

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS 100
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE RS 260 : American Literary Development
COURSE/PROGRAM TITLE _____
DEPARTMENT Philosophy & Religious Studies
CONTACT PERSON BENJAMIN CHAN
* 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 G. Stacy
College Curriculum Committee
C. P. [Signature]
Director of Liberal Studies
(where applicable)

S. Montgomery 4-13-89
Department Chairperson
Mark G. Stacy
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 _____ Semester/Year to be implemented Fall 89 Date to be published in Catalog ASAP
to UWUCC _____

COURSE SYLLABUS

RS 260 American Religious Development

3 credits

no prerequisites

I CATALOG DESCRIPTION

A survey and analysis of topics which depict the role of religion in the U.S. e.g., Religion and the discovery/colonization/immigration trends of the U.S.; Religion and the Constitution; indigenous religious movements; American Indian religion; black religion; women in American religion; ecumenism; atheism; cults; mass media.

II. COURSE OBJECTIVES

1. The students will understand the development of religious history of the American people from the beginning of the nation to the modern time.
2. To comprehend the impact of religion on the founding fathers of the U.S. as reflected in the Constitution, in the government, etc.
3. To understand how the Constitutional guarantee of religious freedom promotes the diversity of religious faiths in America.

III. COURSE OUTLINE

Introduction

Defining Religion

Religious Pluralism in America

Native American Traditions

Jewish Religion

Roman Catholicism

Protestantism

Afro-American Religion

Women in American Religion

Indigenous American Religious Movements

Liberalism and Conservatism

The Impact of Eastern Religions

Religious Unity in America

The one dominant religion of the United States-Protestantism

Civil Religion

Cultural Religion

Ecumenism and Interfaith Cooperation

Important religious issues in America-prayer in school; evolution vs creation; abortion, etc.

Summing up the present.

IV. EVALUTION METHODS

There will be three examinations which will cover materials assigned from the text books, supplemental readings as well as class lectures. Each exam will be counted equally.

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

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Winthrop S. Hudson, Religion in America, 3rd. Ed. Charles Scribner's Sons, 1981

Supplemental readings:

Alan Watts, Nature, Man and Women, Vintage
Robert Pirsig, Zen and the Art of Motorcycle maintenance,
C.S. Lewis, The Screwtape Letters, Mentor Book
Walt Whitman, The leaves of grass,

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

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? World Religion & Intro to Religion

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy—writing, reading, speaking, listening	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input type="checkbox"/>
4. Historical consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input type="checkbox"/>	<input type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Understanding the Physical Nature of Human Beings	<input type="checkbox"/>	<input type="checkbox"/>
D. Certain Collateral Skills:		
1. Use of the library	<input type="checkbox"/>	<input type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

PART TWO: LIBERAL STUDIES GOALS

- A1. Students are introduced to the variety of topics of religions in America, i.e., Religion and the Constitution; Black religion; Women in American religion, ect. The students will critically evaluate these issues and learn to make sound judgement on them.
- A2. Literacy is enhanced through lecture, reading, discussion, exam.
- A3. One of the major objectives in this course is to understand the historical development of religions in America. The students will understand the role religion played in the founding of this country.
- A 6. The students will examine the various value systems in America and see in what way religion influence people in making ethical choice.
- B. Religion is an integral part of American life. Our history; government; our Constitution are inseparable with religion. To understand American religion would help the student to know their cultural heritage.

PART THREE: GENERAL CRITERIA FOR LIBERAL STUDIES

- A. We offer only one section in this course. Periodic meetings at least once a semester will occur among instructors to assume commonality in the context of a generic syllabus.
- B. Please see the syllabus.
- C. Please see the syllabus.
- D. This course is not designed as the first course in a major sequence. We do not offer any higher level course in American religion. This is designed to meet the need of general students.
- E1. Many ethical issues will be raised in this course, i.e. abortion; prayer in public school; evolution vs creation. The students will understand the rational basis for their choice and to respect the choice of others.
- E2. In order to make sound decision one must first understand various aspects of an issue. This course will help the students to identify the problems and analyze the issues.
- E3. Through lecture, class presentation, discussion, reading and exam.
- E4. The students will be introduced to the religious pluralism in American society, and critically analyze the basis for all these beliefs.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied: and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

- E5. The students will be confronted with religious issues throughout their lives through news media, magazines. This course provides them the basic knowledge on which they could continue to build.
- E6. What is being studied in class is not merely academic but they are current issues which confront every individual in the society.

