Memorandum

To: Daniel Greenberg, Chair Curriculum Committee
From: Zeff Bjerken, Chair, Department of Religious Studies
Date: 1/24/13
Re: New Course Proposals for RELS curriculum

Attached you will find three new course proposals: RELS 451, RELS 365, and RELS 223. Allow me to explain briefly why each new course proposal is being submitted to the Curriculum Committee.

In the fall of 2012, the Religious Studies faculty met to discuss curricular planning during a retreat dedicated to that topic. As part of our discussion, we agreed to create a new course, RELS 451 Capstone Colloquium, as a complement to our existing RELS 450 Senior Seminar. It was decided that we would offer RELS 451 as a required 1 credit, pass/fail course for senior students. The purpose of the course is to offer students an opportunity to reflect on their four-year learning experience, on the Religious Studies major, and to create professional materials for possible post-graduate employment. As this is a required course, it will change the major requirements for RELS by adding one additional credit hour to the required total hours (from 33 to 34 hours). For further detail please see the accompanying documents: New Course Form (RELS 451) with attached syllabus, and Change in the Major.

We have also taught two courses as Special Topics in Religious Studies, “Religion and Psychology” and “Religions of the Ancient Near East,” both of which are now being submitted as stand-alone courses (RELS 365 “Religion and Psychology” and RELS 223 “Religions of the Ancient Near East”). Included with these New Course Forms are the syllabi for each course; a Change in Major form has also been submitted for RELS 223, since it will provide an alternative for a distribution requirement in our Major. Finally, a modified version of the Religious Studies Major Requirements has been included, with each new proposed course highlighted in red.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Dr. John Huddleston   Phone: 953-4996   Email: Huddlestonj@cofc.edu

Department or Program: Religious Studies   School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

X Add a New Course (complete parts C, D, F, G, H, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This mid-level survey course provides an additional choice for the student in our distribution requirement among the western traditions offerings (Rel's 225, 230, and 235). Insofar as it deals with the wider ancient Near East, the course offers an additional historical and religious dimension for understanding and interpreting the three Abrahamic traditions (Judaism, Christianity, and Islam). In addition, the course forms an excellent backdrop for the biblical (201 and 202) and (western) sacred texts classes.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The course is neither offered nor required in any other program.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank.

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Religious Studies   School: HSS   Subject Acronym: RELS   Course Number: 223

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

Course title: Religions of the Ancient Near East
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Because this course deals with a large geographic region of the ancient world over a 3,000 year period, students encounter a diversity of peoples and institutions, yet similarities do allow one to speak of a common worldview. Student learning outcomes most relevant to this course include (but are not limited to) those dealing with issues of comparison (SLO #1 – “Comparative Method”), authority and power (SLO #1 – “Role of Authority and Power in Religion”), literary context (SLO #2 – “Literary Contextualization”), and context generally (SLO #2 – “Socio-historical Context”). In terms of comparison, students are exposed to a variety of cultures that have many similar beliefs, practices, and institutions, but yet also differ in some significant ways. This is especially true of ancient Israelite religion, at least as presented in the biblical text and known from archeological excavations. Here students are exposed to the problems involved in comparing what appear to be similar ideas, practices etc. in two different cultures.

In all cultures in the ancient Near East, including Israel, the legitimation of authority and power are central to the role of the king and priesthood. In this respect, the distinction between religious and political authority is virtually nil, given the importance of the divinely sanctioned role of the king. In addition, the crucial political role of prophets/prophecy and diviners is evident in each of these cultures.

Given much of the class is devoted to reading texts of many different textual genres, students learn how to read a text in its proper socio-historical and political contexts (whether a royal monumental inscription, a magical incantation, a liturgical text, a mythological narrative, etc.) and to identify the types of literary strategies involved in its composition, as well as the wider implications of these for understanding religion generally in the ancient - and in some cases even modern - Middle East.

1. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This proposed course, RELS 223 Religions of the Ancient Near East will offer another course alternative to our RELS BA distribution requirement for a western, Abrahamic tradition that are classified in the Course Catalogue as Group A, which consists of The Jewish Tradition (225), The Christian Tradition (230), and The Islamic Tradition (235). The addition of RELS 223 will not change the existing degree requirements but it will offer RELS majors another option to fulfill the distribution requirement in a western, Abrahamic tradition.

J. CHECKLIST.

- [x] I have completed all relevant parts of the form.
- [x] I have attached a cover letter that describes my request and lists all the documents I am submitting.
- [x] (For new courses only) I have attached a syllabus.
- [ ] (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.  
- [ ] (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

_____________________________ Date: 1/24/2013

2. Signature of Academic Dean:

_____________________________ Date:

3. Signature of Provost:

_____________________________ Date: 2/4/13

4. Signature of Curriculum Committee Chair:

_____________________________ Date:

5. Signature of Faculty Senate Secretary:

_____________________________ Date:

Date Approved by Faculty Senate: _________________
RELIGIOUS STUDIES 298: SPECIAL TOPICS
RELIGIONS OF THE ANCIENT NEAR EAST
COLLEGE OF CHARLESTON
SPRING 2008

Dr. John Huddlestun
4B Glebe, Rm. 203 (use sidewalk entrance)
Office Hours: MW 2:00-4:00 or by appointment
Office Phone: 953-4996 (Dept. of Religious Studies, 953-0895)
E-mail: Huddlestonj@cofc.edu

COURSE DESCRIPTION:
In this course we explore the religious beliefs and practices of those peoples of the ancient Near East (including Egyptians, Sumerians, Babylonians, Assyrians, Hittites, Canaanites, and Israelites). Our examination covers a wide range of material, both geographically and chronologically, spanning a period of nearly 3,000 years, from the emergence of writing (ca. 3100 BCE) down to the Hellenistic period. Among a variety of potential topics, we can delve into only a select few: the gods in their temples (the cult statue as the image of the god), the origins of the gods and the cosmos, the problem of misfortune with respect to the gods and how to account for this, how religion worked in everyday life, the development and place of monotheism, concepts of death and afterlife, divinatory techniques to ascertain the will of the gods, incantations to ward off potential evil, etc. While one does find significant differences, we will begin to see some of the broader similarities that unite these peoples in a larger common worldview. This same worldview was highly influential in shaping Jewish, Christian and Islamic thought.

REQUIRED TEXTS:


3) Readings on Electronic Reserves (ER) accessed via the CofC library page. The password for entry to the class is Marduk.

COURSE REQUIREMENTS:
1) Mid-term Exam (20 %). This exam will consist of passage IDs and one essay. A study guide will be distributed prior to the exam. It is imperative that the student notify me in advance if he or she is unable to attend the exam. You may call me at my office (953-4996) or leave a message via phone at the Department of Religious Studies (953-0895). Make-up exams, permitted only with a valid excuse, may be of a greater degree of difficulty than those given in class.

2) In-class summaries of readings (15%). Over the course of the term, students will prepare a brief summary for FOUR readings of their choice, to be presented to the class (5 minutes).

