

08-80
APP 4-7-09
TRB- 4-21-09

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: RLST 110 World Religions

Instructor(s) of Record: James E. Gibson

Phone: 724 444 7424

Email: Jgibson@iup.edu

Step One: Proposer: James E. Gibson

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
This will be the first distance learning course I have developed. I will be working closely with Brian Carothers in the I-T support Center to learn the skills I need. I will use WEB CT as a learning environment. However, since WEB CT will be replaced by new software (Moodle) in April, I intend to transfer all material to that platform. After working with WEB CT, I realize that it is limited in scope. It is a relatively old program and does not make use of the technological innovations that have made the internet a far more valuable educational tool in the past few years. For example, YouTube and the Google Lectures web sites have an astounding variety of videos useful for religious studies. I have found there online lectures by my own teachers, Reb Zalmon Schachter and Seyyed Hossein Nasr as well as scores of experts in various fields of religious studies. I have found videos of religious rituals, symbols, art and literature. Nearly all the scriptures of the major religions are online, often with several translations. Public Broadcast's Religion and Ethics News Weekly has a site specifically tailored as a "resource for high school and college religion teachers demonstrate an approach to teaching religion that incorporates reading and discussing the daily news." (<http://www.pbs.org/wnet/religionandethics/teach/>). BBC also has a site specifically dedicated to Religion and the news (<http://www.bbc.co.uk/religion/news/>). I have become familiar with these tools using them both in my classroom and my academic research. I will use the online software and organizing programs (i.e. PowerPoint) as a portal for my students to have a multimedia experience of religious issues. My online class will integrate links to these kinds of sites accompanied by study guides and leading questions for discussion.
2. How will each objective in the course be met using distance education technologies?
 1. To understand the major religious traditions of the world.
 - a. Each of the major religious traditions will be addressed through readings of scriptural text, use of audio and video files developed by the instructor or accessible on Youtube and other Internet video lectures, and PowerPoint lectures uploaded or linked in WEB CT
 2. To compare and contrast the similarities and differences between Western and Eastern religions.
 - a. Students will be required to read and develop examples of interreligious dialogue based on examples of these dialogues from religious leaders.
 - b. The course will be structured as a comparison of world religions on the basis of four major themes:
 - i. The nature of creation
 - ii. The significance of death
 - iii. What it means to be human and gendered
 - iv. The concept of the Absolute.
 3. To comprehend the impact of religions on the contemporary world
 - a. Students will be required to find and up load to a common "chat room" message board news items relevant to both religious attempts at mutual understanding as well as religious conflicts, and significant global events. (News of the Week)
 4. To understand religions of the minority and the place of women in world religions.

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Liberal Studies

- a. Each major religious tradition will be examined for its attitudes and practices toward women, minorities and those who stand outside the religious faith. The historical, political and economic consequences of these religious attitudes will be examined as part of the curricula.

3. How will instructor-student and student-student, if applicable, interaction take place?
 WEB CT's message board, class email list, and individual email exchanges will be used. The students will also be encouraged to meet with the instructor on campus if possible. I am quite excited about the potential for the communications module "Live Classroom" available now on WEB CT and in its replacement software. Live Classroom allow real time lectures with both Web browsing and PowerPoint capabilities. It also allows me to prerecord lectures and archive them as well. The program has a rather steep learning curve for the students and requires a bit of extra hardware (a capable sound card in their computer and a headset). I will be testing it with Brian Carothers

4. How will student achievement be evaluated?
 Students will be given three major tests and a series of quizzes. They will also be evaluated on their contributions to the "News of the Week" assignments and message board dialogues.

