

LSC Use Only Proposal No:
LSC Action-Date: AP-3/29/12

UWUCC Use Only Proposal No: 11-143
UWUCC Action-Date: AP-4/10/12 Senate Action Date: App-5/10/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit	Religious Studies	Phone	357-1360

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- | | | |
|---|--|--|
| ☐ New Course | ☐ Course Prefix Change | ☐ Course Deletion |
| ☒ Course Revision | ☐ Course Number and/or Title Change | ☒ Catalog Description Change |

Current course prefix, number and full title: RLST 290 Christianity

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|--|--|---|---|
| ☐ Learning Skills | ☒ Knowledge Area | ☐ Global and Multicultural Awareness | ☐ Writing Across the Curriculum (W Course) |
| ☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| ☐ Global Citizenship | ☐ Information Literacy | ☐ Oral Communication | |
| ☐ Quantitative Reasoning | ☐ Scientific Literacy | ☐ Technological Literacy | |

3. Other Designations, as appropriate

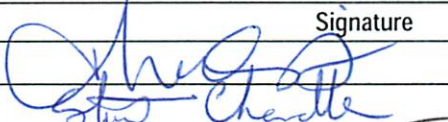
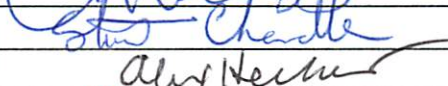
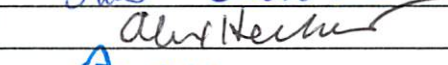
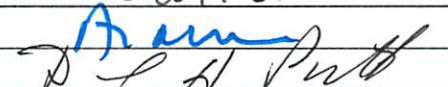
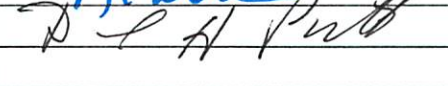
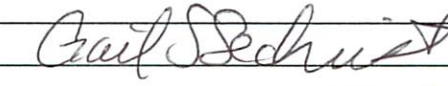
- | | |
|--|---|
| ☐ Honors College Course | ☐ Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|--|--|------------------------------------|
| ☐ Catalog Description Change | ☐ Program Revision | ☐ Program Title Change | ☐ New Track |
| ☐ New Degree Program | ☐ New Minor Program | ☐ Liberal Studies Requirement Changes | ☐ Other |

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		3/11/12
Department Chairperson(s)		3/11/12
College Curriculum Committee Chair		3-21-12
College Dean		3/21/12
Director of Liberal Studies (as needed)		4/3/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		4/10/12

Received

APR 3 2012

Liberal Studies

Received

MAR 28 2012

Liberal Studies

I. Catalog Description

RLST 290 Christianity

Prerequisite: None

3 credits

3 lecture hours

0 lab hours

(3c-01-3sh)

A study of the beliefs, practices, significant persons, history, and cultural impact of Christianity.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO).

Objective 1:

Demonstrate knowledge of some of the basic contents and major themes of the Bible that have served as the background for understanding the nature of Christianity. In addition, understand the nature of the academic (non-sectarian and critical) approach in comparison to the theological approach to the study of Christianity.

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

Course assignments such as quizzes and exams will require students to have a basic level of knowledge about the content and nature of Christianity. In addition, assigned readings, lectures, and clips from documentary films such as "The Dead Sea Scrolls," "Who Wrote the Bible?" "Jesus of Nazareth," "From Jesus to Christ: The First Christians," etc., will emphasize the early Christian period.

Objective 2:

Exhibit appropriate knowledge, skills, and comprehension of how the various periods of the Greco-Roman world presented challenges to Christianity in its early days and how Christians responded.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Course assignments will require students to evaluate some of the issues in various periods of the early Christian Church. These assignments will engage students in evaluating the many issues churches faced and how they were resolved during each period.

Objective 3:

Discuss and evaluate the complexities of Christianity in terms of the many different groups or denominations it has inspired and the challenges these groups face and how they resolve them.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

Course assignments and class discussions will require students to analyze and assess the impact of Christianity and its diverse branches in the modern World.

Objective 4:

Explain and assess how the Judeo-Christian tradition has shaped and continues to influence the ethical and moral views of Western societies in particular, and the global community as a whole, in both open and subtle ways.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

Course assignments will enable students to reflect and discuss ethical issues dealing with meaningful relationships in different aspects of life.

Objective 5:

Describe and assess the global consciousness of Christianity by going beyond its North American and Western European forms.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

Course assignments such as religion in the news articles and papers will require students to show how Christianity relates to politics and other social issues in the global community.