3) Final Exam (25%). This exam and will encompass material relating to the last half of the term and will be of greater length than the midterm. As with the midterm, a study guide will be distributed for the exam.
Robins, “Cult Statues in Ancient Egypt” (ER #5)
Sauneron, “The Sacred Services” (ER #6)
Daily temple ritual of Amun-Re at Karnak (ER #7)

D. Temples and Aniconism in the Hebrew Bible
Readings:
Hebrew Bible: 1 Kings 3-10
Fritz, “Temple Architecture...” (ER #8)
Niehr, “In Search of YHWH’s Cult Statue...” (ER #9)
Dever, “Were There Temples in Ancient Israel...?” (ER #10)

E. Rituals of Purification and Atonement
Readings:
Hebrew Bible: Leviticus 16 (Yom Kippur)
Wright, “Azazel” (ER 311)
Wright, Hittite Parallels to the Scapegoat Ritual (ER #12)
An Atonement Ritual from Ugarit (ER #13)

III. Cosmos and Creation Mythologies (Feb. 11-25)
A. Creation
Readings (Mesopotamia):
Bottero, 72-105
Atrahasis (ER 14)
Enuma Elish (ER 15)
Story of Adapa (ER 16)

Readings (Egypt):
Lesko in RAE, pp. 88-122
Some Coffin Texts (ER 17)
The Shabaqa Stone (ER 18)
Book of the Heavenly Cow (ER 19)
Hornung, “The Concept of Maat” (ER 20)

Readings (Canaanite and Hebrew Bible):
Baal Cycle (ER 21)
Genesis 1-11 (with handout of other relevant biblical passages)
Habel, “Discovering Literary Sources” (ER 22)
Orlinsky, “The Plain Meaning of Genesis 1:1-3” (ER 23)
Batto’s comparison (handout)

***Midterm Exam - Feb. 25***

B. Kingship: Religion as Politics
Readings:
“The Babylonian Theodicy” (ER 39)
“Poem of the Righteous Sufferer” (Ludlul bel Nemeqi) (ER 40)
“To Any God” (ER 41)

Readings (Egypt):
“Dispute between a Man and his Soul” (ER 42)
Harpers’ Songs (ER 43)
Baines in RAE, 161-164

Readings (Hebrew Bible):
Job (selected portions)
Ecclesiastes

VIII. Prophecy, Divination and Magic (April 7-18)

Readings (Mesopotamia):
Bottero, 170-186, 192-202
Queries to the Sun-God Shamash (extispicy) (ER 44)
Letters from Mari (ER 45)
Neo-Assyrian Oracles (ER 46)
Spells against Lamashlu (ER 47)

Readings (Egypt):
Baines in RAE, pp. 164-172
Cerny, “Egyptian Oracles” (ER 48)
Borghouts, “Witchcraft, Magic, and Divination in Ancient Egypt” (ER 49)
A Selection of Spells (ER 50)

Readings (Hebrew Bible and later Jewish/Christian tradition)
Tarragon, “Witchcraft, Magic, and Divination in Canaan and Ancient Israel” (ER 51)
The Story of Balaam (ER # 52; plus Biblical text Numbers 22-24)

Hebrew Bible:
Dreams/Visions (Gen. 15, 37, 39-41, 46:1-4)
Teraphim (Genesis 31:19, 34-35; 1 Sam. 19:11-17; Hosea 3:4)
Urim/Thummim (Deut. 33:8; Num. 27:18-23; 1 Sam. 14:36-42; Ezra 2:62-63)
Ephod (Exod. 28:15-30; Lev. 8:5-9)

Ancient (Coptic) Christian Magic:
Selected Spells and Curses (ER 53)

IX. God, Gods, and Goddesses in the Hebrew Bible (April 21-23)
Smith, “Myth and Mythmaking in Canaan and Ancient Israel” (ER 54)
Hurowitz, “From Storm God to Abstract Being” (ER 55)
Dever, “Asherah, Women’s Cults, and ‘Official Yahwism’” (ER 56)

***Final Exam - April 25, 12:00-2:00pm***
FACULTY CURRICULUM COMMITTEE  
COURSE FORM  

Instructions:  
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.  
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!  
• Remember that your changes will not be implemented until the next catalog year at the earliest.  
• If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.  

A. CONTACT INFORMATION.  
Name: Zeff Bjerken  
Phone: 953-7156  
Email: Bjerken@cofc.edu  
Department or Program: Religious Studies  
School: HSS  

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.  
* Add a New Course (complete parts C, D, F, G, H, I, J, K)  

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.  

Based on our recent department retreat (August 17, 2012) on teaching upper division courses led by Wabash Center consultant Dr. Eugene Gallagher, we explored the idea of creating a required senior level course that would complement our current required RELS 450 Senior Seminar. In order not to “over-burden” the Senior Seminar and as a way to improve assessment accountability, we decided to construct a Capstone Colloquium that would give senior majors an opportunity to reflect on their four-year experience and to acquire skills in transitioning from UG major to post-graduate employment or further education. Thus, the RELS 450 Seminar would continue with emphasis on research and current scholarly development in specific faculty areas, while the new Capstone Colloquium would address issues of student development, application, employment skills, and invited presentations of a variety of extra-departmental programs by appropriate persons at the College. We also hope to develop assessment materials that would apply to this course for evaluating program design and student progress through the required course work. The course would also be informed by student interests and academic concerns not normally addressed in topical courses.  

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.  

This course would complement the required RELS 450 Senior Seminar and be a one credit additional requirement for all majors. This would raise the RELS major requirements from 33 to 34 hours; this would require voluntary participation of students under the current catalogue with the 33 hour requirement. This course has no overlap with any other department and would be a stand-alone course in RELS, one we hope will provide a model example for upper level students preparing for graduation.
F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Religious Studies  
School: HSS  
Subject Acronym: RELS  
Course Number: 451

Credit hours: __ lecture __ lab ___ seminar ___ independent study
Contact hours: __ lecture __ lab ___ seminar ___ independent study

Course title: **Capstone Colloquium**

Course description (maximum 50 words, exactly as it appears in the catalog):

This course offers a student-centered review of the major with emphasis on integrating student learning, analyzing past research interests, composing an intellectual autobiography, and acquiring practical writing skills for a variety of postgraduate circumstances. Visiting speakers and alumni may offer additional perspectives on the prospects of a religious studies degree.

Restrictions (pre-requisites, co-requisites, majors only, etc.): RELS 210, RELS 450, junior or senior Religious Studies major, with a minimum of 12 hours in Religious Studies, or permission of the instructor.

