

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: RELS 01-06-2015

RECEIVED
01-07-15

Proposal Title: _____

Changes to MA Program in Religious Studies

#1 **REVISED**

#2 **REVISED**

RECEIVED
3/09/15

RECEIVED
3/14/15

Originating Department: Religious Studies

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> [print name here:] <i>JM Robinson</i>
3/13/15	3/13/15 revised		Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] <i>oscar Louisa</i>
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] <i>Michael Turner</i>
		4/16/15	Approved	<u>COLLEGE DEAN</u> [print name here:] <i>C. Brody</i>
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
4-20-15	5-5-15		Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) <i>Alan R. Freitag</i> ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)

				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)
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UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
CHANGES TO MA PROGRAM
PROPOSAL FROM DEPARTMENT OF RELIGIOUS STUDIES



UNC CHARLOTTE

**LONG FORM
COURSE AND CURRICULUM PROPOSAL**

*To: CLAS Course and Curriculum Committee
Graduate Council

From: Department of Religious Studies

Date: 20 February 2015 (Revision submitted 3/9/2015; Memo suggesting further revisions based on May 5, 2015 Graduate Council meeting; revision submitted 06/04/2015)

Re: Changes to Religious Studies MA Program

I. TITLE: Changes to the RELS MA Program

II. CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY

The Department of Religious Studies proposes to make the following changes to its MA program.

1. We currently have a requirement that students take 15 of their 30 hours at the 6000 level. We propose to maintain this requirement.
2. We currently require one class, RELS 6101 Approaches to the Study of Religion, for all entering graduate students. To this we propose adding a second required MA course: RELS 6102 Teaching in Religious Studies and the Humanities. **See Appendix Two for sample syllabus.**
3. We currently require that all MA students complete comprehensive examinations and then have an option to write a thesis or present a portfolio. We propose changing this in two ways. First, we propose that the comprehensive examination requirement for students writing an MA thesis be removed. For the MA thesis track: 24 hours of coursework, 6 hours of thesis work. Second, we propose to do away with the portfolio option and replace it with a comprehensive examination option. For the examination track: 30 hours of coursework, comprehensive examinations in three areas of study. **See Appendix One for sample plans of study.**
4. We propose to limit graduate students to one independent study course (RELS 6800) with an exception granted by the department's Graduate Studies Committee based on a petition by student. All RELS 6800 courses will be initiated by a student petition, signed by the faculty member involved, and sent to the GSC for approval.
5. We propose that after each graduate student has completed 12 hours of coursework, they will meet with the Graduate Studies Committee and the Department Chair of Religious Studies for a Progress Assessment. This would entail a consultation between the faculty and student that includes a student self-assessment and suggestions from the faculty based on class work and the self-assessment.
6. With the exception of RELS 6101 and RELS 6102, which are offered annually, grad course frequencies will be listed as "on demand."

B. JUSTIFICATION

The UNC Charlotte MA program in Religious Studies is now in its eleventh year. It has seen many successes in the past decade (graduate students gaining admission to Ph.D. programs, having papers accepted at regional and national conferences, etc.). The current proposal to change aspects of the program seeks to continue our successes, but also to make changes that will positively impact our students and faculty in several ways.

First, proposals 1 and 3 will increase the speed at which our students graduate, which currently averages about seven to eight semesters. The amount of time it takes for our students to graduate can largely be explained via three factors. The first two are beyond our purview: most of our past graduate students have pursued their studies part-time, while others chose to stay longer to take extra courses in languages. This extended time and language work may have made several of our students more competitive and successful in getting into Ph.D. Programs. The third factor has to do a) with our ability to offer 6000 level courses at a rate that assures our students will get the 15 hours needed and b) the time it takes our MA students to prepare for and take their comprehensive examinations. Changing the 15 hours at a 6000 level requirement to 12 and eliminating the examinations for students pursuing the thesis will likely shorten the time to completion of our MA degree. In addition, keeping the comprehensive examinations on three focused subjects in religious studies for non-thesis-writing students will provide something that they could take to community colleges to show their expertise, should they choose to apply for teaching positions.

