

GENERIC SYLLABUS
ELECTIVE ONLY

I. Course Description

3 credits
3 Lecture Hours

PH 329 Philosophy of Religion

the nature of religion; religious argumentation; existence and nature of God; meaning and relation of faith and knowledge; theories of origin of religion.

II. Course Objectives

1. To develop in students a critical and objective approach to the study of religion as a profound human phenomenon.
2. To demonstrate the range and depth of the religious phenomenon through reading of primary sources.

F, Origin of Religion

1. Transcendental
2. Mythic
3. Social
4. Psychological

*NOTE: The above outline covers typical problems in the discipline, but will vary according to the instructor.

IV. Evaluation Methods

Actual evaluative methods will vary according to the individual instructor, but would include some of the following:

1. Traditional examinations of an objective and/or essay type.
2. Research paper, book reports, philosophical journal.
3. Student lead in-class discussion on assigned topics.

V. REQUIRED TEXTBOOKS: this will vary with the instructor, but would include some of the following:

1. One of the many currently available texts which would emphasize either a thematic approach [Winston Smith's Introduction to Religion] or a textual approach [Allie M. Frazier's Issues in Religion]

2. Full length works which analyze religion as a phenomenon [Jonathan Edwards, Religious Affections, William James, Varieties of Religious Experience]

4. Handouts of material [Doctrine of the 10 Bulls; Edicts of Asoka]

FEDERAL CIVILIC COURSE APPROVAL FORM

[The form contains multiple sections, each with a header and a large body of text that has been completely redacted with black bars. The redactions cover the majority of the page's content.]

Liberal Studies Form 2

MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the

responsibility for meeting these goals: our work is supported and enhanced by that of our colleagues teaching other courses.

Primary Secondary

A. Intellectual Skills and Modes of Thinking:

Liberal Studies Form -- 3

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

Treat concepts, themes, and events in sufficient depth to enable students to

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

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Liberal Studies Form: Exaplanations
PH 329 Philosophy of Religion

PART II. Liberal Studies Goals

A1. The study of religion is both a global and historical persistent phenomenon, and students in PH 329 will be introduced to a critical examination of the fundamental meaning of religion

and nature of deity, religious belief, action, practice. Given the historical and social place of religion in human life a critical, objective, and analytical approach is necessary both to illuminate the subject matter dispassionately, and to afford the student alternative theoretical perspectives with which to examine the phenomenon itself. The course joins a critical approach to a non-sectarian study of religion as religion both descriptively and normatively. The student is strongly encouraged to make an objective examination of common elements in religion itself, and its various expressive modes.

A2. Reading in this course may be supplemented, at instructor discretion, with audio and/or video materials to illustrate common and unique religious manifestations in culture and to address racial and gender questions. Strong class discussion is recommended.

A4. Material will cover what is of historical, cultural, and of contemporary interest.

A6. In the area of religion value questions are not only dominant, but highly sensitive. The course will endeavor to raise

such questions in a critical and objective format so that students can make intelligent and meaningful decisions in this area.

B. Acquiring a body of Knowledge or Understanding Essential to an Educated Person:

The study of religion not only forms a necessary background

PART III. General Criteria:

A. Basic equivalency of all sections of this course would be

this course during the previous academic year and summer or intend to teach the course the following academic year will meet at the conclusion of the spring semester. They will review this document

including the generic syllabus. They will exchange individual syllabi and then will discuss whether or not they are adequately meeting the specific goals and criteria approved for this course

and outline herein. Any problems or conflicts would be brought to the attention of the entire department for resolution.

E5. The student will most probably approach the course with a religious commitment, and the course will seek to join that to a critical analysis of the phenomenon of religion, noting that its

purpose of a course is not to encourage, discourage, support or

deny a student's religiosity, but to make an objective, dispassionate, and critical analysis of the phenomenon of religion itself.

E6. Ethical values implicit in religiosity as religiosity will be examined in conjunction with the view that religion takes a global view of the nature of reality, the human being, and what the human ought to do. This will be treated as indigenous to religious phenomena.

PART IV. Curriculum Category:

The syllabus and the above explanations reveal how the course fulfills the criteria selected.

1. The use of mathematics is inappropriate for this course.

2. The inclusion of non-western traditions and cultures can

be used to illustrate, compare and contrast different examples of religious phenomena.