

# 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:

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)

<b>(A) Why is the course being revised/deleted:*</b>	Our departmental curriculum changes include moving each of our courses that focus upon one religious tradition (such as Hinduism, Buddhism, etc.) to a 300-level, rather than a 200-level. We therefore wish to change this course number from 290 to 385.
<b>(B) University Senate Summary of Rationale*</b>	<p><b><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></b></p> <p>The rationale for this change is part of completing our program curricular revision. Our program revision restructures our category requirements into three areas: Abrahamic religions, Asian religions, and Indigenous religions. Each course offered within one of these three categories will be a 300 level course. The Christianity course fulfills the major requirement of taking one course within the Abrahamic religions category requirement.</p>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	The departmental curriculum revision structures our course offerings more clearly and consistently. Changing this course number from 290 to 385 is one part of our program revision. An implication of this change is that we are withdrawing this course from the PHIL/RLST Liberal Studies requirement. Students will continue to be able to choose among regularly offered RLST courses to meet this Liberal Studies requirement.

<b>Current Course Information*</b>	
<b>Category A</b>	
<b>(D) Current Prefix*</b>	RLST
<b>Proposed Prefix</b>	RLST
<b>(E) Current Number*</b>	290
<b>Proposed Number</b>	385
<b>(F) Current Course Title*</b>	Christianity
<b>Proposed Course Title</b>	Christianity
<b>(G) Prerequisite(s)</b>	none
<b>Proposed Prerequisite(s)</b>	none
<b>(H) Current Catalog Description</b>	A study of the beliefs, practices, significant people, history, and cultural impact of Christianity.
<b>Proposed Catalog Description</b>	A study of the beliefs, practices, significant people, history, and cultural impact of Christianity.
<b><i>If changing Category A, no further action required.</i></b>	
<b>Category B (if no change, leave blank)</b>	
<b>(I) Repeatable Course</b>  <b><i>This is for a course that can be repeated</i></b>  <b><i>Multiple times e.g. Internship</i></b>	If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:

<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 (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  
{1 hour)

V. A Global View: Africa, Southeast Asia, North America, South America, Europe. The Challenge of Fundamentalism, tensions between Christianity and Islam. (5 hours)

Exam 5 (i hour)

**(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:

**NOTE: you must check this box if the Course has previously been approved for Distance Education**

Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>

**Rationale for Proposal (Required Questions from CBA)**

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

**Liberal Studies Section**

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b><i>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</i></b></p> <p>liberal-studies</p>
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**Liberal Studies Course Designations (Check all that apply)**