Second, our proposal 2, to add RELS 6102 to our required classes, will aid not only our students who wish to teach at community colleges after receiving an MA, but will also be useful to those students applying to Ph.D. programs, which tend to fund students partly through teaching assistantships.

Third, proposal 4, which limits students' ability to take independent study courses with faculty, will positively impact the program in two ways. This proposal prevents students from relying heavily on such courses, which in our department has seen individual professors teaching as many as four or five of these courses per semester. Our professors received no credit for these courses, which take as much time as any other course. Additionally, preventing students from taking a large amount of these will also ensure that our 6000 level courses meet the 5 student minimum required by administration.

Finally, our proposal that every graduate student meet with the GSC and chair after completing 12 hours of course work will allow for the student to assess her progress and discuss her plans for timely and successful completion of her degree.

C. **IMPACT.**

As noted in the justification section above, the proposed changes to the graduate program should 1) shorten the time to MA degree completion, 2) better prepare our graduate students for teaching as GTAs and at community colleges, and 3) assure that our students are filling our 6000-level courses by limiting independent studies.

2. What effect will this proposal have on existing courses and curricula?

a. When and how often will added course(s) be taught?

RELS 6102 will be offered annually in the spring semester

b. How will the content and/or frequency of offering of other courses be affected?

They won't be.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

RELS 6102, like our other required course, RELS 6101, should have 6-10 students per class.

d. How will enrollment in other courses be affected? How did you determine this?

As noted above, limiting the number of independent studies that our graduate can take should increase our enrollment numbers for our 6000-level classes, assuring we meet the required minimum of 5 students.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.). **Please see Appendix Two for revised catalog copy.**

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

No new faculty needed or GTAs needed. With regards to RELS 6102, Joanne Robinson, Sean McCloud, Eric Hoenes del Pinal, and Kent Brintnall would be qualified to teach the course.

- B. **PHYSICAL FACILITY.** Is adequate space available for this course?

Yes.

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No. None needed.

- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

Not Applicable

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

None.

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

None. Department will bear these costs.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

Department will bear associated costs.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of Consultation on Library Holdings).
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).
- None consulted. This is an internal change to our MA graduate program.**
- C. **HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable). **Not Applicable**

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.
- The Department of Religious Studies voted unanimously in a department meeting on September 29, 2014, to initiate these changes.
- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:
 XXThe appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.
- C. **ATTACHMENTS.**
1. **CONSULTATION:** Attach relevant documentation of consultations with other units.
 2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

a. For a new course or revisions to an existing course, check all the statements that apply:

This course will be cross listed with another course.

There are prerequisites for this course.

There are corequisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

Yes. If yes, please provide updated Academic Plan of Study in template format.

No.

Not applicable

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

XX No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

- XX Yes. For the new
- course, library electronic reserves will be heavily used.

APPENDIX ONE

Sample Plan of Study: Thesis Track (two year completion w/o additional language courses)

Semester I

RELS 6101: Approaches to the study of religion

ANTH 5122: Ethnography (cross-listed or 3 of the 6 credit hours allowed outside dept)

RELS 5101: Religion and Modern Thought

Semester II

RELS 6102: Teaching in Religious Studies and the Humanities

RELS 5010: Major Figure in the Study of Religion

Semester III

RELS 6800: Directed Research and Readings

PHIL 6330: Race and Philosophy (cross-listed or 3 of the 6 credit hours allowed outside dept)

RELS 6000: Topics

Semester IV

RELS 6999 (6.0 hrs)

MA Thesis defense

Sample Plan of Study: Examination Track (two year completion w/o additional language courses)

