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
Contact Person*	alison downie	Contact Email*	adownie@iup.edu
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:	Category B:	
course_prefix_number_change	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)

Proposed Repeatable Course	If YES, please complete the following:
	Number of Credits that May be Repeated:
	Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	
	Class Hours per week:
	Lab Hours:
	Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course Student Learning Outcomes (SLOs)	 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 tin comparison to the theological approach to the study of Christianity. 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. 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. 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. Describe and assess the global consciousness of Christianity by going beyond its Norath American and Western European forms.

(L) Proposed Course Student	Note that the te	Note that the text box in the table expands		
Learning Outcomes (SLOs)	SLO #	Outcome	How outcome is assessed	
For each outcome, describe how the outcome will be achieved	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, shor 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, shot in class writing, and/or out of class writing assignment such as research papers and/or exam essays	

(M) Previous Brief Course Outline	
(It is acceptable to copy	As outlined by the federal definition of a "credit hour", the following should be a consideration
from old syllabus)	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 theProphets.
	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 (i 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 {1hour)
	V. A Global View: Africa, Southeast Asia, North America, South

(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

 $\ensuremath{\mathsf{VIII}}$. 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

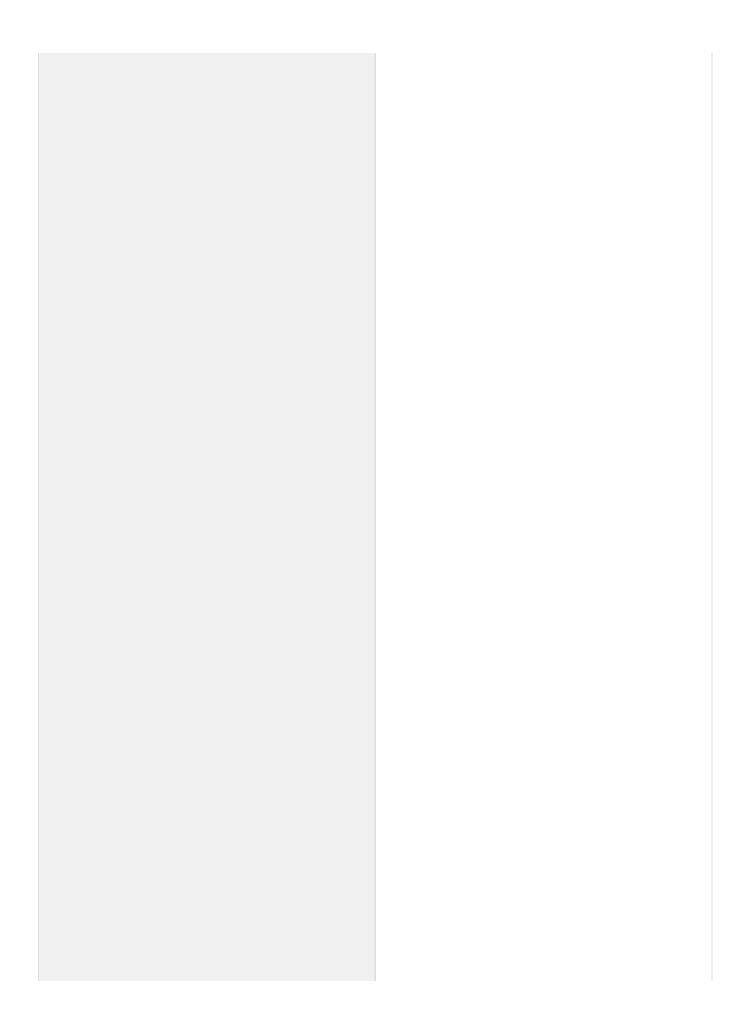
- Complete this section only if adding Distance Education to a New or Existing Course

