Honolulu Community College
University of Hawai‘i
General Education
Foundations Course Designation Proposal Form
For Fall 2014 – Summer 2019

Global & Multicultural Perspectives       Symbolic Reasoning       Written Communication

The Honolulu Community College Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact you. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

1. Course information. Course Alpha REL Course Number 150

If the course is cross listed, please provide the cross-listing: Alpha Number

Course Title: Introduction to the World's Major Religions

2. Foundations area requested. Check one. Global & Multicultural Perspectives ☒ Symbolic Reasoning ☐ Written Communication ☐

3. How many instructors currently teach this course? It makes a difference if there are only one or two instructors teaching this course versus ten instructors teaching this course. This question is asked to get an idea of how many instructors the department needs to communicate with to discuss this foundation course.

4. Syllabus. Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, please include multiple representative syllabi for comparison. (Three is recommended.)

5. Hallmark Requirements. Provide an explanation of how each of the hallmarks for this proposed Foundation course will be satisfied. Try to completely answer how the course intends to meet each particular hallmark. Referencing assignments, tasks, and evaluations used in the course (as stated on the syllabus/syllabi being submitted) as supporting evidence would be very helpful. See the previously submitted Religion 150 application for examples located at http://honolulu.hawaii.edu/intranet/articulation/standards/REL_150.pdf

6. Assessment. Provide a brief explanation of how the department will periodically review that this course has been meeting the Foundations Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

7. Signatures. The signatures of the initiator and the initiator's Division Chair are required. The completed proposal must be routed to the Chair of the CPC before being delivered to the Chair of the Foundations Board. No action on the part of the CPC is required unless the proposal also includes a new course Curriculum Action or a course modification Curriculum Action. The “routing” is a courtesy to the CPC. Signatures indicate approval/acceptance.

Initiated by: ________________________________ Initiator's signature ________________________________ Initiator's printed name ________________________________ Date 11/13/15
Approved by: ________________________________ Division Chair's signature ________________________________ Division Chair's printed name ________________________________ Date 4/11/2016
Routed via: ________________________________ CPC Chair's signature ________________________________ CPC Chair's printed name ________________________________ Date 4/15/16
Accepted by: ________________________________ Foundation Board Chair's signature ________________________________ Foundation Board Chair's printed name ________________________________ Date 4/11/2016

Foundations Course Designation Proposal Form by Ross Eglena – Ver 2 (11/13/2015) – Page 1
Renewal Application: Global and Multicultural Perspectives: Religion 150 (Category C).
Honolulu Community College

Submitted by David Panisnick, David Wong.

Course Description: Introduction to the World's Major Religions. Introduction to the world's living religions: Hinduism, Buddhism, Shintoism, Confucianism, Taoism, Judaism, Christianity, Islam.

HALLMARKS: (With sample test questions).

1. Provide students with a large scale analysis of human development and change over time.

   Rel. 150 best fits Group C: pre-history to the present. Emphasis varies somewhat from instructor to instructor, but all sections cover religious traditions from their formative periods through modern and contemporary expressions. Various ways in which pre-history themes are included are: pre-existing cosmologies, cognitive and evolutionary psychology exploration of *homo religiosus* as precursors to later beliefs and practices, and examination of non-literate, oral traditions common to "archaic" religion.

   This hallmark has been assessed by embedded essay questions, some of which directly address the hallmark, and others which assess the SLOs, but which include the hallmark by implication.

   Sample Hallmark Test Question: Discuss the major differences between "archaic" and "historic" religions.

   Sample Student Learning Outcome: Analyze the contemporary status of each of the world's major religions within a global perspective.

2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania) and using multiple perspectives.

   Rel. 150 covers the world's major religions that emerged in South Asia (Hinduism and Buddhism) and in the East Asian societies of China, Korea and Japan (Confucianism, Taoism, Shinto and some forms of Buddhism), as well as those that emerged in the Middle East and spread throughout Europe, Africa, Oceania and the Americas (Judaism, Christianity and Islam).

   The course is taught primarily from a historical perspective, tracing the various traditions from their origins through their modern formulations, including coverage of contemporary issues and sectarianism, especially with regard to opposing views within each tradition. Therefore, the time periods covered vary depending on the
tradition. In addition, faculty employ a phenomenological approach to the material to assist students in grasping the interplay between religious traditions as well as their distinctive elements. In some domains this is called comparative religion. Faculty may also introduce anthropological, sociological and/or psychological approaches, depending on the individual professor's preferences and training.

This hallmark has been assessed by embedded essay questions, some of which directly address the hallmark, and others which directly assess the SLOs, but which include the hallmark by implication.

