

**CURRICULUM PROPOSAL COVER SHEET**  
 University-Wide Undergraduate Curriculum Committee

LSC Use Only	
Number	<u>LS 101</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 RS410 History of Christian Thought, I \*  
 DEPARTMENT Philosophy & Religious Studies  
 CONTACT PERSON Tian-Min Lin

- \* A refinement on the old title western Religious Thought in Development
- \* 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 4-18-89  
 Department Curriculum Committee

Mark J. Hasy  
 College Curriculum Committee

Chad B. ...  
 Director of Liberal Studies  
 (where applicable)

S. Montgomery 4-18-89  
 Department Chairperson

Mark J. Hasy  
 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 <u>Fall 89</u>	Date to be published in Catalog <u>ASAP</u>
Date Submitted to UWUCC _____		

## Course Syllabus

- I. Catalog Description  
RS 410 History of Christian Thought I 3 credits

The development of christian thought approached through on in-depth study of selected writings from the early Church Fathers to the Protestant Reformers.

### II. Course Objectives

1. Students will learn the historical development of christian thought in relation to Western civilization.
2. Students will read original source material and gain first hand knowledge of major christian theologians.
3. Students will demonstrate a critical understanding of contributions and weaknesses of each major theologian.

### III. Course Outline

1. Orthodoxy and Heresy in the Early Church (15 lectures)
  - 1) Justin Martyr
  - 2) Irenaeus
  - 3) Tertullian
  - 4) Origen
  - 5) Augustine
  - 6) John of Damascus
  - 7) The Ecumenical
2. Scholasticism and Mysticism in the Middle Ages (11 lectures)
  - 8) Anselm
  - 9) Abelard
  - 10) Bernard of Clairvaux
  - 11) Peter Lombard
  - 12) Francis of Assisi
  - 13) Thomas Aquinas
  - 14) Duns Scotus
  - 15) William Ockham
  - 16) Catherine of Siena
  - 17) Jan van Ruysbroeck
  - 18) Thomas a' Kempis
  - 19) Nicholas of Cusa
3. Reformation and Post Reformation (13 lectures)
  - 20) Martin Luther
  - 21) Philipp Melanchthon
  - 22) John Calvin
  - 23) Heinrich Bullinger
  - 24) Thomas Cranmer
  - 25) Richard Hooker
  - 26) The Council of Trent
  - 27) Menno Simons
  - 28) The Westminster Confession of Faith
  - 29) Robert Barclay
  - 30) John Wesley
  - 31) Jonathan Edwards

#### IV. Evaluation Methods

The final grade for the course will be determined as follows:

90% 3 tests (essay questions)

10% 1 oral/written report. Each student will be assigned a topic for research and give an oral presentation.

#### V. Required Textbooks

1. Hugh T. Kerr, ed., Readings in Christian Thought. Abindon Press, Nashville, Tenn.

2. Gerhard Ebeling, Luther: An Introduction to His Thought

#### VI. Secondary Readings

1. Burkill, T. A., The Evolution of Christian Thought

2. Gonzalez, Justo L., The Story of Christianity

3. Latsurette, Kenneth S., A History of Christianity

4. McGiffert, A. C., A History of Christian Thought

5. Placher, William C., A History of Christian Theology

6. Tillich, Paul, A History of Christian Thought

7. Welker, Willison, A History of Christian Church

# 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 UWCC. 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)? \_\_\_\_\_

**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
<b>A. Intellectual Skills and Modes of Thinking:</b>		
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 type="checkbox"/>	<input checked="" 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 checked="" 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>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C. Understanding the Physical Nature of Human Beings</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

**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?

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.

## 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.



## CHECK LIST -- HUMANITIES: RELIGIOUS STUDIES

### 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.

### Religious Studies Criteria which the course must meet:

- Introduce students to the study of religion as a means to understanding Western culture and, therefore, to understanding themselves.
- Provide a balanced, critical, nonsectarian examination of religion.
- Emphasize an interdisciplinary approach to the study of religion.
- 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.
- Investigate relationships with non-Western traditions and cultures where appropriate.
- Give due attention to the religious involvement and perspectives of women and minorities.
- 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 410 History of Christian Thought, I

Part One: Basic Information

Please refer to items checked.

Part Two: Liberal Studies Goals

- A1. The thought of each theologian is critically examined in terms of methodology, theological basis, doctrines, and application to religious practices. The contributions and weaknesses of each theologian are critically evaluated.
- A2. Literacy is strengthened through reading assignment, research project, and discussion in class.
- A3. NA
- A4. The course deals with the historical development of Christian thought from the early Church Fathers to the Protestant Reformers.
- A5. The course approach is an objective, academic, critical inquiry.
- A6. Ethical values and application are related to the religious doctrines of each theologian.
- A7. NA
- B. The Judaic Christian tradition is a decisive factor for the formation of the Western culture. The course provides an opportunity for self understanding.
- C. NA
- D. Use of the library is necessary for writing a research paper.

Part Three: General Criteria For Liberal Studies

- A. Not a multiple-section course. *Periodic meetings will occur among instructors to assure commonality in the context of a general syllabus.*
- B. A female mystic (Catherine of Siena) is included.
- C. See the Syllabus.
- D. Not an introductory course.
- E1. Students are encouraged to make their own ethical choices rather than blind acceptance of the ethical teachings of each theologian.

- E2. See A1.
- E3. See A2.
- E4. Through the examination of the creative thinking of great theologians, students are encouraged to present their own creative understanding of Christianity.
- E5. Theological task is endless. Students are asked to relate their religious belief to the changing world.
- E6. A living religion must constantly interact with society and culture. There can be a mutual enrichment and cooperation between religion and society.

Part Four: Meeting The Criteria For The Curriculum Category

Knowledge Area Criteria -- See A1, A2, E4, E5, E6

Liberal Studies Elective Criteria --

- 1. See Part III.
- 2. This course is both for majors and non-majors. It is not a technical, professional, or pre-professional course.