5. How will academic honesty for tests and assignments be addressed?
 Students will be required to read and agree to the code of student conduct and IUP's Academic Integrity Policy published in *The Source*. Quizzes, exams and submission requirements will be given with time and date limitations. Student messages and contributions to the message board will be monitored for plagiarism. I will design my tests and quizzes as "open book, open note" assessment. WEB CT allows me to prevent students from downloading and printing copies of quizzes and tests. WEB CT also allows me to randomly generate quizzes and tests for each student as well as randomize the answers for each test and quiz.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative


 Signature of Department Designee

2/17/09
 Date

Endorsed: 
 Signature of College Dean

3/9/09
 Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-97</u>
Action <u>Approved</u>
Date <u>2-1-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE RS 110 World Religions *
DEPARTMENT Philosophy & Religion Institute
CONTACT PERSON KEVIN W. PHANT

* A revised course description

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

S. Montgomery 4-13-89
Department Curriculum Committee

Mark J. Stasz
College Curriculum Committee

Chris D. Hill
Director of Liberal Studies
(where applicable)

S. Montgomery 4-13-89
Department Chairperson

Mark J. Stasz
College Dean

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____
to UWUCC _____

Semester/Year to be implemented Fall 89

Date to be published in Catalog ASAP

COURSE SYLLABUS

RS 110 World Religions

3 credits

no prerequisites

I. CATALOG DESCRIPTION

A comparative study of ^{the} history, teaching, ^{and} rituals of the major religions of the world, and ~~see~~ their influence on ~~the~~ contemporary society. A nonsectarian approach of ^{the} religions such as: Native American religion, Afro-American religion, Judaism, Christianity and Islam in relationship to Hinduism, Buddhism, Confucianism, Taoism and Shinto.

II. COURSE OBJECTIVES

1. To understand the major religious traditions of the world.
2. To compare and contrast the similarities and differences between Western and Eastern religions.
3. To comprehend the impact of religions on the contemporary world.
4. To understand religions of the minority and the place of women in world religions.

III. COURSE OUTLINE

Introduction
Native American Religion
Afro-American Religion
Judaism
Christianity
Islam
Hinduism
Buddhism
Confucianism
Taoism
Shinto

IV. EVALUATION METHODS

There will be three examinations which will cover materials assigned from the textbook, supplemental readings and lectures.

Type of exam: objective, essays, explanation of terms, concepts, school of thought, etc.

V. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Textbook:

Richard C. Bush, The Religious World, communities of faith, 2nd. ed.,
Macmillan Co. 1988

Supplemental readings:

Hermann Hesse, Siddhartha

Benjamin Hoff, The Tao of Pooh, Penguin Books

Joseph Campbell, Myths to live by, Bantam Book

Robert Pirsig, Zen and the Art of Motorcycle Maintenance

In addition to the textbook, students will read at least one primary source book from the supplemental reading list.

RLST 110 World Religions
Online Course
James. E. Gibson, Ph.D.
4501 Sutton Hall.
724 -357-2310
Office Hours (To be Announced)

Course Description.

A comparative study of the history, teaching, and rituals of the major religions of the world, and their influence on contemporary society. A nonsectarian approach to religions such as: Native American religion, Afro-American religion, Judaism, Christianity and Islam in relationship to Hinduism, Buddhism, Confucianism, Taoism and Shinto.

Goals of the Course

- 1. To understand the major religious traditions of the world.**
- 2. To compare and contrast the similarities and differences between Western and Eastern religions.**
- 3. To comprehend the impact of religions on the contemporary world**
- 4. To understand religions of the minority and the place of women in world religions.**

This is a basic, introductory course to the major world religions and faiths. No previous knowledge or course work is necessary. However, we can only cover the fundamentals, skimming the surface of each tradition. If you become interested in more depth and detail we hope you will consider taking more advanced courses offered by IUP religious studies department.

Distance Learning Section

This is an online (distance learning) section of RLST 110 World Religions. The course is designed to teach you the same content as you will find in a traditional classroom with the convenience of being able to do most of the course off campus. The course requirements have been adjusted to meet the online format, but have the same level and quality of instruction you will find on campus.

What is Distance Learning?

The distance learning process is designed to allow you to take courses without needing to attend class on IUP's campus. It makes education more convenient by allowing you to pursue your studies while more easily maintaining your obligations to work and family and avoid the increasingly high cost of commuting.

Succeeding in a Distance Learning Course

In some ways, your success in online courses depends more on your discipline and initiative in taking personal responsibility for your education. Still you must use computer based technology to interact well with your instructor and other students. For some this will come rather naturally. For others it will take some adjustment.