Cross-listing, if any (submit approval from relevant department): None

Is this course repeatable? NO  
If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? NO

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? NO

If so, which course? _______________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new faculty will be required; this course will be taught primarily by senior faculty. However, it will require an additional hour of FTE per course (10 hours instead of 9 for a given semester). This will require in-house adjustment of faculty teaching load.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<tr>
<td>1. Students will be able to analyze their four-year learning experience in the comparative study of religions.</td>
<td>Intellectual autobiography and integrative essay required of all students; assessed by instructor, each year; students must receive a passing grade on the assignment.</td>
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<td>2. Students will demonstrate the ability to synthesize materials from a variety of RELS courses.</td>
<td>Writing projects will require synthesis and be assessed by the instructor, each year; students must receive a passing grade on the assignment.</td>
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<tr>
<td>3. Students will be able to relate their learning experience in RELS to other academic disciplines.</td>
<td>Writing projects will require reflection on cross-disciplinary learning; assessed by instructor, each year; students must receive a passing grade on the assignment.</td>
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<td>4. Students will demonstrate pragmatic writing skills suitable for professional employment.</td>
<td>Students will create a profession Resume and at least one professional application; assessed by instructor, each year; students must receive a passing grade on the assignment.</td>
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</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The academic study of religion critically demonstrates how religious values have informed and shaped our knowledge, our cultural productions, our traditions, and our institutions. Students become more deeply aware of their own cultural traditions by studying those of others, and will approach other religions with greater empathy and sensitivity to their respective complexity. The RELS program seeks to teach students the skills of creative problem-solving, critical thinking, and writing to discover. We also engage students in activities that prepare them for productive civic engagement, understanding of different global perspectives and learning as a lifelong pursuit.

The RELS 451 course addresses the issue of creative problem solving (synthesis of materials related to various religious traditions and to other disciplinary perspectives), professional development and civic engagement (development of pragmatic writing skills suitable for professional employment), and self-reflexive assessment of their educational experience (intellectual autobiography). As part of the general education learning outcomes, this course is designed to give students an opportunity to evaluate and assess their four year college experience and to articulate how the RELS major served to facilitate specific learning outcomes such as empathy, critical evaluation, cross cultural relations, and education as a lifelong pursuit. Because this course is a final capstone, following the RELS 450 research seminar, it is an opportunity for students to think about the transition to possible fulltime employment, graduate school, or other professional opportunities that require pragmatic adaptation of their learning in the major to real life situation that may not be confined to a strictly academic approach to the study of religions. This course was designed to address this change in direction and to offer students some guidance in preparing for post-graduate career opportunities.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

*YES.* This course is supplemental to the required RELS 450 Senior Seminar. See attached form.
J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 2/6/13

2. Signature of Academic Dean:

[Signature] Date: 2/6/13

3. Signature of Provost:

[Signature] Date: 2/18/13

4. Signature of Curriculum Committee Chair:

[Signature] Date: 

5. Signature of Faculty Senate Secretary:

[Signature] Date: 

Date Approved by Faculty Senate: 

Page 4 of 4
Course Description, Goals, and Student Learning Objectives

This course is designed to provide a capstone experience for majors in Religious Studies (RELS). This Colloquium is not just another course on the subject of religion, but a “meta-course” for advanced students that will provide an opportunity for them to reflect on the cumulative achievement of their work in RELS and consider how they might apply their knowledge and skills in their future academic and professional lives. It is designed to give them, in the company of other majors, the opportunity to: 1) review and assess their own study of religion at CofC with its comparative orientation and the various theoretical approaches that they’ve studied; 2) write essays that analyze and integrate their previous work in the study of religions and consider how they might continue to build on what they have learned in their collegiate study of religion; 3) evaluate how their RELS training served as a bridge between other academic disciplines; and 4) develop a broader view of the usefulness of the academic study of religion for their future lives as individuals, citizens, and professionals.

Here are specific learning objectives that relate to these four course goals:

1) Students will gain a fuller understanding of
   a) what brought them to the study of religion;
   b) their distinctive interests in particular subjects and in specific theoretical and methodological approaches;
   c) the types of topics that do and don’t interest them and why
   d) how their interests compare to those of their fellow students and to representative thinkers in the contemporary study of religion;

2) Students will produce
   a) an intellectual autobiography
   b) an analytical essay on their previous work in the study of religion that identifies its distinctive topics, theoretical issues, and even gaps and evasions
   c) a CV and professional resume; or a statement of purpose that is suitable for a graduate school application

3) Students should be able to evaluate and assess
   a) how their study of religion fits into their broader collegiate program of study, i.e.
   b) how their work in other courses and learning contexts forms a relatively coherent whole that expresses their fundamental interests in the study of religion
   c) the RELS curriculum in terms of its structure, requirements, and purported goals

4) Finally, students should be able to
   a) grasp how their study of religion might prepare them to put their learning to work in the world
   b) conceive of the benefits of the study of religion for them as individuals, citizens, professionals, and members of multiple communities
Course Requirements

Readings:
This is a capstone colloquium, not a lecture course, and participants are expected to do all the required readings for each meeting. All readings assigned by the instructor will be available on electronic reserve through the RELS 451 course site on OAKS.

Participation in Colloquium:
What you get out of this course will depend on how much effort you put into it. Asking questions, providing peer feedback, and offering your own ideas during discussions is a crucial part of this course. You are expected to be an active and informed participant in class.

Writing Requirements
Two essays: 1) an intellectual autobiography that communicates what brought you to the study of religion, why it matters to you, and what values and skills you have acquired;
   2) an analytical essay (1,250-1,500 words) that focuses on your previous writing in the collegiate study of religion, which identifies its distinctive topics, concerns, theoretical issues, and gaps and evasions

Professional Development: Students will produce either:
   3a) CV and professional resume on a personal website; OR
   3b) a Statement of Purpose suitable for a graduate school application

Grading:
This class is required for all majors and final grades will be assigned on a scale of A-F. In order to “Pass” students will need to average at least a “D-” grade (59 or higher) on their two essays, participate in the colloquium (without missing more than 4 class sessions), and participate in the final exit interview. Any student who averages less than a “D-” grade (59 and below) on written assignments, or who fails to attend 5 or more classes, will “Fail” and then will need to register for this Colloquium in the following year in order to earn a BA in RELS.