PART FOUR: MEETING THE CRITERIA FOR THE CURRICULUM CATEGORY

The attached syllabus does indicate how this course meets each criterion for the curriculum category.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-82</u>
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
 COURSE/PROGRAM TITLE RS 290: Christianity
 DEPARTMENT Philosophy + Religious Studies
 CONTACT PERSON Joel M. Beck

II. THIS COURSE IS BEING PROPOSED FOR:
 _____ Course Approval Only
 _____ Course Approval and Liberal Studies Approval
X Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS
S. Montgomery
 Department Curriculum Committee

 College Curriculum Committee
Chad D. Caldwell
 Director of Liberal Studies
 (where applicable)

S. Montgomery 2-28-89
 Department Chairperson
[Signature]
 College Dean

 Provost
 (where applicable)

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IV. TIMETABLE
 Date Submitted to LSC _____
 Date Submitted to UWUCC _____
 Semester/Year to be implemented Fall 89
 Date to be published in Catalog ASAA

COURSE SYLLABUS....a typical/generic syllabus which will vary somewhat from instructor to instructor....

RS 290: CHRISTIANITY, 3 SH

I. CATALOG DESCRIPTION.

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

II. COURSE OBJECTIVES.

- 1. To provide students with an overview of Christianity.
- 2. To introduce students to an academic (non-sectarian and critical) study of Christianity.
- 3. To enhance the students' historical consciousness of Christianity by examining the development and adaptation of Christian doctrine and practices.
- 4. To enhance the students' global consciousness of Christianity by going beyond its North American and Western European forms.

III. COURSE OUTLINE.

- 1. Intro to the academic study of religion
- 2. The context for and life of Jesus; emergence of the Christian Church
 - Roman/Graeco world
 - Jewish world
 - Jesus and the Bible
 - the experience of the Apostles
 - conflicts in the early Church
- 3. Eastern Orthodox and Roman Catholic Christianity
 - Constantinople and Rome: political, liturgical, and doctrinal differences
- 4. The Reformation and Protestant Christianity
 - Humanism and the Renaissance
 - the Reformers
- 5. Christianity as a global religion
 - African & Asian experiences in the context of Liberation Theology
- 6. American Christianity
 - Afro-American experience
 - Feminist experience
 - Fundamentalism and Liberalism
- 7. Christian worship and morality
 - sacraments and contemporary ethical issues
- 8. Christianity and the arts
 - architecture and icons
- 9. Christianity and religious pluralism
 - the encounter and dialogue with other world religions

IV. EVALUATION METHODS.

1. Three exams: objective, essay, and cumulative
2. One written assignment: 5-7 pp.
3. One 5 minute oral report

V. TEXTBOOKS.

1. Mary Jo Weaver, Introduction To Christianity, Wadsworth, 1988.
2. The Bible (any edition with notes and commentary).
3. Martin Luther, Three Treatises, Mulhenberg, 1943.

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PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular
- Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> X </u>	<u> </u>
2. Literacy—writing, reading, speaking, listening	<u> </u>	<u> X </u>
3. Understanding numerical data	<u> - </u>	<u> - </u>
4. Historical consciousness	<u> X </u>	<u> </u>
5. Scientific inquiry	<u> </u>	<u> X </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> X </u>
7. Aesthetic mode of thinking	<u> </u>	<u> X </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> X </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> X </u>
2. Use of computing technology	<u> </u>	<u> </u>

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc. *Periodic meetings among instructors to discuss individual syllabi in the context of a "generic" syllabus (attached).*

B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

Please see the syllabus.

