

## Core Curriculum Course Submission

Criteria: Humanities

1. General Information			
<b>a. Originating Person</b>	<b>b. Contact Person's E-mail</b>	<b>c. Contact Phone</b>	<b>d. Date</b>
Michael Norton	mbnorton@ualr.edu	569-3106	2/5/2016
<b>e. College/School</b>	<b>f. Department/Program</b>		
	Philosophy & Interdisciplinary Studies		
<input checked="" type="checkbox"/> <b>Submission Statement</b> By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.			
<input checked="" type="checkbox"/> <b>Chair and Dean Awareness</b> A separate statement from the chair must be included that states that the department faculty have approved this course for submission to the core and that the chair takes responsibility for informing the Dean about the submission of the course.			
2. Course Information			
<b>a. Course ID (RHET 1312)</b>	<b>b. Current Title</b>		
RELS 2305	World Religions		
<b>c. Catalog Description</b>			
This course will examine the beliefs, practices, histories, and selected sacred texts of major Eastern and Western religions, including Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam. It will examine the ways in which religious texts and traditions represent total symbol systems and expressions of cultures, and it will emphasize themes that reflect common values across different religious perspectives while acknowledging key differences.			
<b>d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?</b>			
The Chairperson of the Dept. of Philosophy and Interdisciplinary Studies mentors all new faculty to insure consistency among sections of required courses. Further, new faculty are given sample syllabi for the courses they teach, which may be used as a guide in crafting their own courses. Syllabi for World Religions are collected by the Chairperson each term and are reviewed for consistency of learning objectives and assignments.			

Educational Goals	Learning Outcomes students will	Learning Objectives: At the end of the course students will be able to	Assignments	Explanation
<b>Knowledge 2 – Concepts, Methodologies, and the Global Heritage of the Arts</b>	1. understand foundational concepts and methods in a particular humanistic discipline;	<b>Learning Objectives 2.1</b> distinguish the perspectives and methods of the academic study of religions (“outsider” view) from the approach to religious study characteristic of a committed participant in a religion (“insider” view)	<b>Assignments 2.1</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 2.1</b> <b>Students should be able to understand, demonstrate, and put to use the methods and perspectives of the academic study of religion in analysis of texts, in discussions, and in the completion of appropriate assessment tools.</b>
	2. understand cultural and historical contexts as they inform philosophical, literary, and other texts ;	<b>Learning Objectives 2.2</b> understand the cultural and historical contexts of the development of religious texts and their respective traditions	<b>Assignments 2.2</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 2.2</b> Readings and discussions include consideration of the cultural and historical contexts of religious traditions and texts; students' understandings of these contexts will be demonstrated in assessment tools.
<b>Skills 1 – Communication</b>	1. read, analyze, and interpret philosophical, literary, and other texts, orally and in writing, using primary and secondary materials;	<b>Learning Objectives 1.1</b> analyze religious texts, both orally and in writing, to identify and understand key philosophical and moral themes	<b>Assignments 1.1</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 1.1</b> Class readings, discussions, quizzes, exams, and essay enable students to work though religious texts, to charitably interpret complicated or unfamiliar ideas, and to construct thoughtful and accurate prose such that they may be able to think through a variety of philosophical and moral issues on their own.
Educational Goals	Learning Outcomes students will	Learning Objectives: At the end of the course students will be able to	Assignments	Explanation
<b>Skills 2 – Critical Thinking</b>	1. assess, analyze, and synthesize the views, theories, and beliefs	<b>Learning Objectives 2.1</b>	<b>Assignments 2.1</b>	<b>Explanation 2.1</b>