Grading Scale: 

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>89-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86-88</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>79-81</td>
<td>2.7</td>
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<tr>
<td>C</td>
<td>76-78</td>
<td>2.3</td>
</tr>
<tr>
<td>C+</td>
<td>72-75</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>66-68</td>
<td>1.3</td>
</tr>
<tr>
<td>D-</td>
<td>62-65</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>below 59</td>
<td>.70</td>
</tr>
</tbody>
</table>

Academic Integrity and the Honor Code
There is a zero-tolerance policy toward plagiarism or any other form of academic dishonesty in this course. This means that anyone caught taking credit for work that is not his or her own, or cheating in any other way, will receive a failing grade for the entire course. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. I will provide a handout that discusses the ethics of learning, intellectual honesty, plagiarism, and the College’s Honor Code to remove any ambiguity about what this zero-tolerance policy entails.
Colloquium Topics, Reading Assignments, and Writing Projects

Week 1: “Why I’m A Religious Studies Major”
During our first session, we will conduct a series of introductions. This is your first take at an “intellectual autobiography.” You will introduce yourselves to your colleagues and we will discuss specific strategies for communicating to others (including friends, family members, and random people you meet who know nothing about the academic study of religion) what “Religious Studies” means and why it matters to you.
Reading in class: Nathan Schneider, “Why the World Needs Religious Studies”

Week 2: Scholars as Models: Intellectual Biographies of Prominent Religionists
Reading: Wendy Doniger, “From Great Neck to Swift Hall: Confessions of a Reluctant Historian of Religions”
In class: Watch interviews with Clifford Geertz and Robert Bellah
Guest speaker: Dr. Lee Irwin

Week 3: Know Thyself
Reading: J.Z. Smith, “When the Chips are Down” in Relating Religion
Writing: Write your intellectual autobiography, due in class when we will discuss them

Week 4: Religious Studies and Liberal Arts Education
Reading: AAR-Teagle White Paper: The Religion Major and Liberal Education
Guest speaker: Dr. June McDaniel

Week 5: Know Thyself Even Better: What’s persistently been on my mind? And why?
Reading: Selected essays by scholars in The Craft of Religious Studies, ed. by Jon Stone
Writing: Review three papers you’ve written about religion during your time in college and write a paper that analyzes your characteristic approach to the study of religion. What are your primary concerns? How do you typically approach the interpretations of religious data, and why? What kinds of topics are you drawn to, and why? What theories do you find most helpful, and why? Are there issues you acknowledge to be important, but have been avoiding? Why? Try to fill in these blanks in some detail: The two or three things I find most interesting about religions are ______; because ______; the best way to understand religion is ______, because ______; the issue to which I keep returning is ______, because ______. I’ve been thinking this way about religion, because ______. Use these questions to organize your essay by outlining and even giving your essay sub-headings or section titles
Guest: Dr. Margaret Cormack

In class project: Begin work on a guide on religion and media analysis for undergraduate research: what questions should one ask about religious phenomena? How does one learn to “read” news about religion?
Guest: Prof. Louise Doire
Week 7:  Taking Stock and Revise, Revise, Revise
Writing:  Revise your intellectual autobiography, integrate new insights gained from your second analytic essay and incorporate any feedback received from your peers and instructor
In class project:  Complete religion and media guide for undergraduate research
Guest:  Dr. John Huddlestun

Spring Break

Week 8:  Looking into the future—translating RELS skills into a career
CofC Career Center representative for presentation on creating a traditional resume, novel approaches to marketing yourself for internships and job searches, using CISTERNOnline
Writing:  Begin work on crafting a resume and CV
Guest:  Dr. Elijah Siegler

Week 9:  Imagining the Future: Meeting RELS Alumni in Grad/Med/Law School
Possible guest speakers: Andrew Aghapour (2007, PhD candidate UNC), Elizabeth Atkinson (2009, Charleston School of Law)
In class project: Crafting a Statement of Purpose for Graduate Schools

Week 10:  Imagining the Future: Meeting Alumni in Civil Service, Peace Corps, NGOs
Possible guest speakers: Katie Browne (2009, Peace Corps in Madagascar), Amber jade Taylor (2011, International Tibet Network)

Week 11:  Final Reflections: where do I go from here?
What have you learned about yourself as a RELS student and what might you do with it or about it? How and why?
Guest:  Dr. Katie Hladky

Week 12:  Exit Interviews with RELS graduates
Assessment of the RELS BA degree program, requirements, structure of curriculum
Schedule individual exit interviews, required for all graduating RELS majors

Week 13:  Exit Interviews with RELS graduates
Assessment of the RELS BA degree program, requirements, structure of curriculum
Schedule individual exit interviews, required for all graduating RELS majors

Week 14:  Exit Interviews with RELS graduates
Assessment of the RELS BA degree program, requirements, structure of curriculum
Schedule individual exit interviews, required for all graduating RELS majors
Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Zeff Bjerken Phone: 953-7156 Email: Bjerken@cofc.edu
School: HSS Department or Program: Religious Studies

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☒ Change Request (fill out all sections)
☐ Add an existing course to requirements or electives
☐ Add a new course to requirements or electives (attach completed course form for each)
☐ Delete courses from requirements or electives
☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called "concentration" on the transcript.)
☐ Terminate Program (fill out C, F, G, and H)
☐ Terminate degree
☐ Terminate major
☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

We are adding one new required course to the major, RELS 451 (1 credit). The purpose of this course is to provide students with an opportunity to reflect on their four-year college experience, to integrate what they have learned, and to assess the impact of the major on their intellectual development. The required RELS 450 Senior Seminar is a demanding theory and method course with little opportunity for students to explore the impact of the major on their learning and its potential significance relevant to post-graduate employment. The purpose of this requirement is to offer students an opportunity to engage in a variety of projects, and to hear from a range of presenters, in order to facilitate a greater appreciation of the impact of the major on their thinking and future planning. The course is student centered and dialogical, not lecture driven, to encourage students to reflect through the construction of an autobiographical narrative and other self-reflexive exercises. Overall, we believe that this course will assist students in better understanding the impact of the major on their own thinking and value formation. See proposed Course Form for RELS 451.

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

SEE NEXT PAGE
RELS Requirements (as it appears in the 2012-13 Course Catalogue):
RELS 101 OR RELS 105
AND RELS 210
AND RELS 450
AND RELS 451

One sacred text course from the following: RELS 201 RELS 202 RELS 205 *RELS 310
Note: *RELS 310 cannot be used to satisfy both the Sacred Text course requirement and the two additional courses at the 300-level or above requirement.

Select one course from each of the following groups (A, B and C):
Group A (choose one): RELS 225 RELS 230 RELS 235
Group B (choose one): RELS 240 RELS 245 RELS 248
Group C (choose one): RELS 250 RELS 260 RELS 270

Select one additional course at the 200-level or above:
RELS 201 RELS 202 RELS 205 RELS 220 RELS 225 RELS 230 RELS 235 RELS 240 RELS 245 RELS 248
RELS 250 RELS 255 RELS 260 RELS 270 RELS 275 RELS 280 RELS 285 RELS 298

Select two additional courses at the 300-level or above:
RELS 301 RELS 305 RELS 310 RELS 315 RELS 335 RELS 340 RELS 348 RELS 350 RELS 360 RELS 375
RELS 381 RELS 399 RELS 405 RELS 499

Select one additional course in religious studies from any of the courses listed (RELS 100-level or higher)

