

PHILC161 : Introduction to Religious Studies

General Information

Author:	-
Course Code (CB01) :	PHILC161
Course Title (CB02) :	Introduction to Religious Studies
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1510.00) Religious Studies (Theological professions excluded)
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000273926
Curriculum Committee Approval Date:	04/26/2013
Board of Trustees Approval Date:	06/13/2013
External Review Approval Date:	06/13/2013
Course Description:	This course explores and explains the historical role of religion in human life across cultures and examines the place of religion in the global culture of the 21st century.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Philosophy
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Philosophy
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge	Retake Policy Description	<input checked="" type="checkbox"/> Allow Students To Audit Course

No value

Type:|Non-Repeatable Credit

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Arts & Humanities Associate in
Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In
Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer
Curriculum Certificate of Achievement (In
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts & Humanities Associate in
Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Categories	Status	Approval Date	Comparable Course
Area 3.4 Humanities Philosophy	Approved	No value	No Comparable Course defined.

CSU General Education Certification

Categories	Status	Approval Date	Comparable Course
Area C.2 Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Categories	Status	Approval Date	Comparable Course
Area 3.B Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

Units and Hours:**Summary**

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options**Course Credit Status (CB04)**

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

 Cooperative Work Experience Education Status (CB10)
 Variable Credit Course**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0

Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC070 - Introductory Composition

Students in this course are required to write papers requiring critical thinking and analysis as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The writing advisory assures students have the skills necessary for success in these assignments.

Students are expected to read and comprehend a college-level text book explaining complex philosophical theories about religious theory. In addition, they must critically analyze advanced scholarly articles for assigned papers. The reading advisory assures students have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Other

Rationale

Other Methods: Example 1: Assign homework reading before class on a certain aspect of religious studies. On the day of class, instructor lecture on the same topic, highlighting the important points and broadening the scope. Following the lecture students break out into groups to answer instructor provided questions. One member of each group reports on their conclusions. Then instructor guided group discussion on the subject. Example 2: Instructor lecture first, then watch a clip from a film which relates to the theme or topic being covered during the period. This is followed by class discussion or at times the same group work model as above. Other methods. A. films B. instructor guided student presentations

Methods of Instruction

Demonstration

Rationale

No value

Methods of Instruction

Discussion

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Assignments

- A. weekly readings B. creation of presentations on assigned topics C. writing summary essay D. analysis of selections from film and/or literature as assigned For example, 1. Read the sections in the textbook pertaining to the major theories of religion. 2. Review notes from the professor's in-class lecture or read the online lecture from the professor about the various theories of religion. 3. Write a critical essay where you identify the different religious beliefs and ceremonies of various cultures applying at least four of the main theories of religion.

Methods of Evaluation

Rationale

Tests

A. Written quizzes to support reading and discussion.

Research Paper

B. Essays of 1000-1500 words demonstrating achievement of student learning outcomes.

Analysis of Primary Sources

C. Student analysis and discussion of assigned films.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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	Hopfe, L, and Woodward, M.. (2012) Religions of the World, 12th, Pearson			
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	Fisher, M.. (2010) Living Religions, 8th, Pearson			
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Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify specific examples of religious themes (e.g. beliefs, rituals, ceremonies, holy texts, magic and divination) in the context of different cultures.
Expected SLO Performance: 70.0

<i>English</i> Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
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<i>Social Science</i> IGETC PLOs	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
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<i>Social Science</i> PLOs for CSU GE COA	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
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Compare and contrast at least four different theories of religion.
Expected SLO Performance: 70.0

<i>English</i> Liberal Arts: Arts & Humanities AA Degree	Evaluate, create, or perform artistic and cultural constructions.
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Assess the concept of faith, distinguish faith from fact, and analyze how this understanding moves one toward an attitude of tolerance.
Expected SLO Performance: 70.0

Propose and explain a definition for the word, "religion".

Expected SLO Performance: 70.0

Outline

Course Outline

A. Critical thinking and expression of thought in the field of religious philosophy and religious studies.

1. expression of faith vs. scholarly expression.
2. definitions of religion

B. Three paradigms for understanding the human in the world context

1. traditional/religious
2. modern
3. post-modern
4. science and religion as broad world views and specific sets of concerns

C. Theories of Religion

1. Early anthropology and the concepts of magic and animism.
2. Freud and Jung: psychological interpretations of religion
3. Marx and Weber: religion and economics
4. Eliade and Pritchard: religion as religion
5. Geertz: thick description of religion

D. The emergence of "progressive" and "fundamentalist" forms of religion in the modern and post modern world.

E. Relationship of religious forms to their origin and development in specific times and cultures

F. Religious themes across cultures

1. birth
2. identity
3. community
4. meaning: suffering and gratitude
5. values and ethics
6. human law in the context of divine life
7. judgment; consequences; karma
8. afterlife
9. models of god (disinterested creator; warrior lord; fecund mother; cosmic energy; etc.)
10. religious practices: prayer and ritual
11. religious texts and their interpretation.

G. Religious themes as a broad experience in human life.

H. Religion as a source of potential unity in the twenty-first century

1. Parliament of World Religions
2. The concept of religious freedom (Universal Declaration of Human Rights)

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Online

Hybrid

Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Both online, iTV and on-ground classes have multiple essays, quizzes and reading material. Classroom discussion is replaced online by a 500 word per week requirement of participation in a discussion forum.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums
chat
email
phone
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

software No special software or hardware beyond what is generally required for online classes (an up-to-date browser, plug-ins such as Adobe Flash, etc.)

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class_size The instructions here state, "Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course." However, most online classes have greater section sizes, not lower. This is the policy of the