Semester I

RELS 6101: Approaches to the study of religion

RELS 5000: Topics

RELS 5101: Religion and Modern Thought

Semester II

RELS 6102: Teaching in Religious Studies and the Humanities

RELS 5010: Major Figure in the Study of Religion

Semester III

WGST 6603: Language, Gender and Power (cross-listed or 3 of the 6 credit hours allowed outside dept)

RELS 6000: Topics

RELS 5107: Early Judaism

Semester IV

RELS 6800: Directed Research and Readings

RELS 5010: Religion and Modern Thought

Examinations

Sample Plan of Study: Thesis Track (three year completion with additional language courses)

Semester I

RELS 6101: Approaches to the study of religion

Undergraduate language course

RELS 5107: Early Judaism

Semester II

RELS 6102: Teaching in Religious Studies and the Humanities

Undergraduate language course

Semester III

RELS 6800: Directed Research and Readings

Undergraduate language course

RELS 6000: Topics

Semester IV

RELS 5000: Topics

Undergraduate language course

Semester V

RELS 5101: Religion and Modern Thought

RELS 5010: Major Figure in the Study of Religion

Semester VI

RELS 6999 (6.0 hrs)

MA Thesis defense

APPENDIX TWO
Revised Catalog Copy
(see separate attachment)

APPENDIX THREE

Sample Syllabus for RELS 6102
(see separate attachment)

APPENDIX TWO: REVISED CATALOG COPY

2014-2015 Graduate Catalog: Master of Arts in Religious Studies

The M.A. in Religious Studies program approaches the academic study of religion and religions from a variety of critical and interdisciplinary perspectives, with an emphasis placed on the global and multicultural aspects of religion. The department offers courses in theories and methods as well as a variety of religious traditions, studied in their historical and contemporary manifestations. ~~The department offers courses in Asian, Middle Eastern, European, and American religious traditions which focus on aspects of both their historical and contemporary manifestations.~~

Additional Admission Requirements

In addition to meeting the university's graduate admission requirements, all prospective students must submit an essay (statement of purpose) that specifically addresses their motivation for pursuing the M.A. in Religious Studies, including some discussion of their research interests and career or professional goals. Standardized test scores and letters of reference can be no more than five years old.

Degree Requirements

The Master of Arts in Religious Studies requires the completion, with a GPA of 3.0 or above, of a minimum of 30 semester hours of approved graduate coursework. At least ~~15~~ ~~15~~ ~~15~~ hours of this total must be in courses open only to graduate students (i.e., at the 6000 level or higher). ~~Upon the completion of 24 hours of coursework, students must pass a comprehensive written examination based on their studies.~~ Students have two options for completing their degree. First, students may complete an MA Thesis option that consists of 24 hours of coursework and 6 hours of thesis work. Second, students may complete a comprehensive examination option, consisting of 30 hours of coursework and comprehensive examinations in three areas. ~~the option of writing a thesis (6 semester hours credit) or of compiling a portfolio of selected research papers written for courses in the program (no additional credit). In either case the candidates must pass an oral examination based on their thesis or writing portfolio. Students completing a thesis may take 6 hours of thesis preparation (RELS 6999) toward their 30 hours.~~ All degree requirements, including the comprehensive examination, ~~thesis or portfolio, and oral defense,~~ must be completed within six calendar years of first enrollment in the program.

Core Courses

All M.A. candidates must complete RELS 6101 (Approaches to the Study of Religion) and RELS 6102 (Teaching in Religious Studies and the Humanities) with a grade of B (3.0) or above within three semesters of their initial admission into the program.

Elective Courses

Up to 6 semester hours of related graduate credit may be earned outside the Department of Religious Studies. Such courses must be formally approved by the director of graduate studies.

Advising

The director of graduate studies serves as formal advisor to the department's graduate students.

Transfer Credit

Up to 6 semester hours earned from other accredited institutions may be eligible for transfer credit. Formal approval must be obtained from the director of graduate studies and the Dean of the Graduate School.