E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to analyze their four-year learning experience in the comparative study of religions.</td>
<td>Intellectual autobiography and integrative essay required of all students; assessed by instructor, each year; students must receive a passing grade of “C” or higher on the assignment.</td>
</tr>
<tr>
<td>2. Students will demonstrate the ability to synthesize materials from a variety of RELS courses.</td>
<td>Writing projects will require synthesis and be assessed by the instructor, each year; students must receive a passing grade of “C” or higher on the assignment.</td>
</tr>
<tr>
<td>3. Students will be able to relate their learning experience in RELS to other academic disciplines.</td>
<td>Writing projects will require reflection on cross-disciplinary learning; assessed by instructor, each year; students must receive a passing grade of “C” or higher on the assignment.</td>
</tr>
<tr>
<td>4. Students will demonstrate pragmatic writing skills suitable for the pursuit of professional employment.</td>
<td>Students will create a professional Resume and at least one professional application; assessed by instructor; students must receive a passing grade of “C” or higher on assignment.</td>
</tr>
</tbody>
</table>
Additional Outcomes or Comments:

The RELS 451 course addresses the issue of creative problem solving (synthesis of materials related to various religious traditions and to other disciplinary perspectives), professional development and civic engagement (development of pragmatic writing skills suitable for professional employment), and self-reflexive assessment of their educational experience (intellectual autobiography and integrative essay). As part of the general education learning outcomes, this course is designed to give students an opportunity to evaluate and assess their four year college experience and to articulate how their RELS training served to cultivate specific learning outcomes such as empathy, critical evaluation, comparative cross-cultural study, and education as a lifelong pursuit. Because this course is a final capstone, following the RELS 450 research seminar, it is an opportunity for students to think about the transition to fulltime employment, graduate school, or other professional opportunities that require pragmatic adaptation of their learning in the major to real life situations that may not be confined to a strictly academic approach to the study of religions. This course was designed to address this change in direction and to offer students some guidance in preparing for post-graduate career opportunities.

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

No impact other than enhancing the overall learning experience and assessing the learning outcomes of required course as they have impacted senior majors.

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

None, only faculty distribution of teaching load; an additional one hour to existing 9 hour FTE.

H. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.  N/A

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.  See attached
1. Signature of Department Chair or Program Director:

   [Signature] Date: 1/24/2013

2. Signature of Academic Dean:

   [Signature] Date: 1-24-13

3. Signature of Provost:

   [Signature] Date: 2/4/13

4. Signature of Curriculum Committee Chair:

   [Signature] Date: 

5. Signature of Budget Committee Chair:

   [Signature] Date: 

6. Signature of Academic Planning Committee Chair:

   [Signature] Date: 

7. Signature of Faculty Senate Secretary:

   [Signature] Date: 

Date Approved by Faculty Senate: 

Page 4 of 4
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.
Name: June McDaniel  Phone: 953-5956  Email: mcdanielj@cofc.edu
Department or Program: Religious Studies  School: Humanities & Social Sciences

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.
× Add a New Course (complete parts C, D, F, G, H, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The course “Religion and Psychology” has already been taught several times as a Special Topics course (RELS 298). It is an important theoretical and methodology course for Religious Studies, and there has been strong student interest in understanding the psychological motivations behind religious beliefs, practices, and experiences. The focus is on humanistic and transpersonal psychology, and on religious questions of identity, meaning, and depth of life in relation to the “inner life.” Attention is given primarily to western psychological theories, which are applied cross-culturally to various religious views of the “soul,” “mind,” and “psyche.” With the rise of religious nationalism and violence in today’s world, it is important for students to understand both the role of religious actions and the psychological motivations for them. There is no other course that covers this material in Religious Studies or in Psychology.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There are no other courses which teach this material, either in Religious Studies or in Psychology. As a social science, the Department of Psychology focuses more on behavioral studies and neuroscience than on the humanistic and transpersonal psychology featured in this proposed course. The addition of this course would benefit Psychology students who have an interest in the subject of religion, which is investigated in a cross-cultural comparative manner in this proposed RELS course.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Religious Studies  School: IHS  Subject Acronym: RELS  Course Number: 365
Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: 3 lecture __ lab __ seminar __ independent study

Course title: Religion and Psychology

Course description (maximum 50 words, exactly as it appears in the catalog):
This course will examine a range of topics in the field of Religion and Psychology, including major theorists in the field (Freud, Jung, Maslow, Frankl); Asian and western models of the psyche, religious violence, authoritarianism, faith and healing, and a variety of religious experiences. Invited speakers may offer additional perspectives.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Pre-requisites: 3 hours in Religious Studies or permission of instructor

Cross-listing, if any (submit approval from relevant department): NO

Is this course repeatable? X NO  If yes, how many total credit hours may the student earn? 

Is there an activity, lab, or other fee associated with this course? X NO
Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? X NO
If so, which course?  Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new faculty will be required; this course will be taught primarily by senior roster faculty. There are no requirements for lab equipment and there are already books on the topic in the College of Charleston library.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</tr>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will recognize major theoretical perspectives and key methodological issues in the field of Religion and Psychology</td>
<td>There will be three tests that require students to identify major theorists and key methods, and students will apply theoretical models to specific religious contexts</td>
</tr>
<tr>
<td>2. Students will understand various psychological models and spiritual approaches to human development, both Asian and Western</td>
<td>Students will write an essay that describes and analyzes developmental models, which includes various understandings of the “soul” or “psyche.”</td>
</tr>
<tr>
<td>3. Students will understand the value of the comparative method in examining the “inner life” of religious people cross-culturally</td>
<td>Exams will assess students’ grasp of Asian and Western religious approaches to the inner life and their understanding of how culture shapes these psychological concerns</td>
</tr>
</tbody>
</table>
4. Students will develop their empathetic understanding of people from different cultural and religious backgrounds

Students will write comparative essays in which they examine meanings and identities from other religious, cultural and psychological perspectives than their own.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This proposed course fits several student learning outcomes for the Religious Studies major, including: 1) “students recognize and explain the major theoretical perspectives and key issues of debate in the academic study of religion.” Students are introduced to these theoretical perspectives in RELS 210, but this RELS 365 proposed course would reinforce their knowledge, develop their empathy, and cultivate competence in the comparative method. The second SLO for RELS is 2) “students understand, interpret and contextualize primary texts from one or more religious traditions,” and students in RELS 365 would learn to comprehend, interpret, and contextualize religious behavior that is described in primary religious sources. Finally, the third SLO for RELS is 3) “students will demonstrate effective writing skills with the ability to craft an argument in defense of a coherent thesis statement using and analyzing supporting evidence from primary and secondary sources.” These writing skills will be demonstrated in the required essays and term papers assigned in the course.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This proposed course, RELS 365, will offer Majors and Minors in Religious Studies another alternative course at the 300-level. Majors are required to take two 300-level or higher classes, as noted in the Course Catalogue for RELS:

Select two additional courses at the 300-level or above:

RELS 301 RELS 305 RELS 310 RELS 315 RELS 335 RELS 340 RELS 348 RELS 350 RELS 360 RELS 365 RELS 375 RELS 381 RELS 399 RELS 405 RELS 499

J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☑ (For new courses only) I have attached a syllabus.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department. N/A

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

[Signature]
K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   ___________________________ Date: 1/24/2013

2. Signature of Academic Dean:

   ___________________________ Date: 1-29-13

3. Signature of Provost:

   ___________________________ Date: 2/4/13

4. Signature of Curriculum Committee Chair:

   ___________________________ Date: ________________

5. Signature of Faculty Senate Secretary:

   ___________________________ Date: ________________

Date Approved by Faculty Senate: ____________________
Religious Studies Major Requirements

Degree: Bachelor of Arts  Credit Hours: 34  "PR" indicates a pre-requisite.

