



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011 **NEXT REVIEW: 2015-2016**

(i.e. 2003-2004)

(i.e. 2008-2009)

STATUS: A

(A, I, D)

COURSE TITLE: World Religions

COMMON COURSE NUMBER: REL 2300

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48

Lab:

Clinic:

Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is a descriptive examination of the world's most popular religions. College-level reading skills are recommended.

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

Area 2D, 8

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

UNIT TITLES

1. The Phenomenon of Religion
2. Hinduism
3. Buddhism
4. Jainism and Sikhism
5. Asian Religions
6. Shinto and Zoroastrianism
7. Judaism
8. Christianity
9. Islam



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

*** 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**	2.1, 5.1, 5.3, 7.3, 7.4, 9.4
2. Write clearly and coherently**	1.3, 2.6, 3.1, 7.1, 8.1, 9.3
3. Demonstrate literacy as appropriate within a given discipline**	Cultural: 1.2, 1.4, 1.5, 2.0, 2.4, 2.5, 3.0, 3.3, 3.4, 4.0, 4.2, 4.5, 5.0, 5.5, 6.0, 7.0, 7.1, 7.5, 7.6, 8.0, 8.5, 9.0, 9.1, 9.4, 9.5, 9.7
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.3, 4.2
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	1.1, 2.3, 2.4, 2.5, 2.6, 3.2, 4.2, 4.3, 5.5, 6.4, 7.4, 7.5, 9.3, 9.4
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	4.2, 4.3
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.2, 1.4, 1.5, 2.0, 2.4, 2.5, 3.0, 3.3, 3.4, 4.0, 4.5, 5.0, 6.0, 7.0, 7.5, 8.0, 8.5, 9.0, 9.5
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.



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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.



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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	
3. Research Papers	
4. Group projects	
5. Discussions (In class and online)	1.0 - 9.0
6. Multiple Choice tests	1.0 - 9.0
7. Presentations	
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0 - 9.0
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	1.0 - 9.0
13. Surveys	
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	True and False Exams 1.0 - 9.0



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COURSE OUTLINE

Common Course Number: REL 2300

UNITS

Unit 1 The Phenomenon of Religion

General Outcome:

- 1.0 The students should be able to recognize the complex and multifold manifestation of religion in the culture of humankind.

Specific Measurable Learning Outcomes:

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

- 1.1 Recognize various social functions of religion such as the ethical dimension of religion that is found in nearly all religions.
- 1.2 Identify and recall various elements found in primal religions.
- 1.3 Discuss and critique (written or otherwise) some of the difficulties in defining religion.
- 1.4 Summarize the artistic and cultural contributions of religion to the development and enrichment of humankind.
- 1.5 Summarize some of the reasons why it is important to study the major religions of the world.



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Common Course Number: REL 2300

Unit 2 Hinduism

General Outcome:

- 2.0 The students shall be able to recognize the religion of Hinduism.

Specific Measurable Learning Outcomes:

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

- 2.1 Identify, read (excerpts), and summarize Hindu sacred literature such as the Vedas, Upanishads, and the Bhagavad Gita.
- 2.2 Identify and explain the trimurti of Brahma, Vishnu, and Shiva.
- 2.3 Recognize and explain the Hindu concepts such as yoga, karma, dharma, and reincarnation.
- 2.4 Recognize and summarize the four stages in Hindu life.
- 2.5 Recognize and summarize the caste system.
- 2.6 Identify and critique the theme of the Bhagavad Gita.



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Unit 3 Buddhism

General Outcome:

3.0 The students shall be able to recognize the religion of Buddhism.

Specific Measurable Learning Outcomes:

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

- 3.1 Summarize (written or otherwise) the life of the founder of Buddhism.
- 3.2 Recognize and critique the Three Marks of Existence and the Four Noble Truths of Buddhism.
- 3.3 Differentiate between the main branches of Buddhism: Theravada and Mahayana.
- 3.4 Recognize Zen Buddhism and Tibetan Buddhism as forms of Buddhism outside India.