Foreign Language Requirement

Although students are not required to demonstrate proficiency in a foreign language as a formal matriculation requirement of the program, they are expected to acquire competency in and use whatever languages they need to pursue their research interests.

~~Comprehensive Examination~~

~~Every student must satisfactorily complete a comprehensive written examination. This examination is normally taken at the end of or after the third semester (for full-time students). Students who elect to write a thesis become eligible for the comprehensive examination after completing 24 hours of coursework; all others become eligible after completing 30 hours of coursework.~~

Committees for Thesis and Examination Options

Three-member faculty committees, consisting of two graduate faculty members from the Department of Religious Studies and a third member selected from Religious Studies or another department, conduct the comprehensive examinations ~~and~~ or oversee the student's thesis work. For those choosing the exam option, one ~~One~~ of the examining faculty members will be the student's instructor for RELS 6101 (Approaches to the Study of Religion).

Thesis

~~Students have the option of writing a thesis (6 semester hours credit) or of compiling a portfolio of selected research papers written for courses in the program (no additional credit). In either case the candidates must complete an oral examination based on their thesis or writing portfolio.~~

Application for Degree

Each student should make application for his/her degree by completing the online Application for Degree through Banner Self Service no later than the filing date specified in the University Academic Calendar.

TEACHING RELIGIOUS STUDIES AND THE HUMANITIES
RELS 6000, [date, time, location]

Course description: This course is designed for graduate students in Religious Studies preparing to enter teaching careers. The seminar will focus on a range of theoretical and practical concerns in designing, organizing, and leading courses in religious studies. It will explore the history of religious studies in the United States and survey current scholarship of teaching and learning in the field. Students will have the opportunity to articulate their own vision of teaching and will develop teaching portfolios, syllabi, and meaningful assignments.

Learning outcomes:

- Become familiar with the history of religious studies as a field in higher education
- Survey the scholarship of teaching and learning
- Identify strengths and weaknesses in pedagogical methods through critical reflection and practical experience
- Think through objectives and assessment for courses at various levels
- To produce a syllabus and statement of teaching philosophy that can be used on the job market

Required reading: In addition to borrowing introductory texts for reviews, you should purchase the following:

Ken Bain, *What the Best College Teachers Do* (Harvard, 2004)

Therese Huston, *How to Teach What You Don't Know* (Harvard, 2009)

Barbara Walvoord, *Teaching and Learning in College Introductory Religion Courses* (Malden, MA: Blackwell, 2008)

Christopher I. Lehrich, editor, *On Teaching Religion: Essays by Jonathan Z. Smith* (Oxford, 2012).

Grading: Students will be assessed on all assignment as follows:

Statement of Teaching Philosophy: 20%
Classroom Teaching Observation: 10%
Teaching Experiences: 20%
AAR Teaching Series Book Review: 5%
Textbooks Review: 15%
Article/Book Presentations: 20%
Participation in Seminar Discussions: 10%

Grading Scheme:

A = Commendable = 4 grade points earned per semester hour
B = Satisfactory = 3 grade points earned per semester hour
C = Marginal = 2 grade points earned per semester hour
U = Unsatisfactory = 0 grade points earned per semester hour
I = Incomplete

Assignments:

Statement of Teaching Philosophy (draft due _____st; final submission due _____): Each student must submit a 1,000-word statement of teaching philosophy. More guidelines are posted in the "Resources" section of this site.

Classroom Teaching Observation (due _____): Each student will attend a course taught in the department and write a careful observation of teaching practices and approaches. Students will take into account lesson objectives, course objectives, methods of delivery, classroom management, and student engagement. Protocol for the assignment will be distributed after the first day of class.

Teach: Several class periods will be set aside for teaching. In the first instance, each student will have fifteen minutes to teach the class something, complete with defined outcomes and ways to assess learning. In the second instance, each student will have 30-40 minutes "on stage" this semester to teach a class out of the proposed course for which they are devising a syllabus. Classes can be conducted as suitable (lecture, mix of lecture and discussion, all discussion, small group work, PowerPoint or Prezi, a mix of the above). Students are encouraged to submit a short assignment in advance of each teaching experience.