In order to be successful in this course you must:

- Take the time to learn to use WEB CT effectively
- Schedule enough time to complete your assignments when due
- Interact with other students through distance learning media

Technological Software

- An IUP email account
- Access to WEB CT
- A compatible browser. Explorer v. 4 or above or Firefox v. 2 or above are the best choices
- MS Word or compatible word processor
- A computer capable of downloading and playing YouTube and other online media
- An audio headset and basic audio capabilities in your computer. (WEB CT has several ways to test your hardware to make sure it is adequate. You should test your hardware the first few days of the course and email me if you have any problems.

Course Texts

- Course Textbook: Fisher, Living Religions (sixth edition.) Prentice Hall.
- A copy of the Revised Standard Version Bible (or similar translation) – Recommended but not required. Also available online.
- Online articles and texts including reading from religious scriptures and online videos

Course Costs

- All computer equipment
- One text book

Course Deadlines

Tests and quizzes must be taken during the assigned time span and on specific dates. These deadlines will be posted. Exceptions will be made only for medical emergencies with documentation for a medical care professional.

Course Misconduct

Students who cheat, plagiarize or in some way violate academic policies of IUP will face disciplinary action that could result in failing the course or being expelled from the university. For more information, please consult IUP's "[Academic Integrity Policy](#)" published in [The Source](#).

Email contact and Office Hours

We will hold scheduled conferences through email, telephone, or, if convenient face to face meetings. Students will be given clear parameters for such meetings including schedules and response times. The instructor will also post messages on WEB CT and send messages through the class email list.

Course Schedule: This is a basic outline of the topics, reading and internet assignments for each week. It is subject to change, and you must check with the WEB CT site for announcements, updates, and test dates.

Week One

Introduction to the study of religion on the internet.

Assignments:

Log on to WEB CT. Become familiar with the software. Read through the "Academic Integrity Policy" and email me a note that you have read and understood the policy. Pick up your text book.

Defining religion. The Cosmos of meaning. The symbolic universe.

Assignment: PowerPoint lecture

Week Two

Indigenous religions

Assignments:

Carnegie Museum of Natural History [Tlingit of the Northwest Coast, the Hopi of the Southwest, the Iroquois of the Northeast, and the Lakota of the Plains](http://www.carnegiemnh.org/exhibits/north-south-east-west/index2.html) (<http://www.carnegiemnh.org/exhibits/north-south-east-west/index2.html>)

Wade Davis "Cultures at the far edge of the world"

http://www.ted.com/index.php/talks/wade_davis_on_endangered_cultures.html

Textbook, pp. 63-68

Week Three

Judaism

Assignments:

Genesis: chapters 1-11

PowerPoint lecture on Judaism

Textbook, pp. 226-248

Week Four

Judaism

Assignment:

Book of Job

PowerPoint lecture on the History of Judaism

Textbook, pp. 261-283

Youtube video. Zalman Schachter – What is fear of God?

<http://www.youtube.com/watch?v=G2QpBsz7GZM>

Week Five

Exam One

Christianity

Assignment:

PowerPoint lecture on the basics of Christianity

Textbook, pp. 284 - 310

Week Six

Christianity

Assignment:

Selections from Matthew and the Gospel of Thomas

Textbook, pp. 332-361

PowerPoint lecture on the Historical Jesus

Week Seven

Islam

Assignment:

PowerPoint lecture on the history of Islam

Textbook, pp. 380- 399

Week Eight

Islam

Assignments:

PowerPoint lecture on the basics of Islam and the Qur'an

Readings from the Qur'an. Sura #2 – The Cow.

Textbook, pp 362 - 380

Video “A is for Allah by Yusuf Islam (Cat Stevens)”

<http://www.youtube.com/watch?v=-L-GOHa5-YQ>

Full Muslim Prayer

http://youtube.com/watch?v=L2DTKif_grs&mode=related&search

Week Nine

Exam Two

Hinduism

Assignment:

PowerPoint lecture

Textbook, pp. 69 - 88

Ram Das -- Reading from the Upanishads – On line

<http://www.youtube.com/watch?v=NBhMxw1jrT4>

Week Ten

Hinduism

Assignment:

Textbook, pp. 88- 115

PowerPoint lecture

Ram Das -- Reading from Baghavad Gita – On Line

<http://www.youtube.com/watch?v=7TXmIgNRUiQ>

Week Eleven

Buddhism

Assignments:

PowerPoint Lecture

BBC Life of the Buddha

<http://www.youtube.com/watch?v=P2NLQGrbf5U>

Textbook, pp.129-142

Week Twelve

Buddhism

Assignments:

Readings: The Four Noble Truths – On line.