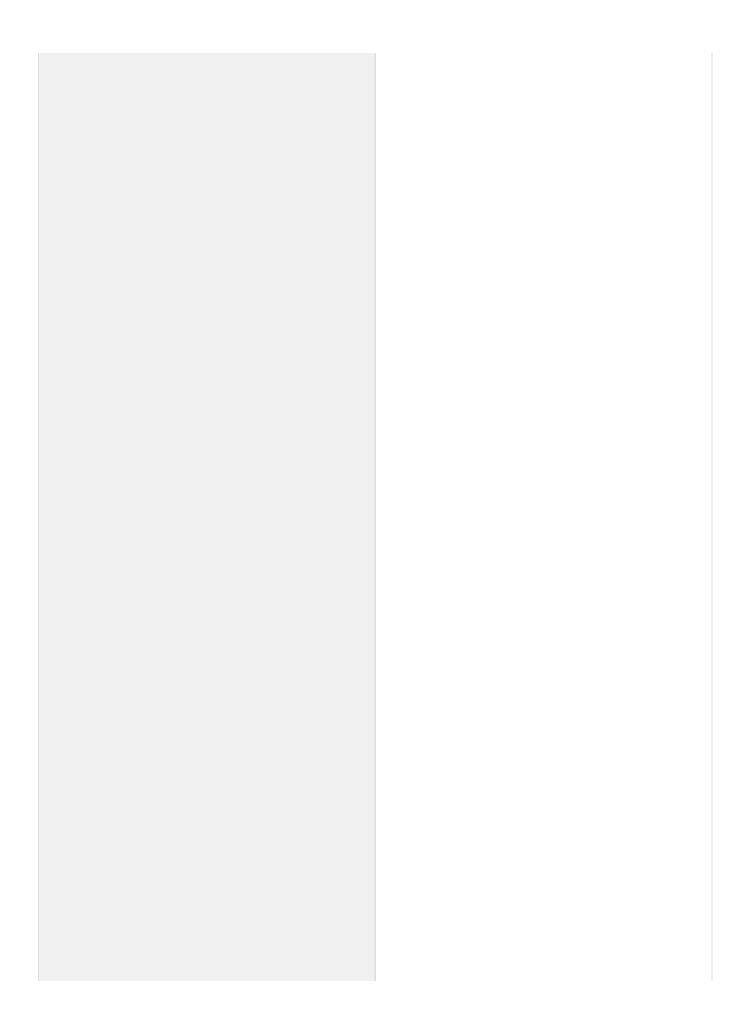
If Completing this Section,

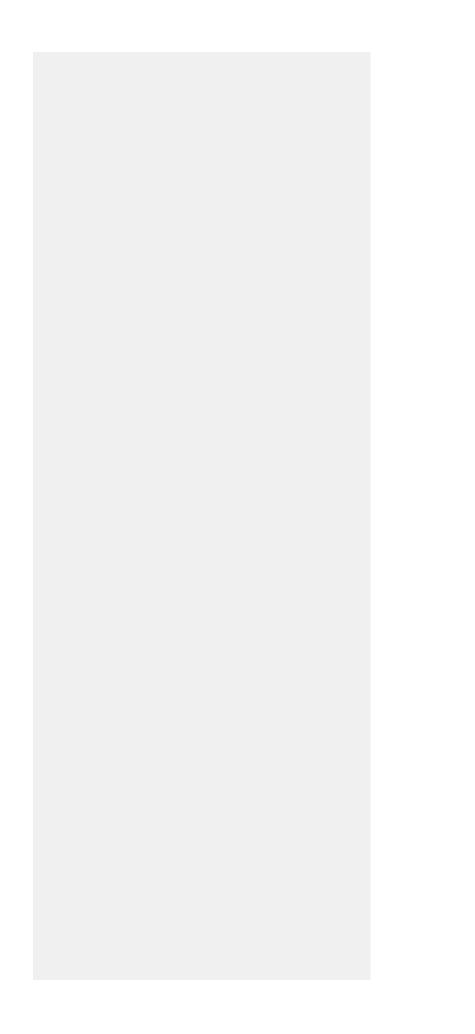
Check the Box to the Right:

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beral Studies Course Designations (Check all that apply)		
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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

4 Assess the significance of Assessment will include written contemporary diversity within responses to assigned and cultural impacts of readings, in class Christianity. presentations, short in class writing, and/or out of class Students will develop critical writing assignments such as thinking skills of analysis and research papers and/or exam evaluation as they assess essays change and continuity in this religious tradition, with various groups making quite distinct arguments across a wide continuum. 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. 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.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

LiberallStudiëescoorsesemustristcluckerde werpenspelauitions and 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 wommen, etthnicaaddaaielahininidieisi404is@rical 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 tradistdes and contributions of

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Narrative Description of the

Required Content

How the proposal relates to the Education Major