Write a Course Syllabus and Accompaniments (drafts due _____; final submissions due _____^h): Each student will develop a syllabus for a religious studies course (guidelines for doing so can be found in the "Resources" section of this site). Topic, size, level, readings, and assignments are open. The syllabus should be fully detailed, including resources, schedules, assignments, and methods and weighting of evaluation. Submissions can include any and all supporting materials you develop, including a plan for the first class; exams you might give; assignments you devise; or outlines of every class in the semester. All products should show an awareness of audience and should be accompanied by a rationale.

All syllabi will be posted on the class Moodle site at the end of the semester.

AAR Teaching Series book review (due _____)

Textbook Review (due _____): You will each read three textbooks for an introductory class (e.g. “World Religions” or “Introduction to Religious Studies”) and write a review of all three. See this example by Russell McCutcheon, “Words, Words, Words,” published in *JAAR*, pp. 1-36:
<http://rel.as.ua.edu/pdf/mccutchjaar2007.pdf>

Article/book presentations: (various dates): In addition to our common readings each week, students will present articles or books in the field. Your job is to teach each article to the class on the assumption that a) everybody has read the article or b) nobody has actually done the reading. Each presentation should be about 10 minutes long, with about 10 minutes for questions.

Participation: All seminar members should come to class prepared to discuss the assigned readings.

Recommended resources:

John C. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (San Francisco: John Wiley & Sons, 2001).

Barbara Gross Davis, *Tools for Teaching* (Jossey-Bass, 2009).

Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors* (Chapel Hill: University of North Carolina Press, 2005).

Wilbert J. McKeachie and Marilla Sviniski, *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, twelfth edition (Boston: Houghton Mifflin, 2006).

Grant Wiggins and Jay McTighe, *Understanding by Design*, second edition (Pearson, 2005).

Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001).

Teaching Theology and Religion, quarterly journal published by the Wabash Center for Teaching Theology and Religion.

American Academy of Religion series:

Teaching Religion and Violence, Brian Pennington, ed.

Teaching Undergraduate Research in Religious Studies, Rebecca Todd Peters and Bernadette McNary-Zak, eds.

Teaching Jung, Kelly Bulkeley and Clodagh Weldon, eds.

Teaching Mysticism, William Parsons, ed.

Teaching Religion and Film, Gregory J. Watkins, ed.
Teaching Death and Dying, Christopher M. Moreman, ed.
Teaching the Daode Jing, Gary D. DeAngelis and Frisina, Warren G., eds.
Teaching Confucianism, Jeffrey L. Richey, ed.
Teaching New Religious Movements, David G. Bromley, ed.
Teaching Religion and Healing, Linda Barnes and Ines Talamantez, eds.
Teaching African American Religions, Carolyn M. Jones and Trost, Theodore
 Louis, eds.
Teaching Durkheim, Terry F. Godlove, ed.
Teaching Ritual, Catherine Bell, ed.
Teaching Freud, Diane Jonte-Pace, ed.
Teaching Islam, Brannon M. Wheeler, ed.
Teaching Lévi-Strauss, Hans Penner, ed. -

Digital resources:

- Wabash Center Resources <http://wabashcenter.wabash.edu/resources>
- Teaching Religious Studies series published by AAR:
<https://www.aarweb.org/publications/teaching-religious-studies-series>
- The Religious Studies Project:
<http://www.religiousstudiesproject.com/tag/pedagogy/>
- Spotlight on Teaching (AAR) from *Religious Studies Online*:
<http://rsnonline.org/index.html>
- ProfHacker, <http://chronicle.com/blogs/profhacker/>
- Hybrid Pedagogy, <http://www.hybridpedagogy.com>
- Inside Higher Ed, <http://www.insidehighered.com>
- Tomorrow's Professor, <http://web.stanford.edu/dept/CTL/Tomprof/index.shtml>
- AAR Syllabus Project: <https://www.aarweb.org/programs-services/syllabus-project>

