

Eastern Illinois University  
Revised Course Proposal

HIS 1500G, Roots of the Modern World: Religion and Society

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** HIS 1500G
2. **Title (may not exceed 30 characters, including spaces):** Religion and Society
3. **Long title, if any (may not exceed 100 characters, including spaces):** Roots of the Modern World ( Religion and Society)
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer **Year:** 2011
7. **Course description (not to exceed four lines):** HIS 1500G: Ancient Religion and Society: This course will explore the historical origins of the world's great religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. We will study the "founders" of each faith and the central beliefs of each group, and analyze the conflicts (spiritual, social and political), that promoted changes of beliefs and practices over time. WI
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
none
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
none
  - c. **Who can waive the prerequisite(s)?** n/a  
 No one  Chair  Instructor  Advisor  Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): none
  - e. **Repeat status:**  Course may not be repeated.  
 Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

HIS 1500G is a general education course open to all EIU students.

The electronically delivered version of HIS 1500G was created to satisfy the general education requirement in Humanities and Fine Arts for students enrolled in on-line delivery only. No on-campus students may take the electronic version of HIS 1500G.

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

Students enrolled at EIU's Charleston campus may not take the electronically delivered version of this course.

- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]      Cultural Diversity, General Education (Humanities and Fine Arts), Writing Intensive
- 10. Grading methods** (check all that apply):  Standard letter    C/NC    Audit    ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
- 11. Instructional delivery method:**  lecture    lab    lecture/lab combined    independent study/research  
 internship    performance    practicum or clinical    study abroad    other

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
  - **EIU graduates will think critically.**
  - **EIU graduates will function as responsible citizens.**

1. Explain historical significance of factual information
2. Discuss historical and historiographical issues of interpretation
3. Interpret and analyze primary and secondary sources
4. Compare and contrast the origins and development of the world’s ancient societies and religions

Objectives 1 - 4 support EIU Gen Ed goals 1-3

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge**
  - **Effective critical thinking and problem solving**
  - **Effective oral and written communication**
  - **Advanced scholarship through research or creative activity**

n/a

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Written Examinations  
Primary source analyses  
Weekly quizzes or quick writes  
Class (or on-line discussion) participation

**3. Explain how the instructor will determine students’ grades for the course: Explain how the instructor will determine students’ grades for the course:**

Student achievement of the stated objectives [including General Education (GE) objectives] will be evaluated based on the following activities and grades assigned according to the given percentages:

	Written Examinations (2) (40%/20% each)	Primary source analyses (25%)	Weekly quizzes or quick-writes (25%)	Class (or on-line) participation (10%)
Explain historical significance of facts	X		X	X
Discuss issues of interpretation	X	X	X	X
Interpret and analyze primary/secondary sources		X		X
Compare/contrast societies/religions	X	X	X	X

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:**
- b. Describe how the integrity of student work will be assured:**

**Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** The electronic version of HIS 1500G will be delivered via EIU’s on-line course delivery software (WebCT or its replacement). The course site will include student learning objectives. Each week (or unit) will include goals of the week, aligned with the overall learning objectives, brief lectures illustrated with powerpoints (recorded using Elluminate or equivalent web-based instructional technology), reading assignments and/or links to supplemental readings, discussion prompts that facilitate class response and electronic discussion. Discussion prompts will encourage students to read and respond; collective responses and group exchange will help students comprehend the material and will create a learning community.

The integrity of student work will be assured by creation of questions that require analysis of specific sources, and integration of those sources into the written responses. This should make plagiarism difficult, and obvious. Examinations will be open book, but based on questions that require crucial analysis and synthesis of primary and secondary sources. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

n/a

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.) This course is writing-intensive. The majority of grading within the course will be based upon students' written work and students will re-write at least one assignment.

### PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above. NOTE: The technologically delivered version duplicates the content for a week of traditional instruction.

Week	Content
1	The cradles of civilization: Neolithic background and the earliest civilizations in India, China, and Mesopotamia.
2	Northern Europe in the Iron Age: Celtic and Germanic traditions, and the spread of settlements.
3	The Americas: the rise and decline of the Aztec, Maya, and Andean civilizations: from human sacrifice to the conquistadores.
4	Egyptian civilization: divine kingship of Pharaohs, <i>The Book of the Dead</i> , and evolving notions of the after-life.
5	The Hebrews: God's chosen people and the rise of the Israelite Kingdom, the Hebrew Scriptures, the Covenant and the Law.
6	Greece & Rome: a universal culture in a world-state: from the gods of the polis to the imperial cult.
7	The Middle Eastern world.
8	The Roots of Indian civilization: the Indus valley culture, the spread of Vedic religion, Buddhist origins, and the caste system.
9	Classical Hinduism and its rivals: the Upanishads and the Epics, Jainism, Karma and Indian society.
10	Chinese civilization: The triumph of Confucianism, filial piety and the cosmic order.
11	Medieval Asia: The Tang & Sung dynasties and the spread of Buddhism throughout Asia.
12	Japan: The Shogunates, Shintoism, Zen Buddhism, and Japan's island civilization.
13	The Historical origins of Christianity: From persecuted cult to state religion in the Roman world.
14	Islam: from Mohammed to the Abbasid caliphate, the Five Pillars of Islam, Jihad.
15	The medieval European world (and world-wide encounters): medieval Catholicism, crusades, and gothic spires.

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

HIS 1500G is part of the General Education curriculum under the Humanities and Fine Arts designation for the following reasons:

- 1) It corresponds to IAI
- 2) It “provides sources and methods for reflection upon human experience in its historical, literary, philosophical and religious dimensions.” It is primarily based on “interpretation and critical analysis of written texts.” It provides “foundations and methods necessary for a critical understanding of languages, cultures, and traditions, including those that are different from their own.”
- 3) It also carries the “Cultural diversity” designation because it studies the history, traditions and cultures of diverse peoples around the globe, as well as issues of cultural sensitivity and informed ethical decision-making.

- b. If the course or some sections of the course may be technology delivered, explain why.**

The technologically delivered version of HIS 1500G will be delivered to fill the need Continuing Education identified for an on-line general education course that satisfies Humanities and Fine Arts requirements. The technologically delivered version follows the course format already approved by CAA and that constitute standard content in world history survey courses in the Illinois Articulation Initiative. The delivery system allows exchange between the instructor on record and the students.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

HIS 1500G is an introductory level course. It requires no prerequisites.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

HIS 1500G is not similar to other courses.

The electronically delivered version duplicates material covered in on-campus sections of HIS 1500G.

### **4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course is required for History with Social Science Teacher Certification majors.

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

Joy Kammerling, Bailey Young, Lee Patterson, Ralph Ashby and other qualified faculty

2. **Additional costs to students:** NONE

3. **Text and supplementary materials to be used (Include publication dates):**

Sample Texts : Hopfe and Woodward, *Religions of the World*, 2008  
Purchase packet of primary and secondary works at Copy Express

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

A community college course may be judged equivalent to this course

## **PART VII: APPROVALS**

**Date approved by the department or school: 4/27/11**

**Date approved by the college curriculum committee: 5/2/11**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: 5/5/2011**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

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**Career  
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**581-6583**