	presented in philosophical, literary, and other texts;	analyze religious beliefs, practices, and texts comparatively to synthesize common themes	readings, discussions, quizzes, exams, and essay	Class readings, discussions, quizzes, exams, and essay ask students to explain and evaluate the claims made in a particular religious text and/or the meaning of particular religious beliefs and practices both verbally and in writing.
	2. determine and gather relevant primary and secondary sources for the assessment, analysis, and synthesis of ideas presented in philosophical, literary, and other texts;	<b>Learning Objectives 2.2</b> write a well-developed essay, incorporating primary and secondary sources, that critically evaluates a particular idea or argument and reflects an understanding of the difference between the “insider” and “outsider” views of religion	<b>Assignments 2.2</b> readings, discussions, and essay	<b>Explanation 2.2</b> Student develop and use these skills in order to understand and discuss class readings and to complete an essay.
	3. explore one’s own identity and values in relation to texts and their intellectual, aesthetic, and cultural contexts;	<b>Learning Objectives 2.3</b> compare and contrast the perspectives present in a variety of religious texts and traditions with their own perspectives	<b>Assignments 2.3</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 2.3</b> Class readings, discussions, and assessment tools enable students to appropriately interpret, compare, and contrast various religious perspectives as they are presented in texts and practices such that they might be able to better assess their own values in relation to such perspectives.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	
<b>Skills 3 – Information Technology</b>	1. understand and use a range of past and current technologies for inquiry, exploration, and communication;	<b>Learning Objectives 3.1</b> use appropriate technologies for written work	<b>Assignments 3.1</b> essay	<b>Explanation 3.1</b> Completing the essay requires computer literacy and facility with basic word processing software
	2. assess the reliability and relevance	<b>Learning Objectives 3.2</b>	<b>Assignments 3.2</b>	<b>Explanation 3.2</b>

	of information resources;	identify, find, and use information appropriate for a scholarly analysis of a text or cultural practice	readings, discussions, and essay	Completing the essay requires the use of online research tools to locate and incorporate appropriate secondary sources. Class readings and discussions may also rely on secondary sources.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 1 – Ethical and Personal Responsibility</b>	1. take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b> use appropriate documentation to acknowledge outside resources used in their writing	<b>Assignments 1.1</b> essay	<b>Explanation 1.1</b> The instructor discusses proper citation formats and what constitutes plagiarism.
	2. understand the ethical implications of philosophical, literary, or other texts and their interpretations;	<b>Learning Objectives 1.2</b> analyze religious texts, both orally and in writing, to identify and understand key philosophical and moral themes	<b>Assignments 1.2</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 1.2</b> Class readings, discussions, and assessment tools involve reflection on the key moral themes and questions presented in various religious texts and traditions.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. understand the use of a humanistic perspective in developing a sense of civic responsibility;	<b>Learning Objectives 2.1</b> analyze the ways in which ideas and values depicted in texts from other times and cultures interact with those of American culture and/or the culture of the students' countries of origin, as well as the ways in which these ideas and values may contribute to students' sense of responsibility as members of a diverse community	<b>Assignments 2.1</b> readings, discussions	<b>Explanation 2.1</b> Class readings and discussions prompt students to reflect on what duties and responsibilities they have as a member of a religiously diverse community.
<b>Educational</b>	<b>Learning Outcomes students</b>	<b>Learning Objectives: At the end of the course students</b>	<b>Assignments</b>	<b>Explanation</b>

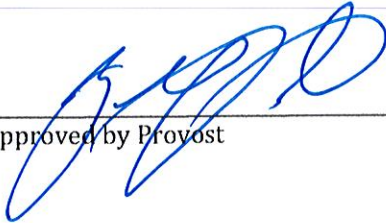
Goals	will	will be able to		
<b>Value 3-Global and cultural Understanding</b>	1. understand the importance of the experiences of a diverse range of people as expressed in philosophical, literary or other texts;	<b>Learning Objectives 3.1</b> recognize historical and contemporary commonalities, divergences, and interrelationships between these traditions	<b>Assignments 3.1</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 3.1</b> The variety of religious traditions and texts discussed emphasizes aspects of both diversity and commonality among human experiences. Assessment tools encourage students to develop and demonstrate awareness of and reflection on these experiences.
	2. respect diverse viewpoints about the meanings and values of human experiences.	<b>Learning Objectives 3.2</b> analyze the ways in which religions relate to and function within broader social and cultural contexts	<b>Assignments 3.2</b> readings, discussions, quizzes, exams, and essay	<b>Explanation 3.2</b> Reading about and discussing the ways that religions fit within broader social and cultural contexts in different places and times help students understand the importance of, and respect, ideas and values held by others.

**Additional Comments:**

The catalog description and learning objectives included here reflect changes to RELS 2305 recently approved by Undergraduate Council.

Belinda Blawie-Knecht  
Approved by Core Curriculum Committee

5-2-16  
Date

  
Approved by Provost

5/6/2016  
Date

J. Z. Anderson  
Approved by Chancellor

5-11-16  
Date