SCHEDULE

Week One: Introduction

Mark Slouka, "Dehumanized: When Math and Science Rule the School," in
 Harper's Magazine, September 2009
 (<http://harpers.org/archive/2009/09/dehumanized/>)

Why Study Religion (sponsored by the American Academy of Religion)
 (<http://studyreligion.org/what/index.html>)

Torsten Hysten, "Closed and Open Conceptions of Religion: The Problem of Essentialism in Teaching About Religion," in *Textbook Gods: Genre, Text, and Teaching Religious Studies* (Equinox, 2014)

Week Two: What's the Point?

What should we aim to do in courses in religious studies?

Walvoord, *Teaching and Learning in College Introductory Religion Courses*, Introduction and Chapters 1 and 2

Eugene V. Gallagher, "Teaching for Religious Literacy," in *Teaching Theology and Religion* 12:3 (July 2009): 208-221.

Take the Pew Research Center's U.S. Religious Knowledge Quiz:
<http://www.pewforum.org/quiz/u-s-religious-knowledge/>

Take Steven Prothero's "Religious Literacy" quiz:
<http://www.pewforum.org/files/2007/12/protheroquiz.pdf>

Take a "Learning Styles" questionnaire:

<https://www.engr.ncsu.edu/learningstyles/ilsweb.html>

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

Week Three: Historical Perspectives

How has religion been taught in undergraduate classrooms?

Russell McCutcheon, "Critical Trends in the Study of Religion in the United States" (<http://rel.as.ua.edu/pdf/mccutchtrends.pdf>)

William Acres, "Toward a Common Language in World Religions," in the *International Journal of Learning* 17:1 (2010): 201-212)

Articles from the New York Times (handout): "A College Students Look Upon Religion" (NYT 1928); "Some Bias Noted in Religion Texts" (NYT 1960); "Schools Avoiding Religious Studies (NYT 1964); "Study of Religion is Anything But Dead" (NYT 1966); "Professor Says Study of Religion in College May Alter Church Life (NYT 1967)

Week Four: Religion in the Academy

What is the state of the field?

“Teagle Foundation’s The Religion Major and Liberal Education: A White Paper” (<https://www.aarweb.org/about/teagleaar-white-paper>)

Religion Report from Humanities Indicators:
<http://www.humanitiesindicators.org/content/indicatorDoc.aspx?i=540>

AAR survey findings on the undergraduate study of religion 2008

Linell Cady and J.Z. Smith on Undergraduate Census
https://www.aarweb.org/sites/default/files/pdfs/Programs_Services/Survey_Data/Undergraduate/RSNAARCensus2.pdf

Reports on [aarweb.org](http://www.aarweb.org): Religion and Theology Programs Census; AAR Graduate Survey; and Report on Students and Faculty

John J. McGonagle, “Teaching About Religion in the Public College and University: A Legal and Educational Analysis,” from *Religion in the Public College* (<http://www.aulawreview.org/pdfs/20/20-1/McGonagle.pdf>)

Week Five: The Introductory Course

How do you balance content/coverage and other introductory expectations?

Walvoord, Chapters 4 and 5

Mark Juergensmeyer, ed., *Teaching the Introductory Course in Religious Studies: A Sourcebook*. Scholars Press, 1991. Contains essays by such figures as Robert Bellah, Jonathan Z. Smith, Ninian Smart, and Wilfred Cantwell Smith. - See more at: <https://divinity.uchicago.edu/teaching-resources#sthash.0jH0z7dA.dpuf>

Jonathan Z. Smith, “Narratives into Problems: The College Introductory Course and the Study of Religion,” in *Journal of the American Academy of Religion* 56:4 (Winter 1988): 727-739.