III. Course Outline**I. Introduction**

(6 hours)

- A. Introducing the Bible: Hebrew Scriptures/ Old Testament and New Testament; and canonization of the two divisions in the Bible.**
- B. The Major Themes of the Hebrew Scriptures/Old Testament: The Law and the Prophets.**
- C. Shape and Content of the New Testament: Centrality of Jesus to the Christian Faith.**
 - 1. Major Themes in Mark, Matthew, Luke (Synoptic problem) & John's Gospel.**

2. Major Themes in Acts of the Apostles; Pauline Epistles or pseudo-Pauline Letters, and Revelation.

II. Core Christian beliefs. (6 hours)

Exam 1 (1 hour)

III. Christianity and other faiths. (4 hours)

IV. A Brief History of Christianity (18 hours)

A. Early Church and Middle Ages.

Exam 2 (1 hour)

B. Roman Catholicism, Protestant Reformation, Catholic Renewal and Counter Reformation (Vatican 1 & 2).

C. Christianity and Women.

Exam 3 (1 hour)

D. Christianity: A Survey of its Contemporary Forms: Roman Catholicism, Eastern Orthodoxy, Pentecostalism, Protestantism, Anglicans, Baptists, Lutherans, Methodists, Presbyterians and other Reformed Christians, Evangelicalism.

Exam 4 (1 hour)

(5 hours)

V. A Global View: Africa, Southeast Asia, North America, South America, Europe. The Challenge of Fundamentalism, tensions between Christianity and Islam.

Exam 5 (1 hour)

VI. Evaluation Methods:

Students will receive grades based upon the following exercises. They consist of true false questions and some brief essay questions.

Final Semester Grade will be determined as follows:

5 Exams

20% each

100% total

Current religion in the news report (10 points) Bonus

Extra Credit (10 points) Bonus

The extra credit and religion in the news discussion will be added to overall points.

V. Final Grade Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69 % = D

Below 60% = F

VI. Undergraduate Course Attendance Policy

The attendance policy will follow IUP's attendance policy as outlined in the undergraduate catalog.

VII. Required Textbooks and Supplemental Books

McGrath, Alister. 2006. Christianity: An Introduction. Second Edition. Malden, MA: Blackwell Publishing.

The New Revised Standard Version : With Apocrypha (Any Version – Optional).

Supplemental books or readings: The following are examples of possible choices that could be used as supplemental book:

Jenkins, Philip. 2002. *The Next Christendom: The coming of Global Christianity*. Oxford. Oxford University Press.

Vorst, Robert. 2001. Readings in Christianity. Second Edition.
Wadsworth Publishing Company.

Manschreck, Clyde L. *A History of Christianity in the World*. Second Edition.
Prentice Hall, Inc. Upper Saddle River.

Peterson, Dean. 2000. A Concise History of Christianity. Second Edition. Wadsworth Publishing Company.

VIII. Bibliography

A Brief Listing of books arranged topically.

Jesus of Nazareth:

Bauckham, R.R. France, M. Maggay et. al. Jesus 2000: A Major Investigation in to History's Most Intriguing Figure. Oxford : Lion.

Davis, Stephen T. 1993. Indeed Making Sense of the Resurrection. Grand Rapids: Eerdmans.

Green, Michael. 1990. Who is This Jesus? London: Hodder and Stoughton.

Macquarrie, John. 1990. Jesus Christ in Modern Thought. London: SCM Press.

The Teachings of Christianity:

Brown, Peter. 2003. The Rise of Western Christendom, 2nd Edition. Oxford Blackwell.

Cory, Catherine A., Landry, David T. 2000. Christian Theological Tradition, Prentice Hall: Upper Upper Saddle River.

Hazlett, Ian (Ed.) 1991. Early Christianity: Origins and Evolution to A.D. 600. London: SPCK.

Moore, Rebecca. 2006. Voices of Christianity: A Global Introduction, McGraw Hill Companies.

Migliore, Daniel E. 2004. Faith Seeking Understanding, 2nd edn. Grand Rapids: Erdmans.

Noll, Mark A. 2000. Turning Points: Decisive Moments in the History of Christianity, 2nd edn. Grand Rapids: Baker Books.

Women in Early Christianity:

Arlandson, James Malcolm. 1997. Women, Class, and Society in Early Christianity: Models from Luke-Acts. Peabody, MA: Hendrickson Publishers.

Eisen, Ute E. 2000. Women Office Holders in Early Christianity: Epigraphical and Literary Studies. Collegeville, MN: Liturgical Press.

Jensen, Anne. 1996. God's Self-Confident Daughters: Early Christianity and Liberation of Women. Kampen: Kok Pharos .

Matthews, Shelly. 2001. First Converts: Rich Pagan Women and the Rhetoric of Mission in Early Judaism and Christianity. Stanford, CA: Stanford University Press.

Scholer, David M. 1993. Women in Early Christianity. New York: Garland.

Celtic Christianity

Gougaud, Louis. 2004. Christianity in Celtic Lands. New ed. London: Four Courts Press.

The Middle Ages and Renaissance

McGrath, Alister E. 2003. The Intellectual Foundations of European Reformation, 2nd Edition Oxford Blackwell.

O'Malley, John W., Thomas M. Izbicki, and Gerald Christianson, eds.: 1993. Humanity and Divinity in the Renaissance and Reformation: Leiden: Brill.

The Reformation and post-Reformation periods

Cameron, Euan. 1991. *The European Reformation*. Oxford: Oxford University Press.