Dalai Lama lecture on the Four Noble Truths (Introduction and partial lecture)

<http://www.youtube.com/watch?v=FXmdKWWirUA&feature=Playlist&p=A>

[4EF606BDD78D1C1&index=0&playnext=1](http://www.youtube.com/watch?v=FXmdKWWirUA&feature=Playlist&p=A)

Textbook, pp. 142-163

Week Thirteen

Taoism.

PowerPoint lecture

Assignments:

Textbook, pp. 176 – 187

Selections from Tao te Ching– On line.

Alan Watts – Work as Play

<http://www.youtube.com/watch?v=0caqNCIUSZM>

Week Fourteen

Confucianism

PowerPoint Lecture

Textbook, pp. 187 – 206

Selections for the Analects – On line

Studying Confucius

<http://www.youtube.com/watch?v=c0WZIn2KeI>

5 Relationships in Confucianism -- John Houston and Bill Moyer

<http://www.youtube.com/watch?v=Nn7grjTpcNA>

and

<http://www.youtube.com/watch?v=AhkdxIVIn7Y&feature=related>

Week Fifteen

Final exam

Course Grading

Letter Grade Percentage

A 90-100%

B 80-89%
C 70-79%
D 60-69%
F below 60%

Grading requirements

Three Major exams	20% each	Total 60%
Five Quizzes	2% each	Total 10%
Five Message Board submissions	5% each	Total 25%
New of the Week submission	5%	Total 5%

[Click here for
sound](#)



Unit 8 Islam and the Qur'an

[Goals and resources](#)

Pay attention to...

- Language and style
- Historical origins
- Parallels and conflicts with other scriptures
- Daily life
- Role of women

Resources

- Chapter 12 in your text book
- Two Youtube presentations
- Selection from the Qur'an

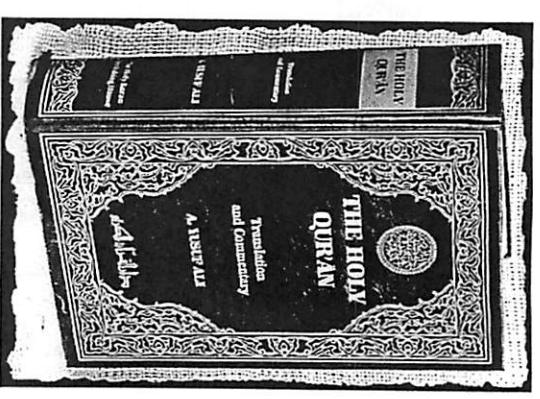
Assignments

- News of the week from Islam for Mary, John and Alice
- Post a message or discussion on the message board
- When ready, a ten question quiz available from Sunday, Nov 9th till Sunday Nov 16th

Qur'an in Islam

The Quran is:

- The revealed Word of God
- The source of doctrine and practice
- The basis of the Islamic Cosmos
- The basis of Islamic literature and art
- The basis of Islamic Law -- Shariah



Qur'an – The word means:

- “Collection”
- “Tie together”
- “Read” or “Recite”
- “Lecture”

ENCYCLOPEDIA OF THE ORIENT						
ا	ب	ت	ث	ج	ح	خ
a	b	t	th	j	ḥ h	kh
د	ذ	ر	ز	س	ش	ص
d	dh	r	z	s	sh	ṣ s
ض	ط	ظ	ع	غ	ف	ق
ḍ d	ṭ t	ẓ z	ʿ	gh	f	q
ك	ل	م	ن	ه	و	ي
k	l	m	n	h	w/ū	y/ī
ء	ة	ـ	ـ			
No sound	Gives "a" in the end of words	a	u	i		
ARABIC ALPHABET						

EXPLANATION
For some letters two transcriptions are given. The first is the correct one (with dots), the second (bold letter) is used in this encyclopaedia due to font limitations.