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Unit 4 Jainism and Sikhism

General Outcome:

- 4.0 The students shall be able to recognize the minor but significant religions of Jainism and Sikhism.

Specific Measurable Learning Outcomes:

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

- 4.1 Summarize the origins of Jainism.
- 4.2 Explain how the ethical principle of *ahimsa* is applied to humans, non-humans, and the environment.
- 4.3 Explain the ethical dimension of the Five Vows of Jainism.
- 4.4 Summarize the origins of Sikhism.
- 4.5 Recognize and summarize the Five K's of Sikhism.



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Unit 5 Asian Religions

General Outcome:

5.0 The students shall be able to recognize the religions of Asia.

Specific Measurable Learning Outcomes:

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

- 5.1 Identify and explain basic elements of Chinese thought such as Yang and Yin, ancestor worship, I-Ching, and the Tao.
- 5.2 Summarize the origin of Taoism.
- 5.3 Recognize and read (excerpts) from the Tao Te Ching.
- 5.4 Summarize the life of Confucius.
- 5.5 Recognize and summarize the ethical dimension of the Five Relationships of Confucianism.



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Unit 6 Shinto and Zoroastrianism

General Outcome:

- 6.0 The students should be able to recognize the religions of Shinto and Zoroastrianism.

Specific Measurable Learning Outcomes:

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

- 6.1 Summarize the creation story associated with Shinto.
- 6.2 Recognize Shinto as a native religion of Japan.
- 6.3 Summarize the origin of Zoroastrianism.
- 6.4 Recognize the dualism in Zoroastrianism.



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Unit 7 Judaism

General Outcome:

7.0 The students shall be able to recognize the religion of Judaism.

Specific Measurable Learning Outcomes:

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

- 7.1 Summarize (written or otherwise) the historic beginnings of Judaism.
- 7.2 Identify and explain concepts such as the covenant, Torah, election, the Sabbath, creation, and Yom Kippur, and Messiah-ship.
- 7.3 Recognize, read (excerpts) and summarize the significance of Jewish literature such as the Torah, Tanakh, and the Talmud.
- 7.4 Identify, read, and summarize the importance of ethics (The Ten Commandments) in the development Judaism.
- 7.5 Recognize and explain the impact (ethical and otherwise) of the persecutions (including anti-Semitism and the Holocaust) upon the development of Judaism.
- 7.6 Differentiate between the main branches of Judaism.



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Common Course Number: REL2300

Unit 8 Christianity

General Outcome:

- 8.0 The students should be able to recognize the religion of Christianity.

Specific Measurable Learning Outcomes:

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

- 8.1 Summarize (written or otherwise) the life attributed to Jesus.
- 8.2 Explain ideas such as the Kingdom of God, Messiahship, crucifixion, resurrection, trinity, and the incarnation.
- 8.3 Summarize the importance of the ecumenical creeds in Christianity.
- 8.4 Recognize St. Augustine, St. Thomas Aquinas, Martin Luther, and John Calvin, as major Christian theologians.
- 8.5 Recognize and differentiate between Roman Catholicism, Protestantism, and the Eastern Orthodox Church.
- 8.6 Summarize areas of challenge to Christianity today.



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Common Course Number:

Unit 9 Islam

General Outcome:

9.0 The students shall be able to recognize and understand the religion of Islam.

Specific Measurable Learning Outcomes:

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

- 9.1 Summarize the origins of Islam.
- 9.2 Summarize the life of Muhammad.
- 9.3 Describe and summarize (written or otherwise) the Five Pillars of Islam.
- 9.4 Recognize, read (excerpts), and explain the importance of the Quran.
- 9.5 Recognize and differentiate between the two major branches of Islam.
- 9.6 Identify and explain terms such as Jihad, Hadith, the Caliphs, and the Sharia.
- 9.7 Summarize areas of challenge to Islam today.