



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: **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** **Spring** **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.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- 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:

[Outcomes related to course specific goals. See last page for more information.]

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.]

Goals	Outcomes
First Goal	
To construct a critical awareness of and appreciate diversity	<ul style="list-style-type: none"> • Understanding the fundamental concepts and ideas of several of the world’s major religious traditions • Understanding several different ideas about human nature, our purpose in things, and ultimate destiny • Understanding both the similarities and differences between religious traditions • Recognize and appreciate the dependence of traditions on cultural and historical factors
Second Goal	
To communicate	<ul style="list-style-type: none"> • Be able to explain clearly and completely the

successfully, both orally and in writing, to a variety of audiences	<p>fundamental concepts and ideas examined throughout the course</p> <ul style="list-style-type: none"> • Be able to effectively explain the differences between different versions of the same tradition • Be able to effectively and informedly explain the similarities and differences between traditions • Use one's critical understanding to formulate and effectively express one's one views about the subject matter
Third Goal	
To connect learning to life	<ul style="list-style-type: none"> • Understanding the role of historical events in shaping traditions and ideas • Understanding 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*; *Dhammapadda*; *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?*
 Robert W. Funk et al: *The Complete Gospels and Gospel Parallels*
 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 Kahf: *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*
 Bruce Metzger: *The Canon of the New Testament and The Text of the New Testament*
 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 Deuteronomistic 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*
James B. Pritchard: *The Ancient Near East and Ancient Near Eastern Texts Relating to the Old Testament*
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

(Dept/# Course Name)		Assessment Options																																
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
	Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D								