, sociology, psychology, history, and philosophy in understanding the phenomena of religion via written or other assignments.
- 1.4 Demonstrate understanding of appropriate style and quality of writing and citation of sources/references within the discipline of religion.

Common Course Number: REL 2000

Unit 2 – Theories about Religion

General Outcome:

2.0 The students shall after having completed appropriate readings, class discussions, and other activities, demonstrate understanding of theories concerning religion.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1** Compare/contrast via writing or otherwise the various sociological theories about religion. These theories could include, but are not limited to, the theories of Emile Durkheim, Karl Marx, Max Weber, and Peter Berger.
- 2.2** Compare/contrast various anthropological theories about religion. These theories could include, but are not limited to, the theories of Edward Tylor, James Frazer, Clifford Geertz, and E.E. Evans-Pritchard.
- 2.3** Compare/contrast various psychological theories about religion. These theories could include, but are not limited to, the theories of Sigmund Freud, Carl Jung, William James, and Abraham Maslow.
- 2.4** Compare/contrast various phenomenological theories about religion. These theories could include, but are not limited to, the theories of Mircea Eliade, Rudolf Otto, Joseph Campbell, and G. Van Der Leeuw.
- 2.5** Compare/contrast various philosophical theories about religion. These theories could include, but are not limited to, the theories of John Hick, Soren Kierkegaard, and Georg W.F. Hegel.
- 2.6** Compare/contrast various theological theories about religion. These theories could include, but are not limited to, the theories of Martin Buber, Paul Tillich, and St. Thomas Aquinas.
- 2.7** Explain in writing or other appropriate means the various philosophical questions concerning the nature of religion as well as problematic issues and means of potentially addressing the latter.

Common Course Number: REL 2000

Unit 3 – Varieties of Religious Expression

General Outcome:

3.0 The students shall after having completed appropriate readings, class discussions, and other activities, demonstrate understanding of varieties of religious expression.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Interpret various manifestations of the sacred as outlined in readings.
- 3.2 Demonstrate understanding of various religious symbols and their function.
- 3.3 Compare/contrast different functions of myths.
- 3.4 Discuss the primary features of rituals.
- 3.5 Explain the connection between myth and ritual as a drama.
- 3.6 Differentiate between types of rituals such as rituals of passage and calendrical rituals.
- 3.7 Demonstrate understanding of the impact of religious expression on the devotee.
- 3.8 Compare/contrast various religious states of consciousness such as meditation, guilt, attachment, and dependency.
- 3.9 Demonstrate understanding of the significant forms of religious expressions: myth, belief, ritual, scripture, and art.
- 3.10 Discuss via written or other appropriate assignments historical culture as a vehicle for religious expression.

Common Course Number: REL 2000

Unit 4 – Religious Beliefs and Practices

General Outcome:

- 4.0** The students shall after having completed appropriate readings, class discussions, and other activities, demonstrate understanding of the key beliefs and practices of various religious faiths.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Compare/contrast various perspectives of the concept of deity such as polytheism and Monotheism as addressed in readings.
- 4.2 Analyze traditional arguments for a theistic deity.
- 4.3 Appraise questions about the nature of God.
- 4.4 Compare/contrast various purported forms of revelation such as dream, prayer, sacrifice, mysticism, and history.
- 4.5 Demonstrate understanding of the primary features of religious texts.
- 4.6 Distinguish among various hermeneutical issues related to scripture.
- 4.7 Recognize the connections between religion and ethics and illustrate examples of the connection.
- 4.8 Discuss problems such as evil and suffering.
- 4.9 Demonstrate understanding of issues surrounding death and eschatology.
- 4.10 Formulate written or otherwise appropriate answers to some of the key questions raised in the study of religion---e.g.: Are all religions basically similar in belief and practice, or are the various religions fundamentally different?

Common Course Number: REL 2000

Unit 5 – Religious Organizations and Communities

General Outcome:

5.0 The students shall after having completed appropriate readings, class discussions, and other activities, demonstrate understanding of various types/categories of religious communities and organizations.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Analyze the claim that religion is a social phenomenon.
- 5.2 Assess religion as an expression of personal and social identity.
- 5.3 Compare/contrast various forms of religious communities such as the Church, Sangha, denominations, sects, and cults via readings.
- 5.4 Differentiate between natural and voluntary religious groups.
- 5.5 Distinguish between traditional and non-traditional religious communities including cults.
- 5.6 Demonstrate understanding of the relationship between various religious features and practices with corresponding societies or cultures.
- 5.7 Demonstrate understanding of the diversity of religious organizations in the US and the world.
- 5.8 Discuss the non-religious impact of some religious organizations.
- 5.9 Demonstrate understanding of religion both as an agent of change/transformation and an obstacle to change/transformation.
- 5.10 Compare/contrast the basic characteristics of the world's major religions.
- 5.11 Illustrate written or otherwise appropriate examples of the various stages in the historical development of the world's major religions.

Common Course Number: REL 2000

Unit 6 – Religion and Modernity

General Outcome:

6.0 The students shall after having completed appropriate readings, class discussions, and other activities, demonstrate understanding of areas of conflict between religion and modernity.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1** Analyze key concepts such as secularization via readings.
- 6.2** Interpret various sources of secularization via writing or another appropriate medium.
- 6.3** Appraise religion's interaction with other academic disciplines.
- 6.4** Demonstrate understanding of issues related to religious diversity and religious conflict and provide potential solutions to such conflicts.
- 6.5** Discuss issues related to the roles of women in religion.