ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts and Social Science

COURSE: PHL 1013 (Comparative Religion)

Date: 1/22/2019

Credit Hours: 3

Prerequisite(s): none

Delivery Method:
- X Lecture 0 Contact Hours (1 contact = 1 credit hour)
- □ Seminar 0 Contact Hours (1 contact = 1 credit hour)
- □ Lab 0 Contact Hours (2-3 contact = 1 credit hour)
- □ Clinical 0 Contact Hours (3 contact = 1 credit hour)
- □ Online
- □ Blended

Offered: □ Fall  X Spring   X Summer

IAI Equivalent – Only for Transfer Courses - go to http://www.itransfer.org: H5904N

CATALOG DESCRIPTION:
This course examines and compares the various major religions around the world, including ancient religions of the Near East, Hinduism, Buddhism, Confucianism, Shinto, Judaism, Christianity and Islam, with an emphasis on finding the common themes to all religions.

GENERAL EDUCATION GOALS Addressed

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

☐ To apply analytical and problem solving skills to personal, social, and professional issues and situations.
X To communicate successfully, both orally and in writing, to a variety of audiences.
X To construct a critical awareness of and appreciate diversity.
To understand and use technology effectively and to understand its impact on the individual and society.

To develop interpersonal capacity.

To recognize what it means to act ethically and responsibly as an individual and as a member of society.

To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.

X To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

Upon completion of the course, the student will be able to:

The primary objective of the course is to gain a basic understanding of several of the world’s major religious traditions, with an eye toward recognizing the similarities and differences among them and historical connections between them. This will involve:

1. Understanding the fundamental concepts and ideas of these traditions.
2. Understanding each tradition’s picture of humanity and humanity’s role and ultimate destiny.
3. Recognizing the importance of historical events in the shaping of these traditions.
4. Understanding some of the interconnections and lines of influence between traditions.
5. Recognizing some of the most significant challenges each tradition faces in the contemporary world.

In addition, since this is being taught from the perspective of philosophy, a secondary goal of the course will be to gain a better appreciation of the different ways to understand the significance of both the similarities and differences between these traditions in our search for religious truth.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>First Goal</strong></td>
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<tr>
<td>To construct a critical awareness of and appreciate diversity</td>
<td>• Understanding the fundamental concepts and ideas of several of the world’s major religious traditions</td>
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<tr>
<td></td>
<td>• Understanding several different ideas about human nature, our purpose in things, and ultimate destiny</td>
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<td></td>
<td>• Understanding both the similarities and differences between religious traditions</td>
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<td>• Recognize and appreciate the dependence of traditions on cultural and historical factors</td>
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<td><strong>Second Goal</strong></td>
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<tr>
<td>To communicate</td>
<td>• Be able to explain clearly and completely the</td>
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successfully, both orally and in writing, to a variety of audiences

<table>
<thead>
<tr>
<th>Fundamental concepts and ideas examined throughout the course</th>
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<tbody>
<tr>
<td>• Be able to effectively explain the differences between different versions of the same tradition</td>
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<tr>
<td>• Be able to effectively and informedly explain the similarities and differences between traditions</td>
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<td>• Use one’s critical understanding to formulate and effectively express one’s one views about the subject matter</td>
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<th>Third Goal</th>
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<tr>
<td>To connect learning to life</td>
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| Understand the role of historical events in shaping traditions and ideas |
| Understand some of the current historical challenges faced by the various religious traditions of the world |
| Appreciate the importance of establishing religious literacy |

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. The Nature and Study of Religion (including religious literacy)
2. Judaism
3. Christianity
4. Islam (with Baha’i and Sikhism)
5. Hinduism (with Jainism)
6. Buddhism
7. Chinese Traditions: Daoism and Confucianism

**INSTRUCTIONAL METHODS:**
Primary method is course lecture and discussion, focusing on central points from the text and elaboration and expansion of text material. Some secondary material is used such as video and photographic material. Honors section includes student multimedia presentations and capstone project.

