

# RLST 385 Christianity-CrsRvs-2017-11-01

UNIVERSITY-WIDE CURRICULUM COMMITTEE

## Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on "***EDIT CONTENTS***" (*not EDIT*) and start completing the template. When exiting or when done, click "***SAVE***" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

Proposer*	alison downie	Proposer Email*	adownie@iup.edu
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Proposing Department/Unit*	RLST	Contact Phone*	7-1360

Course Level\* undergraduate-level

## Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

course\_prefix\_number\_change

Category B:

liberal-studies

***\* Teacher Education: Please complete the Teacher Education section of this form (below)***

***\* Liberal Studies: Please complete the Liberal Studies section of this form (below)***

***\* Distance Education: Please complete the Distance Education section of this form (below)***

Rationale for Proposed Changes (All Categories)



<p><b>Proposed Repeatable Course</b></p>	<p>If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Number of Credits</b></p>	<p>Class Hours per week:  Lab Hours:  Credits:</p>
<p><b>Proposed Number of Credits</b></p>	<p>Class Hours:Lab Hours:Credits:</p>
<p><b>(K) Current Course Student Learning Outcomes (SLOs)</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Explain and assess how the Judeo-Christian tradition has shaped and continues to influence the ethical and moral view of Western societies in particular, and the global community as a whole, in both open and subtle ways.</li> <li>5. Describe and assess the global consciousness of Christianity by going beyond its North American and Western European forms.</li> </ol>

**(L) Proposed Course Student**

**Learning Outcomes (SLOs)**

*For each outcome, describe how*

*the outcome will be achieved*

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Demonstrate knowledge regarding how Christianity emerged from Jewish tradition, within the Greco-Roman historical context.	Knowledge will be assessed by quizzes and/or exams
2	Demonstrate understanding of the significance of several key figures in Christian history	Understanding will be assessed by written responses to assigned reading, in class writing in response to prompts, short reflection papers and/or essay questions on exams.
3	Analyze how and why key beliefs, practices, and institutional structures have developed differently among Christian groups in diverse contexts. These contexts include distinct time periods, geographical locations, and diversities of race, class, gender, and sexualities.	Student analysis will be assessed by written responses to assigned readings, in class presentations, short in class writing, and/or out of class writing assignments such as research papers and/or exam essays
4	Assess the significance of contemporary diversity within and cultural impacts of Christianity.	Assessment will include written responses to assigned readings, in class presentations, short in class writing, and/or out of class writing assignments such as research papers and/or exam essays

**(M) Previous Brief Course Outline**

**(It is acceptable to copy  
from old syllabus)**

**As outlined by the federal definition of a "credit hour",  
the following should be a consideration**

**regarding student work - For every one hour of  
classroom or direct faculty instruction,**

**there should be a minimum of two hours of out of class  
student work.**

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)

Christian

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)

V. A Global View: Africa, Southeast Asia, North America, South

**(N) Brief Course Outline**

**(Give sufficient detail to communicate the content to faculty across campus.**

**It is not necessary to include specific readings, calendar or assignments)**

**As outlined by the federal definition of a "credit hour", the following should be a consideration**

**regarding student work - For every one hour of classroom or direct faculty instruction,**

**there should be a minimum of two hours of out of class student work.**

**Sample course outline**

I. Methods in the academic study of religion; importance of studying Christianity for global and cultural literacy; non-sectarian approach to studying Christianity

II. What is the Bible? How do Christians think about the Bible?

Formation of the Hebrew Tanakh and its key elements

Formation of the Christian canon and its key elements

Issues in interpreting texts regarded as sacred

III. What do Christians believe about God?

**Emergence of Christian doctrine in contexts of dispute: developments of creeds**

Doctrine of the Trinity in Christian historical development

IV. What do Christians believe about Jesus?

**Emergence of the doctrine of the Incarnation**

Theories of salvation

V. What do Christians believe about the Spirit & the church?

Diversity in historical divisions: Orthodox, Roman Catholic, and Protestant views

VI. What are Christian worship practices?

Diverse views of worship structures, sacraments, rituals, church calendar, institutional organization

VII. Global diversity in Christianity

VIII. Diverse models of Christian relationship to the larger world/the nation/state

VIX. Christians, gender & sex

X. Christians & science

XI. Christians and other religions

**Distance Education Section**

**- Complete this section only if adding Distance Education to a New or Existing Course**

**If Completing this Section,  
Check the Box to the Right:**

**Gh Tf stians andt**















3 Analyze how and why key beliefs, practices, and institutional structures have developed differently among Christian groups in diverse contexts. These contexts include distinct time periods, geographical locations, and diversities of race, class, gender, and sexualities.

Students will become empowered learners as develop ability to access, evaluate, interpret and use information from a variety of sources. Students will not only read the dominant tradition but also read and analyze dissenting voices in the history and in contemporary debate.

Students will demonstrate their analysis through effective oral and written communication and thus be empowered in strengthening these abilities.

Students will become responsible learners in gaining intellectual honesty and developing concern for social justice as they analyze and assess the positive and negative aspects of the cultural impact of particular Christian teachings and practices.

Students will also become responsible learners in gaining understanding of the moral consequences of decisions and actions within Christian history, with continuing impact. Students can locations

	<p>4 Assess the significance of contemporary diversity within and cultural impacts of Christianity.</p> <p>Students will develop critical thinking skills of analysis and evaluation as they assess change and continuity in this religious tradition, with various groups making quite distinct arguments across a wide continuum.</p> <p>As empowered learners, they will develop reflective thinking and the ability to synthesize information and ideas. For example, some contemporary Christian thinkers continue to draw upon medieval theologians, such as Thomas Aquinas, claiming ancient thought can still be useful and updated. Students can assess such arguments and synthesize perspectives across a wide diversity of Eastern, Roman Catholic, and Protestant views, across time and social locations.</p> <p>Students will become responsible learners as they assess the significance of contemporary Christian diversity. They will assess positions in terms of their impact on social justice and evaluate the range of cultural impact Christianity has had upon various groups at distinct times, from enforcing slavery to being a major source of civil rights activism, for example.</p>	<p>Assessment will include written responses to assigned readings, in class presentations, short in class writing, and/or out of class writing assignments such as research papers and/or exam essays</p>
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**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

**Liberal Studies courses must include**  
**the perspectives of** contributions  
of ethnic and racial minorities and  
of women whenever appropriate to  
the subject matter. Please explain  
how this course will meet this  
criterion.

This course will include the perspectives and contributions of  
**women, ethnic and racial minorities** through historical examination and in  
contemporary expressions.

Women are significant figures in biblical texts and Christian history  
even as sexism is evident in texts, teachings, and practices within  
the traditions and contributions of

	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <hr/>

**Narrative Description of the**

**Required Content**

***How the proposal relates to the Education Major***