**Required Courses**
RELS 101 Approaches to Religion (3) PR: None
OR
RELS 105 World Religions (3) PR: None
AND
RELS 210 Theories in the Study of Religion (3) PR: None
AND
RELS 450 Senior Seminar in Religious Studies (3) PR: RELS 210 and 9 credit hours in RELS
AND
RELS 451 Capstone Colloquium (1) PR: RELS 210, RELS 450, junior or senior Religious Studies major, with a minimum of 12 hours in Religious Studies, or permission of the instructor.

One sacred text courses selected from the following:
RELS 201 The Hebrew Bible: History & Interpretation (3) PR: None
RELS 202 The New Testament: History & Interpretation (3) PR: None
RELS 205 Sacred Texts of the East (3) PR: None
*RELS 310 Sacred Texts (3) PR: Either 3 credit hours in RELS or instructor permission. Note: *RELS 310 cannot be used to satisfy both the Sacred Text course requirement and the two additional courses at the 300-level or above requirement.

Select one course from each of the following groups (A, B and C):
**Group A (choose one):**
RELS 223 Religions of the Ancient Near East (3) PR: None
RELS 225 The Jewish Tradition (3) PR: None
RELS 230 The Christian Tradition (3) PR: None
RELS 235 The Islamic Tradition (3) PR: None

**Group B (choose one):**
RELS 240 The Buddhist Tradition (3) PR: None
RELS 245 The Religions of India (3) PR: None
RELS 248 Religious Traditions of China and Japan (3) PR: None

**Group C (choose one):**
RELS 250 Religion in America (3) PR: None
RELS 260 Native American Religions (3) PR: None
RELS 270 African-American Religions (3) PR: None

Select one additional course at the 200-level or above:
RELS 201 The Hebrew Bible: History & Interpretation (3) PR: None
RELS 202 The New Testament: History & Interpretation (3) PR: None
RELS 205 Sacred Texts of the East (3) PR: None
RELS 220 Comparative Religious Ethics (3) PR: None
RELS 225 The Jewish Tradition (3) PR: None
RELS 230 The Christian Tradition (3) PR: None
RELS 235 The Islamic Tradition (3) PR: None
RELS 240 The Buddhist Tradition (3) PR: None
RELS 245 The Hindu Tradition (3) PR: None
RELS 248 Religious Traditions of China and Japan (3) PR: None
### Religious Studies Major Requirements

**RELS 250**  Religion in America (3) PR: None
**RELS 255**  Philosophy of Religion (3) PR: None
**RELS 260**  Native American Religions (3) PR: None
**RELS 270**  African-American Religions (3) PR: None
**RELS 275**  Religious Traditions and Scientific Inquiry (3) PR: None
**RELS 280**  Religion and Film (3) PR: None
**RELS 285**  Religion and Feminism (3) PR: None
**RELS 298**  Special Topics in Religious Studies (3) PR: None

**Select two additional courses at the 300-level or above:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>PR: Either 3 credit hours in RELS or instructor permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 301</td>
<td>Mysticism and Religious Experiences (3)</td>
<td></td>
</tr>
<tr>
<td>RELS 305</td>
<td>Topics in Indigenous Religions (3)</td>
<td></td>
</tr>
<tr>
<td>RELS 310</td>
<td>Sacred Texts (3)</td>
<td></td>
</tr>
<tr>
<td>RELS 315</td>
<td>New Religious Movements (3)</td>
<td></td>
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<tr>
<td>RELS 335</td>
<td>Western Esotericism (3)</td>
<td></td>
</tr>
<tr>
<td>RELS 340</td>
<td>Advanced Topics in Asian Religions (3)</td>
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<tr>
<td>RELS 348</td>
<td>Asian Religions in America (3)</td>
<td></td>
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<tr>
<td>RELS 350</td>
<td>Phenomenology of Religion (3)</td>
<td></td>
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<tr>
<td>RELS 360</td>
<td>Myth, Ritual, and Symbol (3)</td>
<td></td>
</tr>
<tr>
<td><strong>RELS 365</strong></td>
<td>Religion and Psychology (3)</td>
<td>Either 3 credit hours in RELS or instructor permission</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>PR: Either 3 credit hours in RELS or instructor permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 375</td>
<td>Topics in the History of Religions (3)</td>
<td></td>
</tr>
<tr>
<td>RELS 381</td>
<td>Religious Studies Internship (1-4)</td>
<td></td>
</tr>
<tr>
<td>RELS 399</td>
<td>Tutorial (3, Repeatable up to 12)</td>
<td></td>
</tr>
<tr>
<td>RELS 405</td>
<td>Advanced Studies in Religion (3)</td>
<td></td>
</tr>
<tr>
<td>RELS 499</td>
<td>Bachelor's Essay (6)</td>
<td></td>
</tr>
</tbody>
</table>

**Select one additional course in religious studies from any of the courses listed (RELS 100-level or higher)**

**Notes:**  *With the approval of the department chair of religious studies, one course (200-level or above) in a related discipline may be substituted for one of the additional course requirements.*
RELS 365: SPECIAL TOPICS IN RELIGIOUS STUDIES: RELIGION AND PSYCHOLOGY

Dr. June McDaniel
Fall, 2012

Office: 4 Glebe St, Room 101
Office hours: Weds 10:00-12:00, 2:00-4:00
Office phone: 953-5956
E-mail: mcdanielj@cofc.edu

Texts: Readings on OAKS (print and bring to class)
Goleman, *The Varieties of Meditative Experience*
Walsh and Vaughan, *Paths Beyond Ego*

Grading: Grades will be based upon 3 tests and 2 papers, each will be worth 1/5 of the total class grade. There is no comprehensive final, just the third test (which will be a take-home test, questions given two weeks in advance).