McGrath, Allister E. 1999. *Reformation Thought: An Introduction*, 3rd edn
Oxford and Cambridge, MA: Blackwell.

Wright, A. D., 2000. *The Early Modern Papacy: From the Council of Trent to the French Revolution, 1564-1789*: Harlow: Longman.

The Modern Period

Aston, Nigel. 2002. *Christianity and Revolutionary Europe, c.1750-1830*. Cambridge: Cambridge University Press.

Corten, Andre, and Ruth Marshall-Fratani, eds. 2001. *Between Babel and Pentacost: Transnational Pentecostalism in Africa and Latin America*. Bloomington: Indiana University Press.

Gutierrez, Gustavo. 2001. *A Theology of Liberation: History, Politics, and Salvation*.
Rev. ed. with new Introduction. Trans. and ed. Sister Caridad India and John Eagleson.
Maryknoll, N. Y: Orbis Books.

Jedin, Hubert. 1993. *The Church in the modern World*: New York: New York Crossroad.

Jenkins, Philip. 2002. *The Next Christendom: the Coming of Global Christianity*.
New York: Oxford University Press.

McGreevy, John T. 2003. *Catholicism and American Freedom: A History*:
New York: W. W. Norton.

Sundkler Bengt and Christopher Steed. 2000. *A History of the Church in Africa*.
Cambridge, U.K: Cambridge University Press.

Christianity in the Developing World

Elphick, Richard, and T. R. H. Davenport. 1997. *Christianity in South Africa: A Political Social And Cultural History*. Los Angeles: University of California Press.

Modern Forms of Christianity

Corten, Andre. 1999. *Pentecostalism in Brazil: Emotion of the Poor and Theological Romanticism*. New York: St. Martin's Press.

Stoll, David. 1991. *Is Latin America Turning Protestant?* Berkeley:
University of California Press.

IX. Summary of the Proposed Revisions

A. Revision of course objectives.

B. Addition and expansion of other items on the syllabus including assessment resources, supplemental books and an updated bibliography.

X. Rationale for proposed revisions

- A. The changes more clearly indicate the emphasis on the “Western” cultural heritage in global context.
- B. The objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes.
- C. These revisions reflect changes in the expectation for a syllabus of record and newer academic resources available since the last version of this syllabus.

XI. Sample Assignment for a Liberal Studies Course

Examples from Exam 1. Brief essay responses to these questions including true/false questions.:

1. According to McGrath, in Encountering Christianity there are some gateways: Texts, Services, Buildings, Music, and Art. Explain three of these gateways.
- 2 . There are 3 main divisions in the Hebrew Scriptures/Old Testament. Describe the 3 divisions in English. Name two books in each of the 3 divisions (not the Hebrew names).
3. In class, we described the canonization of the scriptures and the concerns discussed in Jamnia/Jabneh in 90 CE after the destruction of the Temple. Discuss two of the four main concerns raised in class.
- 4 . In class, we discussed Jesus and the Jewish groups, Pharisees, Sadducees, Samaritans, Essenes and the Zealots. Describe in detail, two of these groups.
- 5 . Based on our lecture notes and McGrath’s main textbook about the eighth century prophets, briefly describe Amos’s message to the Northern Israel. Why do we call Amos “The prophet of Social Justice?” What was Hosea’s message to Israel? Describe Hosea’s symbolic marriage and the message he delivered to Israel?
6. What is JEPD, the Documentary Hypothesis? Select the right answer.
7. What are the distinctive features of each of the four gospels? Matthew, Mark, Luke, and John? How is John different from the synoptic?

Evaluation of the sample assignment:

These questions represent the kinds of essay questions that will appear on the 5 exams, in addition to some objective questions. Essay questions will be graded on both content and style. Content involves a sufficiently complete answer that responds to all parts of the question.

Style involves good grammar and few typos. There will be 2 essay questions on each exam, worth approximately 20% of the grade of each exam.

XII. RLST 290 Liberal Studies Approval Questions:

A. This is an introductory course that can be taught by more than one member of the Religious Studies Faculty. At least once a year, the full faculty will discuss options and resources to meet the departmental guidelines, and exchange and evaluate instructor syllabi and potential innovations in resources and media.

B. This course will include the perspectives of African-Americans, Native Americans, other racial and ethnic minorities, and women. The study of religion by its very nature is inherently multiethnic, multicultural, and global.

C. The course includes a requirement for another book in addition to the primary textbook. There are a plethora of possibilities for this requirement including books, articles, or websites that offer diverse perspectives and opportunity for critical reflection.

D. This is an introductory course in religious studies intended for a general audience with little or no formal knowledge of religion or Christianity. Given the general lack of instruction in public schools about world religions, contents of the Bible, and popular misinformation regarding religion and Christianity, this course has, as its main function, a broad introduction to the history of Christianity as well as its contemporary implications. While the course is required for beginning majors, its primary audience is the non-major who wishes to broaden his/her knowledge of religion in general.