Lendol Calder, “Uncovering the History Survey,” in *The Journal of American History* (March 2006): 1358-1370.

Peruse introductory course syllabi on Wabash and AAR sites (links at top of syllabus)

Week Six: The Introductory Course, continued

Everyone should submit textbook reviews today. We will discuss the problem and promise of textbooks for different types of classes. Bring your textbooks with you to class.

Reid Locklin et al., "Teaching World Religions Without Teaching World Religions," in *Teaching Theology and Religion* 15:2 (April 2012): 159-181.

Laurie Patton et al., "Comparative Sacred Texts and Interactive Interpretation: Another Alternative to the 'World Religions' Class," in *Teaching Theology and Religion* 12:1 (January 2009): 37-49.

Richard Carp, "Teaching Religion and Material Culture," in *Teaching Theology and Religion* 10:1, pp. 2-12.

"The Things They Carried" by Tim O'Brien (handout)

Week Seven: Teaching Week

Students will have 10-15 minutes to teach a topic of their choice.

Week Eight: Teaching Week

Students will have 10-15 minutes to teach a topic of their choice.

Week Nine: Teaching Religion and . . . OR the Upper-level Course

Do more advanced students need a different approach?

Therese Huston, *Teaching What You Don't Know*

Presentations on AAR series books

Leah Hochman, "Approaches to Jewish Studies: Teaching a Methods Class," in *Teaching Theology and Religion* 8:2, pp. 78-85.

Test Case: Death and the Afterlife syllabus (handout)

Week Ten: Location, location, location

How does context matter? AAR Teaching Series reviews due today.

Susan G. Henking, "The Open Secret: Dilemmas of Advocacy in the (Religious Studies) Classroom," in *Advocacy in the Classroom: Propaganda versus Engagement*, ed. Patricia Meyers Spacks (1996), pp. 245-259. - See more at: <https://divinity.uchicago.edu/teaching-resources#sthash.0jH0z7dA.dpuf>

"Rethinking the Christian Studies Classroom" (handout)

Jack Hill, "Fighting the Elephant in the Room: Ethical Reflections on White Privilege and Other Systems of Advantage in the Teaching of Religion." In *Teaching Theology and Religion* 12:1 (January 2009): 3-23.

"Spotlight on Teaching: Teaching Religious Studies and Theology in Community Colleges," in Religious Studies News archives (aarweb.org)

"Cultural Understandings of 'Religion': The Hermeneutical Context of Teaching Religious Studies in North America" (handout)

Week Eleven: Nuts and Bolts

Do the "little" things matter? First drafts of syllabi due today

Walvoord, Chapter 3

Ken Bain, *What the Best College Teachers Do* (full text)

Joseph Williams, "The Phenomenology of Error," in *College Composition and Communication* 32:2 (May 1981): 152-68.

Death to the Syllabus! (handout)

William Haswell, "Minimal Marking" (handout)

Dannelle D. Stevens, et al, Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning (Stylus, 2012).

Alfie Kohn, "The Case Against Grades," in *Educational Leadership*, November 2011. (<http://www.alfiekohn.org/article/case-grades/>)

Week Twelve: Teaching Religion in Public Schools

How does teaching in public school differ from teaching at in higher education? Draft statements of teaching philosophy are due today

AAR K-12 Curriculum Guidelines
(https://moodle2archive.uncc.edu/pluginfile.php/1047483/mod_resource/content/2/AARK-12CurriculumGuidelines.pdf)

Joanne M. Marshall, "Nothing New Under the Sun: A Historical Overview of Religion in U.S. Public Schools," in *Equity and Excellence in Education* 39 (2006): 181-94.