Origins of the Qur'an

- Muslims believe the Qur'an was revealed to the prophet Mohammed through the angel Gabriel
- It was first revealed during Ramadan, the Holy Month in the year 610 CE
- The revelations continued until Mohammed's death in 632 CE
- Mohammed first memorized the revelations and recited them to his followers who wrote them down shortly afterwards

The Qur'an: the traditional beliefs

- It was written and revealed in Arabic
- It is considered the Words of God, not the words of Mohammed who was illiterate.
- The unified and single version was compiled by Uthman (one of the rightly guided Caliphs)
- Muslims believe the Qur'an is the corrective of all other prophecies from the Christian and Jewish scriptures

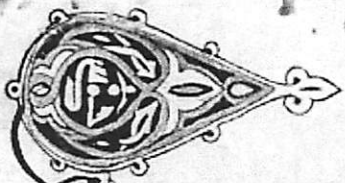
Other important writings in Islam

- Hadith – Words of the Prophet Mohammed
- Sunna – body of Islamic social and legal customs
- Sira – biographies of the Prophet
- Tafsir – commentaries on the Qur'an



أَمْثُوا يَغْفِرُ وَالَّذِينَ لَا يَجِدُونَ إِلَّا جَهَنَّمَ
قَوْمًا يَأْكُمُونَ كَانُوا يَكْسِبُونَ مِنْ عَمَلِهِمْ
فَنَفْسُهُمْ مِنْ سَأْفَعِيهَا ثُمَّ الذِّكْرُ تَجْعَلُونَ
وَقَدْ آتَيْنَاهُ لِيُنذِرَ الْكَافِرِينَ وَالْحَكِيمِ
وَالنَّبِيَّةُ وَرِزْقَانَهُمْ مِنَ الضَّيِّقَاتِ وَفَضَلْنَا هُمْ
عَلَى الْعَالَمِينَ وَآتَيْنَاهُمْ نَبَاتٍ مِنْ لَدُنَّا
لِيُخْتَلَفَ فِيهَا الْأَنْبِيَاءُ لَعَلَّهُمْ يَرْجِعُونَ

مِنَ الْعَالِيَةِ وَالْأَنَا
تَسْبِيحُهُ وَاللَّهُ
مِنْ جَانِبِهِ وَمِنْ
وَأَوَّلِهِ وَمِنْ
وَأَوَّلِهِ وَمِنْ
وَأَوَّلِهِ وَمِنْ



Structure of the Qur'an

- The Qur'an contains 114 Suras or chapters
- The Suras are generally arranged from the longest to the shortest but not in chronological order
- Islamic scholars often divide the Suras as those received in Mecca and those received in Medina
- There is no consistent thematic structure

Recitation

- The reading or “singing” of the Qur’an is a religious form of art.
- The verses are recited as poetry with rhythmic expression
- Reciting the Qur’an is considered as a ritual that transforms the time and place into a sacred space and moment.

Translations

- No translation of the Qur'an is considered authoritative
- No translation is considered sacred
- First Translated into Persian 7th century
- Then into Latin 1143ce
- English 1743

Basic Problems

Here are a few issues that peak scholar's interest. You are welcomed to discuss them on the message board.

- How has Arabic changed since the Qur'an was written?
- How have the definition of words changed?
- How different are modern Arabic dialects from classical Arabic?

Scholarly questions about the Qur'an

- Should western scholars use historical critical methods to study the Qur'an?
- Was the Qur'an written all at once or did it evolve and change through time?
- Were are the ideas and passages in the Qur'an original with Mohammed's revelation or did they come from previous writings?
- What is the history of the physical texts?
- Does the present form of the Qur'an reflect the actual revelations of the Prophet?

Other scholarly questions

- Can the Qur'an be explained as miraculous? As the "absolute and unchanging word of God"

or

- Should the Qur'an be considered as the product of human creativity?

More Scholar's questions

- Do scholars from outside a religious tradition have the responsibility to respect the religious foundations of a religious tradition?
- Should scholars refrain from research that may challenge a tradition's cherished beliefs and doctrines?

Theological question

- What is the relationship of the Qur'an to Jewish and Christian scriptures?