**Learning Skills:**

**Knowledge Area:**

**Liberal Studies Elective**

***Please mark the designation(s) that apply - must meet at least one***

global\_citizenship, information\_literacy, oral\_communication

**Expected Undergraduate Student**

**Learning Outcomes**

**(EUSLOs)**

**Map the Course Outcome to the**

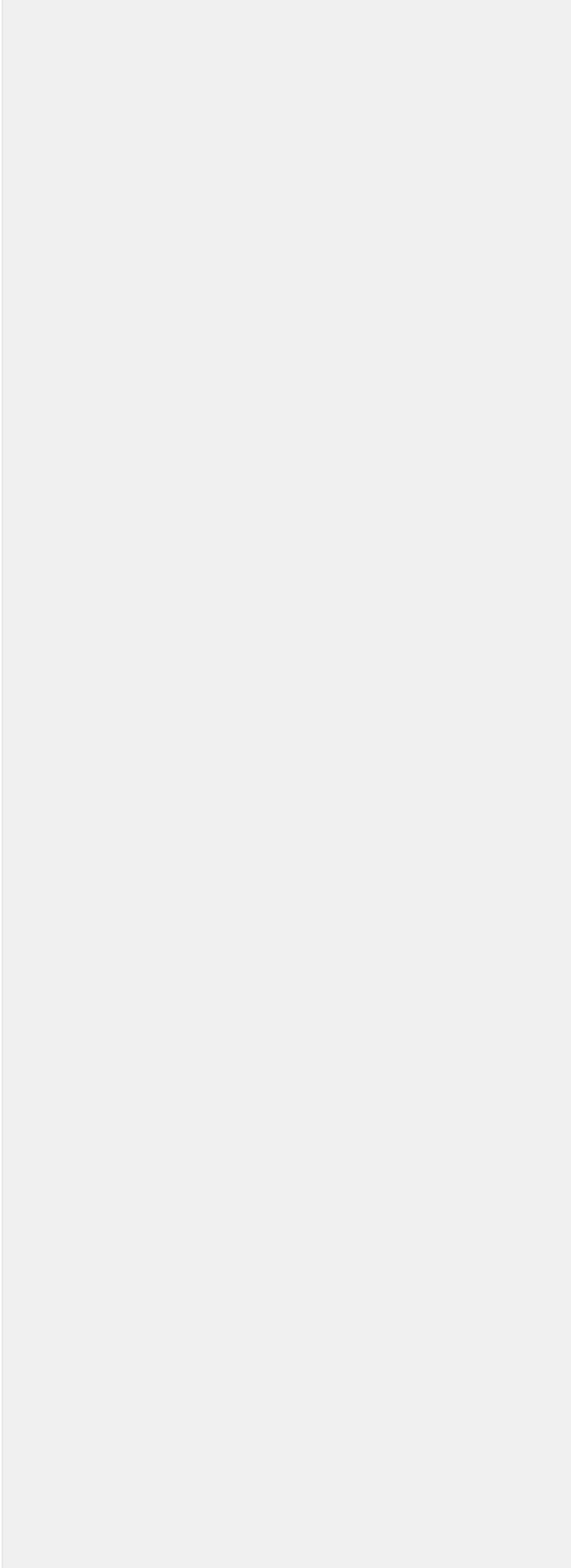
**ESULO's**

***Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number***

***See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs***

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>	
<ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul>	
<ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul>	<p>1. Demonstrate knowledge regarding how Christianity emerged from Jewish tradition, within the Greco-Roman historical context.</p> <p>2. Demonstrate understanding of the significance of several key figures in Christian history</p>

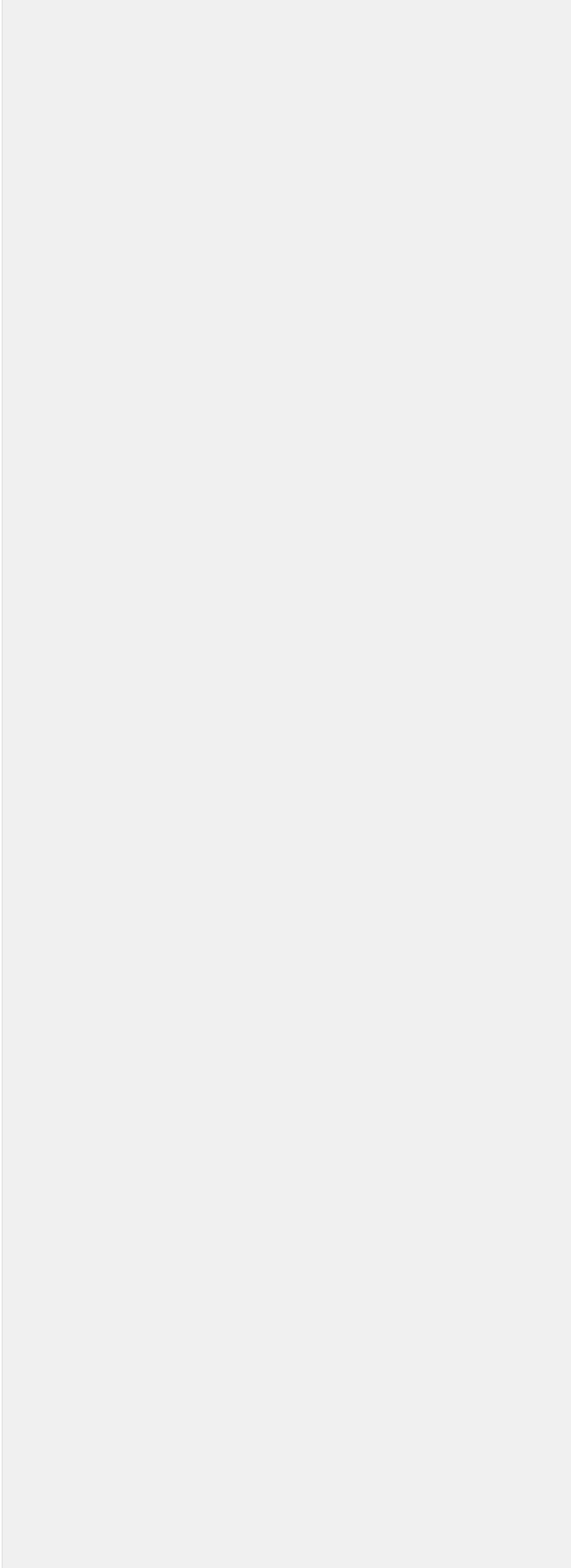




<ul style="list-style-type: none"><li>• the human imagination, expression and traditions of many cultures</li></ul>	<ol style="list-style-type: none"><li>1. Demonstrate knowledge regarding how Christianity emerged from Jewish tradition, within the Greco-Roman historical context.</li><li>2. Demonstrate understanding of the significance of several key figures in Christian history</li></ol>
<ul style="list-style-type: none"><li>• the interrelationships within and across cultures &amp; global communities</li></ul>	<ol style="list-style-type: none"><li>1. Demonstrate knowledge regarding how Christianity emerged from Jewish tradition, within the Greco-Roman historical context.</li><li>2. Demonstrate understanding of the significance of several key figures in Christian history</li><li>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.</li></ol>
<ul style="list-style-type: none"><li>• the interrelationships within and across disciplines</li></ul>	

Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> <li>effective oral and written communication abilities</li> </ul>	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.
<ul style="list-style-type: none"> <li>ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources</li> </ul>	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.
<ul style="list-style-type: none"> <li>the abilty to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>the ability to work within complex systems and with diverse groups</li> </ul>	

<ul style="list-style-type: none"> <li>critical thinking skills including analysis, application and evaluation</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>reflective thinking and the ability to synthesize information and ideas</li> </ul>	<p>4 Assess the significance of contemporary diversity within and cultural impacts of Christianity.</p>
<p><b>Responsible Learners demonstrate:</b></p>	<p><b>Course SLO #</b></p>
<ul style="list-style-type: none"> <li>intellectual honesty</li> </ul>	<p>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.</p> <p>4. Assess the significance of contemporary diversity within and cultural impacts of Christianity.</p>



<ul style="list-style-type: none"><li>• concern for social justice</li></ul>	<p>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.</p> <p>4. Assess the significance of contemporary diversity within and cultural impacts of Christianity.</p>
<ul style="list-style-type: none"><li>• civic engagement</li></ul>	
<ul style="list-style-type: none"><li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li></ul>	<p>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</p> <p>4. Assess the significance of contemporary diversity within and cultural impacts of Christianity.</p>
<ul style="list-style-type: none"><li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li></ul>	<p>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.</p>

How will each outcome be measured  
 (note should mirror (L) Student Learning  
 Outcomes\* (SLO) from the course  
 proposal

***Narrative on how the course will address the Selected Category Content***

Course SLO #	Assessment Tool to be used to measure the outcome
<p>1 Demonstrate knowledge regarding how Christianity emerged from Jewish tradition, within the Greco-Roman historical context.</p> <p>As students learn this information and demonstrate their knowledge of Christianity's historical development, they become informed learners in seeing the past and present from historical, philosophical, and social perspectives. They see that Christianity emerged in history and could have taken various turns, but developed along particular lines as a result of many complex historical and cultural factors.</p> <p>Students will also become informed learners in seeing how Judaism and Greco-Roman cultural influences combine yet are adapted in the emergence of Christianity as a new religion.</p> <p>This process informs students with respect to the interrelationships within and across cultures during this particular development</p>	<p>Knowledge will be assessed by quizzes and/or exams</p>
<p>2 Demonstrate understanding of the significance of several key figures in Christian history</p> <p>Students will become informed learners by seeing that influential figures emerge in particular social/historical contexts, that some figures have access to structures to influence their communities, while other people do not (women, for example, for much of Christian history). The early Eastern/Western split in Christianity also demonstrates connection and tension</p>	<p>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.</p>

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 locate themselves and various identity groups in assessing the positive and negative impacts of particular Christian teachings/practices as these affect a particular group in a specific historical moment.

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

	<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.**

<p><b>Liberal Studies courses must include the perspectives 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.</b></p>	<p>This course will include the perspectives and contributions of women, ethnic and racial minorities in historical examination and in contemporary expressions.</p> <p>Women are significant figures in biblical texts and Christian history even as sexism is evident in texts, teachings, and practices within the tradition.</p> <p>As Christianity pulled out of Judaism, the tensions gave rise to Christian anti-Semitism, which dominates the tradition until the middle of the twentieth century. In Western colonial expansion, Christianity spread in an oppressive context, yet non-dominant ethnic and racial groups have claimed Christianity in ways liberating to them.</p> <p>In the U.S., Christianity was part of the rationale for slavery of African peoples, yet also became a liberating force in the lives of some African Americans and, eventually, a key aspect of the civil rights movement in the leadership of Rev. Dr. Martin Luther King, Jr.</p> <p>Furthermore, contemporary Christian thinkers interpret their tradition from tremendously diverse vantage points, including feminist, Black, womanist, mujerista, Dalit, and queer perspectives.</p> <p>Thus the subject matter itself, in historical perspective, in key figures, and in contemporary expression, requires examination of diversity.</p>
<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	<p>There is a plethora of material to choose from for a non-textbook reading. In addition to a textbook, the course will require reading in at least one of the following: articles from academic journals, anthologies of important essays, or pieces in substantive general audience publications.</p>

## Teacher Education Section

**- Complete this section only for a new Teacher Education course or Teacher Education course revision**

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b><i>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</i></b></p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" data-bbox="805 1717 1446 1766"> <thead> <tr> <th data-bbox="805 1717 878 1745">File</th> <th data-bbox="1312 1717 1446 1745">Modified ▲</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="805 1766 1446 1850" style="text-align: center;">No files shared here yet.</td> </tr> </tbody> </table>	File	Modified ▲	No files shared here yet.	
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**Narrative Description of the**

**Required Content**

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