The passing grade is D-, or 60. Grades are not curved. They range as:

A  94 and over
A- 90-93
B+ 87-89
B  84-86
B- 80-83
C+ 77-79
C  74-76
C- 70-73
D+ 67-69
D  64-66
D- 60-63
F  below 60

Attendance: There will be FOUR allowed absences. On the fourth absence, I shall note a warning on the attendance roster, that one more missed class will cause a student to be dropped. This is for unexcused absences. If you have any excused absences (illness, emergency), please let me know and I will cross them off the class roster.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>8/23</td>
<td>Sigmund Freud</td>
<td>OAKS- Obsessive Thoughts…</td>
</tr>
<tr>
<td>8/28</td>
<td>Carl Jung</td>
<td>OAKS- Structure and Development of the Psyche</td>
</tr>
<tr>
<td>8/30</td>
<td>Piaget, Kohlberg, Fowler</td>
<td>OAKS- Faith Development</td>
</tr>
<tr>
<td>9/4</td>
<td>Adler, Frankl, Maslow, Skinner</td>
<td>OAKS- Maslow</td>
</tr>
<tr>
<td>9/6</td>
<td>Consciousness and Meditation</td>
<td>Paths, 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goleman, Part 3</td>
</tr>
<tr>
<td>9/11</td>
<td>Lucid Dreaming</td>
<td>Paths, 3</td>
</tr>
<tr>
<td>9/13</td>
<td>Transpersonal Psychology</td>
<td>Paths, 5 and 6</td>
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<tr>
<td></td>
<td>Dr. Mithoefer, MUSC</td>
<td></td>
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<tr>
<td>9/18</td>
<td>Entheogens and Psychedelics</td>
<td>Paths, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OAKS- Watts on Psychedelics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PAPER #1 DUE!</td>
</tr>
<tr>
<td>9/20</td>
<td>Transcendence, NDE</td>
<td>Paths, 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td>Great Chain of Being</td>
<td></td>
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<tr>
<td>9/25</td>
<td>Compassionate Action</td>
<td>Paths, 10 and 11</td>
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<tr>
<td></td>
<td>Deep Ecology</td>
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<td></td>
<td>Discussion day</td>
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<tr>
<td>9/27</td>
<td>TEST #1</td>
<td></td>
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<tr>
<td>10/2</td>
<td>The Science and Neuroscience of Religious Experience, Guest speaker Dr. Toris, Psychology Dept.</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>Buddhism and meditation</td>
<td>Goleman, Part 1, 3</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Dr. John Huddleston Phone: 953-4996 Email: HuddlestonJ@cofc.edu
School: HSS Department or Program: Religious Studies
Name and Acronym of Major: RELS

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
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  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called “concentration” on the transcript.)

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

We are adding a new course in our distribution requirements for the three groups of traditions courses (groups A, B, and C). This course, RELS 223 Religions of the Ancient Near East, will be included in our Group A, the western, Abrahamic traditions, which currently includes Judaism, Christianity, and Islam. This mid-level survey course offers an additional choice for the student in our distribution requirement among the western traditions offerings (Rel 225, 230, and 235). Insofar as it deals with the wider ancient Near East, the course provides an additional historical and religious dimension for understanding and interpreting the three Abrahamic traditions. In addition, the course forms an excellent backdrop for the biblical (201 and 202) and (western) sacred texts classes.

This course has been taught previously (see enclosed syllabus).

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. (see attached)

RELS Requirements (as it appears in the 2012-13 Course Catalogue): SEE ATTACHED FORM FOR P
RELS 101 OR RELS 105
AND RELS 210
AND RELS 450
The RELS department has developed two Student Learning Outcomes that will be evident in this course, including:
1) “Students recognize and explain the major theoretical perspectives and key issues of debate in the academic study of religion.” The “theory rubric” developed for this learning outcome identifies “the role of power and authority in religion,” a topic that is addressed in #3 above, viz. “the role of religious and political institutions in legitimating and reinforcing the status and authority of the king;” another focal point for this SLO is understanding “the comparative method,” which is addressed in #4 above, “explain how the biblical worldview fits into and emerges from its larger Near Eastern context, identifying key similarities and differences between the two.”

The second SLO is: 2) “Students understand, interpret, and contextualize primary texts from one or more religious traditions.” Our “reading rubric” designed for this second SLO includes the “comprehension,” “interpretation,” “literary contextualization,” and “socio-historical context”, all of which are relevant for SLO2 above: students will be able to identify various genres of religious texts, situate them in their socio-political contexts, and articulate their rhetorical strategies and goals.”

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

While the History Department offers a course on the ancient Near East, HIST 230 (“Ancient Egypt and Mesopotamia”), this course provides a general historical survey that touches briefly on aspects of religion, whereas the present proposed RELS course deals solely with religion, and also covers regions and peoples (e.g., Canaanite, Israelite) not included in the history class.

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no new costs associated with the course, which will be taught primarily by senior faculty.

H. CHECKLIST

- I have completed all relevant parts of the form.

- I have attached a cover letter that describes my request and lists all the documents I am submitting.

- I have attached a Course Form for each newly-created or modified course.

- (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department. ☐

- I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog. ☑️

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I. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 1/24/13

2. Signature of Academic Dean:

   [Signature]
   Date: 1/24/13

3. Signature of Provost:

   [Signature]
   Date: 2/4/13

4. Signature of Curriculum Committee Chair:

   [Signature]
   Date: ________________

5. Signature of Budget Committee Chair:

   [Signature]
   Date: ________________

6. Signature of Academic Planning Committee Chair:

   [Signature]
   Date: ________________

7. Signature of Faculty Senate Secretary:

   [Signature]
   Date: ________________

Date Approved by Faculty Senate: ________________
Religious Studies Major Requirements

Degree: Bachelor of Arts        Credit Hours: 34        "PR" indicates a pre-requisite.

Required Courses
RELS 101 Approaches to Religion (3) PR: None
OR
RELS 105 World Religions (3) PR: None
AND
RELS 210 Theories in the Study of Religion (3) PR: None
AND
RELS 450 Senior Seminar in Religious Studies (3) PR: RELS 210 and 9 credit hours in
RELS
AND
RELS 451 Capstone Colloquium (1) PR: RELS 210, RELS 450, junior or senior Religious
Studies major, with a minimum of 12 hours in Religious Studies, or permission of the
instructor.

One sacred text courses selected from the following:
RELS 201 The Hebrew Bible: History & Interpretation (3) PR: None
RELS 202 The New Testament: History & Interpretation (3) PR: None
RELS 205 Sacred Texts of the East (3) PR: None
*RELS 310 Sacred Texts (3) PR: Either 3 credit hours in RELS or instructor permission.
Note: *RELS 310 cannot be used to satisfy both the Sacred Text course requirement and the two
additional courses at the 300-level or above requirement.