**INSTRUCTIONAL MATERIALS:**
Roger Schmidt et al; *Patterns of Religion*
Robert Van Voorst; ed.; *An Anthology of World Scriptures*
Individual essays kept on course reserves
Recorded PTK Presentation: Reza Aslan; *How to Win a Cosmic War*
Photographic images and maps accessed through internet or saved to power point

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**
Each general topic concludes with an assignment where students are asked to write extended essays on several of the provided 5-6 topics. Assignment topics typically will include at least one question asking the student to outline central concepts within the tradition and relate them to each other, at least one question that asks the student to
compare and contrast an element of one tradition with an element in another, and at least
one question that asks the student to work out their own reflections on a controversy within
or surrounding the tradition addressed. These are evaluated largely in accordance with
factual accuracy (where relevant) and full development of the topic, using specific details
and examples where appropriate.
Most topics begin with a reading quiz focusing on the explication of a central idea (or
ideas) within the tradition being studied. This is evaluated in accordance with factual
accuracy and full development of the idea.
Class participation is evaluated according to both frequency and quality.
The course begins with a non-graded religious knowledge quiz. The answers are
discussed in class as a way to help students self-assess the initial state of their knowledge
and as examples for illustration and discussion.
In the honors section of this class, students are required to interview a practitioner of a
different religious tradition from their own and give a 10-15 minute summary of their
interview and what they learned from it to the class. Honors students are also required to
develop and implement a capstone project along the guidelines laid out by the course
instructor and Honors Program requirements.

OTHER REFERENCES
Personally designed reference lists, including major figures for each tradition and
information about scriptural sources.

Optional handout containing non-canonical Christian scriptural sources, taken from Bart
Ehrman, ed.; Lost Scriptures.

Various scriptural texts, including (in approximate chronological order of completion):
Rig Veda; Enuma Elish; Atra-Hasis; Hymn to Aten; Daodejing; The Analects of
Confucius; Upanishads; Lotus Sutra; Diamond Sutra; Dhammapada; Bhagavad-Gita;
TNKH (Tanakh, Bible, Old Testament); Mishnah; New Testament; Talmud; Qur’an and
Hadith