C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion. *Please see the syllabus.*

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

This course is both for beginning majors and nonmajors; it covers a broad cross of Religious Studies and emphasizes a particular methodology.

Liberal Studies Form - 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- X 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- X 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- X 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- X 4. Recognize creativity and engage in creative thinking.
- X 5. Continue learning even after the completion of their formal education.
- X 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.



CHECK LIST -- HUMANITIES: RELIGIOUS STUDIES

Knowledge Area Criteria which the course must meet:

- X Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- X Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- X Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Religious Studies Criteria which the course must meet:

- X Introduce students to the study of religion as a means to understanding Western culture and, therefore, to understanding themselves.
- X Provide a balanced, critical, nonsectarian examination of religion.
- X Emphasize an interdisciplinary approach to the study of religion.
- X Investigate the nature of religion and the forms of its expression, or the foundational roots and development of one or more Western religious tradition(s) over a significant time span.
- X Investigate relationships with non-Western traditions and cultures where appropriate.
- X Give due attention to the religious involvement and perspectives of women and minorities.
- X Acquaint students with religious texts and documents as appropriate, and encourage the development of independent judgment and critical evaluation of moral issues raised by these texts and by religious thinkers.

LIBERAL STUDIES COURSE APPROVAL FORM: EXPLANATIONS

RS 290: CHRISTIANITY

PART ONE: BASIC INFORMATION

Please refer to items checked.

PART TWO: LIBERAL STUDIES GOALS

- A1. Students are introduced to doctrinal controversies (e.g., humanity/divinity of Jesus) and moral questions (e.g., abortion within the history of Christianity). Through lectures, discussion, written assignment, and exams, students will critically analyze the contexts and proponents of the various issues.
- A2. Literacy is enhanced through notetaking, substantial reading, discussion in class, written assignment and exams.
- A3. NA
- A4. Emphasis is placed on Christian doctrine, practices, and personages in historical context/development.
- A5. The course approach is non-sectarian and academically critical, a social scientific inquiry.
- A6. By examining Christian doctrine, practices, and personages, there is implicitly a consideration of the Christian perspective on values and on a total lifestyle.
- A7. In the consideration of Christian liturgy, symbols, ritual, art, architecture, the aesthetic mode of thinking is addressed.
- B. Understanding Christianity is an important key for understanding the development of the Western world, in particular, for the past 1700 years at least. Some of the Western world's greatest art, architecture, and music are Christianity-based. Christianity has influenced the rule of governments and individual values; it has impacted cultural areas from the perception of womanhood, to medical care, to educational philosophy and content. The more a "Westerner" understands his/her culture, the better, hopefully, is the understanding of oneself.
- C. NA
- D1. Use of the library is required in the written assignment.

PART THREE: GENERAL CRITERIA FOR LIBERAL STUDIES

- A. Responses are on the form.
- B. "
- C. "
- D. "
- E1. The course raises a variety of ethical issues such as the role of women in American Christianity to liberation movements in Asia and Africa. Through discussion, exams, and the written assignment, students will be encouraged to carefully analyze and critique those issues.

- E2. Please see A1.
- E3. Please see A2.
- E4. Through the examination of major Christian personages like Jesus, Paul, Luther, M.L. King, Jr., students are exposed to role models of creativity--often courageous creativity--in regard to life perspectives and social inter-relationships.
- E5. The issues dealt with in the course--the teachings of Jesus, the role of the Christian church--impact the culture, and often the personal lives, of the students. This course provides a context for considering those issues. A bibliography and other resources will be supplied in the course for continued learning.
- E6. Within the historical approach, the course includes a consideration of contemporary Christianity as it deals, e.g., with its attempt at inter-religious dialogue, its role in social betterment in Africa, its varied stands on birth control, etc.

PART FOUR: MEETING THE CRITERIA FOR THE CURRICULUM CATEGORY

The syllabus does indicate how this course meets each criteria checked.