Sample Hallmark Test Question: Discuss the Chinese cultural influences on Japanese religion, specifically with reference to Shinto.
Sample Student Learning Outcome: Accurately identify important names, dates and events in the world's major religions.

3. The course offers a broad integrated analysis of cultural, economic, political, and/or social development that recognizes the diversity of human societies and their cultural traditions.

The study of religion necessarily includes discussion of the cultural, political and social development of the various societies covered (in the same sense in which a World History course would have to discuss religion). Religions are closely associated with cultural development in belief, ethics, literature, the arts, music and architecture. While the heaviest emphasis falls on cultural development, religion is intrinsically entwined with political and social structures.

World view analysis provides the integrating strategy for all the analysis in the course. Rel. 150 recognizes diversity through its extensive coverage of all the major religious traditions from Asia and the West. Each tradition is presented as a unique means for human to make sense of their world and their place in it. Areas of mutual influence among traditions and common elements in belief, practice and ethical norms are likewise discussed. In addition, students are introduced to the manner in which unique religious traditions interact with various cultural settings, especially in the United States today.

This hallmark has been assessed by embedded essay questions, some of which directly assess the hallmark, and others which directly assess the SLOs, but which address the hallmark by implication.

Sample Hallmark Test Question: The eventual survival of both Christianity and Buddhism was largely due to political events associated with emperors who became political and financial benefactors for these religions. Explain.
Sample Student Learning Outcome: Analyze the contemporary status of each of the world's major religions within a global perspective.

4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.

Rel. 150 examines the spread of several major traditions across broad cultural
areas, especially the spread of Buddhism from South Asia, Central Asia and East
Asia; the spread of Christianity through Europe, the Americas and Africa; and the
spread of Islam into Africa and South East Asia. This allows students to examine
how a world-view introduced from another culture can impact the traditional view of
a region, as well as how religions are adapted and transformed to accommodate a
new cultural environment. In addition, Rel. 150 examines developments within
pluralistic cultural areas, such as the interactions and mutual influences between
Judaism, Christianity and Islam in the Middle East and Europe, and between
Buddhism, Taoism, Confucianism and Shinto in East Asia.

This hallmark has been assessed by embedded essay questions, some of which
directly assess the hallmark, and others which directly assess the SLOs, but which
address the hallmark by implication.

Sample Hallmark Test Question: Linguistic analysis has demonstrated a strong
Sample Student Learning Objective: Critically explain contemporary challenges in
understanding the historical origins of the world's major religions.

5. Include at least one component of Hawaiian, Pacific or Asian societies and
their cultural traditions.

Rel. 150 includes extensive coverage of the major religious traditions of Asia
and comprises approximately 50% of the course. Components of Asian societies
and cultural traditions include beliefs on the afterlife (death rituals), ethics, writings,
cosmologies, spirits and gods, gender relations, myths and important historical
figures.

This hallmark has been assessed by embedded essay questions, some of which
directly assess the hallmark, and others which directly assess the SLOs, but which
address the hallmark by implication.

Sample Hallmark Test Question: Discuss the functional role of "supernatural
agents" in the Chinese religions.
Sample Student Learning Objective: Succinctly and objectively, explain the major
beliefs and practices of the world's major religions.

6. The course engages students in the study and analysis of writings,
narratives, texts, artifacts and/or practices that represent the perspectives of
different societies and cultural traditions.

Rel. 150 includes an examination of religious texts and narratives (stories) from
all the religious traditions included in the course. The selections will vary among
instructors and textbooks, but all sections make use of excerpts from the scriptures
and mythologies of the major religions. Textbooks include numerous examples of
religious art and architecture related to each tradition, and in many cases include
pictures of other important religious artifacts such as ritual instruments and
distinctive garments. Emphasis on the use of religious literature, art, architecture
and music will vary with the instructor. In addition to the examination of material culture, students are also introduced to the ritual practices and ethical systems of each tradition. Scriptures, rituals and ethical codes are viewed from both the believer's and academic's perspectives, so that students are introduced to how insiders understand their own tradition as well as how scholars approach the material.

This hallmark has been assessed by embedded test questions, some of which directly assess the hallmark, and others which directly assess the SLOs, but which address the hallmark by implication.

Sample Hallmark Test Question: Critically discuss the evolution of the New Testament with special attention to the problems of manuscripts, translations and the canonization process.

Sample Student Learning Outcome: Speak and write objectively about Religion as an academic topic.

**Assessment:** References to assessment are included in the above narrative. Instructors for this course meet prior to each semester to review SLO results and to discuss in class experiences and perceptions with regard to meeting the hallmarks. Each hallmark is implicated in several SLOs such that any discussion of hallmarks must be within the context of the SLOs. This is the primary assessment tool. The body of this re-certification contains examples of how hallmarks are aligned with SLOs.