Khlaed Abou el Fadl: The Great Theft
Akhlah.com: Timeline of Jewish History
Sahar Amer: What is Veiling?
Karen Armstrong: Buddha; A History of God; and Muhammad
Reza Aslan: How to Win a Cosmic War and No god but God
Jan Assmann: Of God and Gods
Cyril Bailey: Phases in the Religion of Ancient Rome
Eugene B. Borowitz: Choices in Modern Jewish Thought
Kenneth Bowers: God Speaks Again
William P. Brown: The Seven Pillars of Creation
Juan Cole: Muhammad
David Cook: Understanding Jihad
John Corrigan et al: Jews, Christians, Muslims
George Cronk: On Shankara
John Dominic Crossan: How to Read the Bible and Still Be a Christian, The Power of
Parable and Who Killed Jesus?
Monica S. Cyrino: Aphrodite
Dalai Lama XIV: *The Essential Dalai Lama and Toward a Kinship of Faiths*
Roshen Dalal: *The Religions of India*
Stephanie Dalley: *Myths from Mesopotamia*
Joseph Dan: *Kabbalah*
John Day: *Yahweh and the Gods and Goddesses of Canaan*
Natana DeLong-Bas: *Wahhabi Islam*
Wendy Doniger: *The Hindus*
Bart D. Ehrman: *Forgery and Counter-Forgery, Jesus; Jesus, Interrupted; Lost Christianities; Lost Scriptures; Misquoting Jesus; The New Testament and The Orthodox Corruption of Scripture*
Mircea Eliade: *The Sacred and the Profane*
John L. Esposito: *The Future of Islam; Islam and Unholy War*
John L. Esposito & Natana DeLong-Bas: *Shariah*
John L. Esposito & Dahlia Mogahed: *Who Speaks for Islam?*
John L. Esposito et al: *World religions Today*
Paula Fredriksen: *From Jesus to Christ*
Harry Freedman: *The Talmud*
Richard Elliott Friedman: *The Bible with Sources Revealed and Who Wrote the Bible?*
A. C. Graham: *Disputers of the Tao*
Bart Gruzalski: *On the Buddha*
W. K. C. Guthrie: *The Greeks and Their Gods*
G. R. Harting: *The First Dynasty of Islam*
Abraham Joshua Heschel: *The Prophets*
Glenn S. Holland: *Gods of the Desert*
David Hume: *The Natural History of Religion*
R. Stephen Humphreys: *Mu‘awiya ibn Abi Sufyan*
Mohja Kaft: *E-Mails from Scheherazad*
David J. Kalupahana: *Buddhist Philosophy and A History of Buddhist Philosophy*
Damien Keown: *Buddhism and Buddhist Ethics*
David R. Kinsley: *Hinduism and The Sword and the Flute*
John M. Koller: *Asian Philosophies and The Indian Way*
John M. & Patricia Koller: *A Sourcebook in Asian Philosophy*
Kim Knott: *Hinduism*
Jennifer Larson: *Ancient Greek Cults*
Ingrid Mattson: *The Story of the Qur’an*
Candida Moss: *The Myth of Persecution*
Seyyed Hossein Nasr: *The Heart of Islam and Islam*
Eleanor Nesbitt: *Sikhism*
Jacob Neusner: *The Reader’s Guide to the Talmud, The Talmud and The Way of Torah*
Thich Nhat Hanh: *The Heart of the Buddha’s Teaching*
Peimin Ni: *On Confucius*
Richard A. Norris: *The Christological Controversy*
David S. Noss & Blake R. Grangaard: *A History of the World’s Religions*
Martin Noth: *The Deuteronomic History*
Elaine Pagels: *The Gnostic Gospels and Revelations*
Robert Pape: *Dying to Win*
Robert Pape and James Feldman: *Cutting the Fuse*
Charles Penglase: *Greek Myths and Mesopotamia*
Pew Forum on Religion and Public Life: *U.S. Religious Knowledge Survey*
Plato: *Timaeus*
Stephen Prothero: *God is Not One and Religious Literacy*
Walpola Rahula: *What the Buddha Taught*
Malise Ruthven: *Fundamentalism*
James Robinson: *The Nag Hammadi Library*
Jenny Rose: *Zoroastrianism*
Michael Satlow: *Creating Judaism and How the Bible Became Holy*
Gopal Singh: *The Religion of the Sikhs*
Mark S. Smith: *The Early History of God and The Origins of Biblical Monotheism*
Baruch Spinoza: *Tractatus Theologico-Politicus*
John Shelby Spong: *Re-Claiming the Bible for a Non-Religious World, The Sind of Scripture and This Hebrew Lord*
Paul Tillich: *Dynamics of Faith*
R. L. Wilken: *The Myth of Christian Beginnings*
Phil Zuckerman: *Invitation to the Sociology of Religion*
Course Competency/Assessment Methods Matrix

<table>
<thead>
<tr>
<th>(Dept/# Course Name)</th>
<th>Assessment of Student Learning</th>
<th>Assessment Options</th>
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<tbody>
<tr>
<td></td>
<td>Article Review</td>
<td>Case Studies</td>
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<td>Group Projects</td>
<td>Lab Work</td>
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<td></td>
<td>Oral Presentations</td>
<td>Pre-Post Tests</td>
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<td>Quizzes</td>
<td>Written Exams</td>
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<td>Articulate Reflection of Growth</td>
<td>Capstone Projects</td>
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<td>Comprehensive Written Exit Exam</td>
<td>Course Embedded Questions</td>
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<td>Multi-Media Projects</td>
<td>Observation</td>
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<td>Writing Samples</td>
<td>Portfolio Evaluation</td>
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<td>Real World Projects</td>
<td>Reflective Journals</td>
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<td>Applied Application (skills) Test</td>
<td>Oral Exit Interviews</td>
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<td>Accreditation Reviews/Reports</td>
<td>Advisory Council Feedback</td>
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<td>Employer Surveys</td>
<td>Graduate Surveys</td>
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<td>Internship/Practicum /Site Supervisor Evaluation</td>
<td>In Class Feedback</td>
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<td>Licensing Exam</td>
<td>Simulation</td>
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<td>Written Report</td>
<td>Written Report</td>
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</tbody>
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For each competency/outcome place an “X” below the method of assessment to be used.

Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.