

UHM General Education

Foundations Course Designation Proposal

Global & Multicultural Perspectives Symbolic Reasoning Written Communication

Handwritten: New Category FI

The UHM Foundations Board invites UHM departments to propose that a 100- or 200-level course satisfy a Foundations requirement. The Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact the department chair. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

Fax or send this form and the requested information to the General Education Office, 956-9170 (fax), Bilger 104. Alternatively, submit all materials electronically, gened@hawaii.edu.

**Deadlines: first Wednesday in November (for fall semester)
first Wednesday in April (for spring semester)**

The Foundations Board will accept late proposals. However, submitting a late proposal may not allow time for the negotiation that is sometimes necessary to secure approval for the desired start term. Approved courses that do not appear with the Foundations designation in the Catalog may have fewer enrollments than anticipated.

REQUESTED INFORMATION (for UHM courses only)

1. *Course information.* Subject Religion Course number 150
(e.g., "ANTH")

If the course is cross listed, please provide the cross-listing: Subject _____ Course # _____

Course title: World's Major Religions

2. *Foundations area requested.* Check one.

Global & Multicultural Perspectives Symbolic Reasoning _____ Written Communication _____

3. *Official course description.* Submit a copy of the official course description. The course description must be consistent with the Hallmarks of the Foundations area (see page 2).
(If the course is new or being modified to reflect the Hallmarks, include a copy of the UHM-1 or UHM-2 form that was submitted through the regular procedures.)

4. *Syllabus.* Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, include three representative syllabi.

5. *Assessment.* Provide a brief explanation of how the department will demonstrate in five years that this course has been meeting the Foundations Hallmarks.

6. *Application questions.* Provide a separate answer to each question (see page 2).

7. *Signatures.* Department chair's signature is required.

Department chair's printed name _____

Department chair's signature _____

Date _____

Dept. chair's email _____

Campus address _____

Campus phone _____

GLOBAL AND MULTICULTURAL PERSPECTIVES (FG):

1. **provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present.**

Where does your course best fit in this scheme: Group A—content primarily before 1500 CE; Group B—content primarily after 1500 CE; or Group C—pre-history to present?

Religion 150 fits in group A – content primarily before 1500 CE.

2. **analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.**

Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?

Religion 150 provides an analysis primarily of the cultural traditions of China, India, and the Near East. The time periods range from 1500 BCE to 500 CE, though we do look at religious practices of the present as well. The perspective is multicultural with an emphasis on religion.

3. **offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.**

Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated?

All of the aspects mentioned are analyzed in REL 150. For example, social development is analyzed when looking at the caste system of Hinduism, the interaction between the political and the religious when investigating Islam, the scientific frictions Christianity has had and all the religions are analyzed in the context of the culture of origin.

4. **examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.**

What processes of cross-cultural interaction are examined?

Religion 150 examines the migration of ideas across cultural boundaries. The course also looks at the similarities and differences of the religious practitioners of the world. In addition, REL 150 emphasizes the connection between the world's religions such as that between Judaism and Christianity and of Hinduism and Buddhism.

5. **include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.**

What components of Hawaiian, Pacific, or Asian societies and their cultural traditions are included in the course?

REL 150 examines the distribution of the World's religions in the Pacific. For example the course recognizes the large population of Islamic followers in the South Pacific as well as the presence of Hinduism and Christianity. There is also an emphasis on Asian cultural traditions in the examination of Buddhism, Daoism and Confucianism.

- 6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.**

List the items that students will analyze and briefly explain what perspectives they represent.

- Excerpts from the Bhagavad-Gita Gita – for Hinduism/ India
- Excerpts from the Diamond Sutra – Buddhism / India
- Excerpts from the Torah – for Judaism / the near East
- Excerpts from the New Testament – for Christianity / the near East and Europe
- Excerpts from the Koran – for Islam / the near East
- Excerpts from the Analects of Confucius – for Confucianism / China
- Excerpts from the Dao De Jing – for Daoism / China

Maui Community College
World Major Religions
Rel. 150

The essence of education is that it be religious. – Alfred North Whitehead (famous mathematician)
... the life of religion is mankind's most important function. – William James (famous psychologist)

Instructor – Bud Clark
Office – Kalama 112
E-mail – budclark@hawaii.edu

Course Description

Introduces basic elements of the world's major religions: Hinduism, Buddhism, Taoism, Confucianism, Christianity, Judaism, and Islam. Emphasizes themes in the great Asian traditions.

Text

World's Religions by Huston Smith

Class Format

Lecture, films and guest speakers

Student Learning Outcomes

- ◆ Recognize the essential characteristics, which distinguish the major religious traditions of human kind. (O1)
- ◆ Demonstrate knowledge of the basic components of each major religious tradition, such as its concept of the divine, moral code and value system, rituals, and aesthetic expression. (O2)
- ◆ Show an awareness of religious conflicts and trends of the modern world. (O3)
- ◆ Demonstrate a better understanding of one's own religious background and that of one's community. (O4)
- ◆ Express ideas and opinions clearly in writing. (O5)

Tentative Schedule

The Major Religions in the order we will address them.