**Changes:** No significant changes have been made to Rel. 150 since the original request for the Global Multicultural Foundation course was approved.
I. INTRODUCTION

2. The Importance of Context and Interpretation.

II. JUDAISM

1. Historical Origins.
   a. The Hebrew Bible
   b. In Search of Ancient Israel

2. Cosmology.
   a. Yahweh: From Henotheism to Monotheism
   b. Salvation History and Damnation History

3. Ethics.
   a. The Torah: 613 Laws

   a. Orthodox, Conservative and Reform

5. Focus Analysis: Creation Myths

III. CHRISTIANITY

1. Historical Origins.
   a. The New Testament
   b. From Jesus to Paul to Constantine

2. Cosmology.
a. Religious Synthesis: Dualism and the Kingdom of God
b. Universalization of Sin and the Response of Faith

3. Ethics.
   a. Jesus and the Fulfillment of the Jewish Law

   a. Catholicism and Protestantism
   b. Liberal vs. Conservative

5. Focus Analysis: Sacrifice

IV. ISLAM

1. Historical Origins.
   a. From Muhammed to Uthman
   b. The Koran

2. Cosmology.
   a. Radical Monotheism: Allah
   b. The Five Doctrines

3. Ethics.
   a. The Five Pillars
   b. Other Observances

   a. Sunni and Shi‘ite

5. Focus Analysis: Fundamentalism

V. HINDUISM

1. Historical Origins.
   a. Dravidian Civilization and the Aryan Invasion
   b. Sacred Texts: Vedas and Epics
2. Cosmology.
   a. Brahman, Atman and Maya
   b. Thirty-two Million gods

3. Ethics.
   a. Karma and the Caste System
   b. Stages and Duties of Life

   a. Yoga, Bhakti and Tantra

5. Focus Analysis: Gods and Goddesses

VI. BUDDHISM

1. Historical Origins.
   a. Siddhartha Gautama and the Indian Period
   b. The Pali Canon
   c. Geographical Expansion

2. Cosmology.
   a. The Four Noble Truths
   b. Non-Attachment
   c. Sunyata

3. Ethics.
   a. The Noble Eightfold Path
   b. The Bodhisattva and Compassion

   a. Theravada and Mahayana
   b. Zen

5. Focus Analysis: Meditation

VII. RELIGION IN CHINA: CONFUCIANISM AND TAOISM

1. Historical Origins.
a. Confucius and Mencius
b. The Han Dynasty
c. Texts: I Ching and Tao Te Ching

2. Cosmology.
   a. The Tao: Yin and Yang
   b. Household gods and Ancestor Veneration

3. Ethics.
   a. Confucian: Jen and Li
   b. Taoist: Wu Wei


5. Analysis: Ritual

VIII. SHINTO

1. Historical Origins.
   a. Primitive Shinto
   b. Chinese Influence
   c. Texts: Kojiki and Nihongi

2. Cosmology.
   a. Creation and the World of the Kami

3. Ethics.
   a. Ritual and Purification
   b. The Bushido Code

4. Shinto Today
   a. The New Religions and the New New Religions

5. Focus Analysis: Purity Systems
IX. INDIGENOUS RELIGION

1. Case Study: Hawaiian Religion
   a. Polynesian Antecedents
   b. Animism
   c. Anthropomorphism

2. Focus Analysis: Myth


GRADING: There will be three exams, each of equal worth and each covering approximately one-third of the course. Your final grade will be based on the scores of all three exams.

David Panisnick
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Hours: MW 8:00-8:30, 1:00-2:00, F 8:00-11:00; by appointment.
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SLO: Student Learning Opportunities: Upon completion of the course a student should be able to:

1. Speak and write objectively about Religion as an academic topic.
2. Critically explain contemporary challenges in understanding the historical origins of the world’s major religions.
3. Accurately identify important names, dates, and events in the world’s major religions.
4. Succinctly and objectively explain the major beliefs and practices of the world’s major religions.
5. Analyze the contemporary status of each of the world’s major religions within a global perspective.

Prerequisites and General Education Core: Recommended Prep: Placement in ENG 22/60. Rel. 150 fulfills a general education core requirement for the A.S., A.A.S., and A.T.S. degrees in (d) Understanding and appreciating world cultures and values. For the A.A. degree, Rel. 150 fulfills a diversification requirement in Arts, Humanities, and Literature in Group 2: Humanities (DH). Rel. 150 fulfills 3 credits of the Foundations Requirements under Global and Multicultural Perspectives.