Select one course from each of the following groups (A, B and C):
Group A (choose one):
RELS 223 Religions of the Ancient Near East (3) PR: None
RELS 225 The Jewish Tradition (3) PR: None
RELS 230 The Christian Tradition (3) PR: None
RELS 235 The Islamic Tradition (3) PR: None

Group B (choose one):
RELS 240 The Buddhist Tradition (3) PR: None
RELS 245 The Religions of India (3) PR: None
RELS 248 Religious Traditions of China and Japan (3) PR: None

Group C (choose one):
RELS 250 Religion in America (3) PR: None
RELS 260 Native American Religions (3) PR: None
RELS 270 African-American Religions (3) PR: None

Select one additional course at the 200-level or above:
RELS 201 The Hebrew Bible: History & Interpretation (3) PR: None
RELS 202 The New Testament: History & Interpretation (3) PR: None
RELS 205 Sacred Texts of the East (3) PR: None
RELS 220 Comparative Religious Ethics (3) PR: None
RELS 225 The Jewish Tradition (3) PR: None
RELS 230 The Christian Tradition (3) PR: None
RELS 235 The Islamic Tradition (3) PR: None
RELS 240 The Buddhist Tradition (3) PR: None
RELS 245 The Hindu Tradition (3) PR: None
RELS 248 Religious Traditions of China and Japan (3) PR: None
Religious Studies Major Requirements

RELS 250  Religion in America (3) PR: None
RELS 255  Philosophy of Religion (3) PR: None
RELS 260  Native American Religions (3) PR: None
RELS 270  African-American Religions (3) PR: None
RELS 275  Religious Traditions and Scientific Inquiry (3) PR: None
RELS 280  Religion and Film (3) PR: None
RELS 285  Religion and Feminism (3) PR: None
RELS 298  Special Topics in Religious Studies (3) PR: None

Select two additional courses at the 300-level or above:
RELS 301  Mysticism and Religious Experiences (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 305  Topics in Indigenous Religions (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 310  Sacred Texts (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 315  New Religious Movements (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 335  Western Esotericism (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 340  Advanced Topics in Asian Religions (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 348  Asian Religions in America (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 350  Phenomenology of Religion (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 360  Myth, Ritual, and Symbol (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 365  Religion and Psychology (3) PR: Either 3 credit hours in RELS or instructor permission

RELS 375  Topics in the History of Religions (3) PR: Either 3 credit hours in RELS or instructor permission
RELS 381  Religious Studies Internship (1-4) PR: Either 3 credit hours in RELS or instructor permission
RELS 399  Tutorial (3, Repeatable up to 12) PR: Either 3 credit hours in RELS or instructor permission
RELS 405  Advanced Studies in Religion (3) PR: Either 9 credit hours in RELS or instructor permission
RELS 499  Bachelor’s Essay (6) PR: Either 9 credit hours in RELS or instructor permission

Select one additional course in religious studies from any of the courses listed (RELS 100-level or higher)

Notes: * With the approval of the department chair of religious studies, one course (200-level or above) in a related discipline may be substituted for one of the additional course requirements.
Religious Studies Major Requirements

Degree: Bachelor of Arts  Credit Hours: 34  "PR" indicates a pre-requisite.

**Required Courses**
REL 101 Approaches to Religion (3) PR: None
OR
REL 105 World Religions (3) PR: None
AND
REL 210 Theories in the Study of Religion (3) PR: None
AND
REL 450 Senior Seminar in Religious Studies (3) PR: RELS 210 and 9 credit hours in RELS
AND
**REL 451 Capstone Colloquium (1)** PR: RELS 210, RELS 450, junior or senior Religious Studies major, with a minimum of 12 hours in Religious Studies, or permission of the instructor.

One sacred text courses selected from the following:
REL 201  The Hebrew Bible: History & Interpretation (3) PR: None
REL 202  The New Testament: History & Interpretation (3) PR: None
REL 205  Sacred Texts of the East (3) PR: None
*REL 310  Sacred Texts (3) PR: Either 3 credit hours in RELS or instructor permission.
Note: *REL 310 cannot be used to satisfy both the Sacred Text course requirement and the two additional courses at the 300-level or above requirement.

Select one course from each of the following groups (A, B and C):

**Group A (choose one):**
REL 223  Religions of the Ancient Near East (3) PR: None
REL 225  The Jewish Tradition (3) PR: None
REL 230  The Christian Tradition (3) PR: None
REL 235  The Islamic Tradition (3) PR: None

**Group B (choose one):**
REL 240  The Buddhist Tradition (3) PR: None
REL 245  The Religions of India (3) PR: None
REL 248  Religious Traditions of China and Japan (3) PR: None

**Group C (choose one):**
REL 250  Religion in America (3) PR: None
REL 260  Native American Religions (3) PR: None
REL 270  African-American Religions (3) PR: None

Select one additional course at the 200-level or above:
REL 201  The Hebrew Bible: History & Interpretation (3) PR: None
REL 202  The New Testament: History & Interpretation (3) PR: None
REL 205  Sacred Texts of the East (3) PR: None
REL 220  Comparative Religious Ethics (3) PR: None
REL 225  The Jewish Tradition (3) PR: None
REL 230  The Christian Tradition (3) PR: None
REL 235  The Islamic Tradition (3) PR: None
REL 240  The Buddhist Tradition (3) PR: None
REL 245  The Hindu Tradition (3) PR: None
REL 248  Religious Traditions of China and Japan (3) PR: None
Religious Studies Major Requirements

RELS 250  Religion in America (3) PR: None
RELS 255  Philosophy of Religion (3) PR: None
RELS 260  Native American Religions (3) PR: None
RELS 270  African-American Religions (3) PR: None
RELS 275  Religious Traditions and Scientific Inquiry (3) PR: None
RELS 280  Religion and Film (3) PR: None
RELS 285  Religion and Feminism (3) PR: None
RELS 298  Special Topics in Religious Studies (3) PR: None

Select two additional courses at the 300-level or above:
RELS 301  Mysticism and Religious Experiences (3) PR: Either 3 credit hours in
RELS or instructor permission
RELS 305  Topics in Indigenous Religions (3) PR: Either 3 credit hours in RELS or
instructor permission
RELS 310  Sacred Texts (3) PR: Either 3 credit hours in RELS or instructor
permission
RELS 315  New Religious Movements (3) PR: Either 3 credit hours in RELS or instructor
permission
RELS 335  Western Esotericism (3) PR: Either 3 credit hours in RELS or instructor
permission
RELS 340  Advanced Topics in Asian Religions (3) PR: Either 3 credit hours in RELS
or instructor permission
RELS 348  Asian Religions in America (3) PR: Either 3 credit hours in RELS or instructor
permission
RELS 350  Phenomenology of Religion (3) PR: Either 3 credit hours in RELS or
instructor permission
RELS 360  Myth, Ritual, and Symbol (3) PR: Either 3 credit hours in RELS or instructor
permission
RELS 365  Religion and Psychology (3) PR: Either 3 credit hours in RELS or
instructor permission

RELS 375  Topics in the History of Religions (3) PR: Either 3 credit hours in RELS or
instructor permission
RELS 381  Religious Studies Internship (1-4) PR: Either 3 credit hours in RELS or
instructor permission
RELS 399  Tutorial (3, Repeatable up to 12) PR: Either 3 credit hours in RELS or
instructor permission
RELS 405  Advanced Studies in Religion (3) PR: Either 9 credit hours in RELS or
instructor permission
RELS 499  Bachelor's Essay (6) PR: Either 9 credit hours in RELS or instructor
permission

Select one additional course in religious studies from any of the courses listed (RELS 100-
level or higher)

Notes: • With the approval of the department chair of religious studies, one course (200-level or
above) in a related discipline may be substituted for one of the additional course requirements.