- Judaism – Pages 226 - 283
- Christianity – Pages 284 - 361
- Islam – Pages 362 - 416
- Hinduism – Pages 69- 115
- Buddhism – Pages 129-175
- Confucianism / Taoism – Pages 176-206
- Zen Buddhism - handout

Course Requirements

Attendance

4 unexcused absences will lower your overall score one letter grade.

Exams (4 @ 150 points each)

A short exam on the basic ideas of the religion covered. This assignment helps develop and demonstrate outcomes O1 and O2. Exams dates are not flexible – there are no make-up tests.

Religious current event report (2 @ 50 points each)

On announced days you will bring a current web, magazine or newspaper article with a one-page summary that addresses a religious trend or conflict. There are no make up assignments for this component and no late work will be accepted. This assignment helps develop and demonstrate outcomes O3. There will be no make-up dates for this assignment

Field research (2 @ 150 points each)

During the course of the semester students are to attend 2 different religious events, one Western and one Eastern. Students will turn in a two-page report for each visit. The reports will consist of the brut facts of the research as well as a brief reflection of the experience. The first is due on or before midterm. No late assignments will be permitted. This assignment helps develop and demonstrate outcomes O2, O3, O4, O5.

The course has possible 1000 points; there will be no class "curve".

900 - 1000 = A

800 - 899 = B

700 - 799 = C

Student Success:

Philosophy and religion courses can be one's worst experience in the humanities. The reading is difficult. The arguments are often subtle and sophisticated. All in all, the subject is intellectually cumbersome and requires a great deal of focus and effort. It is up to you to keep current on the reading. If you miss a lecture or a film it is up to you to obtain the material. If you need help, you need to seek me out for assistance. Utilize office hours.

Student Services:

MCC Library – 984-3233 - closed

The Learning Center – 984-3240

Provides tutorial assistance, study skills, and writing assistance.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodations for this class, please notify the Special Needs Coordinator at 984-3496 or Telecommunication Device for the Deaf (TDD) 984-3325 or the Text Telephone (TT) replay service at 643-8833. The Office of the Special Needs Coordinator will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

Maui Community College
Course Outline
Fall 2000

1. Course Title: Rel 150
World's Major Religions:

Number of credits: Three (3)
Abbreviated Course Title: Major World Rel
Date of Outline: September 13, 2000
2. Course Description: Introduces basic elements of the world's major religions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Emphasizes themes in the great Asian traditions.
3. Contact Hours Per Week: Three (3) Lecture, as needed
4. Prerequisites: none
Corequisites: None
Recommended Preparation: None
5. General Course Objectives: Students will read, discuss, analyze, and write about the central themes in the world's major religions. They will work both individually collaboratively as they demonstrate knowledge of varied religious traditions.

Approved by _____ Date _____

6. Specific Course Competencies

Upon completion of this course, the student should be able to:

Summarize, question, analyze, and evaluate ideas found in the major world religions

Shape and present information and ideas appropriate to purpose and audience, using documentation when necessary

Demonstrate awareness of ways that religion enriches life

Demonstrate knowledge of how the themes in religion have connections to the reader's own life and community

Gather information from various sources, including electronic; use it to formulate, develop, and support ideas in essays and oral presentations

Illustrate knowledge of the development of a religious traditions

Reflect upon, compare, and evaluate thought processes, value systems, and world views found in the world's religions

Work collaboratively on projects and presentations

7. Recommended Course Content

Hinduism

Buddhism

Confucianism

Buddhism

Taoism

Judaism

Christianity

Islam

8. Recommended Course Requirements

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to, the following:

Attendance and participation
 Writing assignments
 In-class assignments
 Homework assignments
 Projects
 Presentations
 Quizzes

9. Text and Materials

An appropriate text (or texts) and materials will be chosen at the time the course is to be offered. Examples:

Text: *The World's Religions*
 Huston Smith

Materials: Articles, handouts, and other relevant materials provided by the instructor

Others: Video tapes, audio tapes, slide shows, guest speakers, internet sites

10. Evaluation and Grading

Factors for grading may include, but are not limited to, the following:

Writing assignments	50 – 60%
Quizzes	10 – 15%
In-class writing	15 – 20%
Presentations	15 – 20%

11. Methods of Instruction

Instructional methods vary with instructors; thus instructional methods will be at the discretion of the instructor teaching the course. Techniques may include, but are not limited to, the following:

Class discussions
 Guest lecturers
 Instructor lectures
 Audio, visual, or computer presentations
 Student presentations and activities, individual or group
 Other learning experiences, such as collaborative, service, and experiential

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for REL 150

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

	REL 150
Standard 1: Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	2
1.9 Develop a personal voice in written communication	3
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	0
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	0
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	2
4.0 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	2
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	2
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2