“First Amendment Center’s Teacher’s Guide to Religion in the Public Schools”
(<http://www.firstamendmentcenter.org/madison/wp-content/uploads/2011/03/teachersguide.pdf>)

Recommended reading on statements of teaching philosophy (handout)

“The Need of Religion in Our Public Schools” (NYT 1908)

“Religion Out, Religions In at Many Schools” (NYT 1976)

Week Thirteen: Teaching Day

Week Fourteen: Teaching Day

Week Fifteen: Teaching Day



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Sean McCloud
From: Donna Gunter
Date: 5 January 2016
Subject: Evaluation of Proposed Course, RELS 6102, Teaching Religious Studies

Summary of Librarian's Evaluation of Holdings:

Evaluator: Donna Gunter **Date:** 5 Jan 2015

Please Check One:

- Holdings are superior _____
Holdings are adequate X
Holdings are adequate only if Dept. purchases additional items. _____
Holdings are inadequate _____

Comments:

Monographs

I chose Florida International University to compare with UNC Charlotte because it is the only school in the peer institutions of UNC Charlotte that has a Master of Arts program in Religious Studies. Most of the other institutions had either BA degrees, Minors, certificates, or no religious studies representation among their degrees offered.

I first looked at monograph publications that center around the issues of teaching religious studies, religious studies in the public schools, and religious studies and its role in forming the citizenry (part of the public schools mission).

Monographs holdings are adequate for this course, as UNC Charlotte's holdings are comparable to FIU's holdings; however, clearly library holdings should be expanded.

LC Subject Heading	UNC Charlotte	Florida International University
Religion—study and teaching	158	236
Religion in the Public Schools	60	163
Teaching—Religious aspects	156	4
Education—Religious aspects	81	19
Religious education--philosophy	16	30
Citizenship—Religious aspects	10	6
Universities and colleges United States--Religion	26	16
Church and college--United States--History	13	13

Articles, Databases, and Journals

The library's discovery service yields many articles in teaching and religious, including all its various issues and facets; in addition, students should find articles on religious in ATLA, Academic Search Complete; articles on teaching and pedagogy are available through ERIC.

I looked for journals that specifically focus on teaching religious studies in both institutions. A search for the subject heading "Religion—Study and Teaching" revealed a list of 7 titles in UNC Charlotte and 10 titles in FIU. I am not certain how helpful each of the titles will be to students in this course; however, I am certain articles in other periodicals are available.

Recommendations

As monies become available, monograph holdings could be expanded to meet the needs of students in this course.

Donna Gunter

Evaluator's Signature

4 January 2015

Date

Revised 10/29/08
OAA jdp

Graduate Catalog Course Descriptions

RELS 5000. Topics in Religious Studies. (3) Prerequisite: consent of the instructor. May be repeated for credit. (On demand)

RELS 5010. Major Figure in Religious Studies. (3) The life and works of a major figure who has contributed to religious studies. May be repeated for credit for different figures. (On demand)

RELS 5101. Religion and Modern Thought. (3) The interaction of modern thought and modern religious sensibilities. (On demand Alternate-years)

RELS 5107. Early Judaism. (3) Prerequisite: RELS 2104 or 2105 or 3110 or consent of the instructor. Comparative historical and literary study of the varieties of Judaism evidenced during late antiquity (circa 70-640 C.E.), with special attention devoted to the formation and development of rabbinic Judaism. (On demand)

RELS 5108. Medieval Judaism. (3) Prerequisite: RELS 2104 or 3110 or consent of the instructor. Comparative historical and literary study of the varieties of Judaism evidenced in Western Europe, the Byzantine Empire, and Islamicate realms from approximately 640 C.E. to approximately 1492 C.E. (On demand)

RELS 5109. Modern Judaism. (3) Prerequisites: RELS 3110 or 4107 or 4108 or permission of the instructor. Historical and conceptual study of Judaism and Jewish experience in Europe, America, and Israel, from the 16th century to the present, with special attention paid to the development of denominations, Zionism, and the Holocaust. (On demand)

RELS 5110. Contemporary Jewish Thought. (3) An examination of philosophy, religion, morality, politics, sociality, culture, family, and self-identity, in the light of modern and recent Jewish thought. (Alternate-years On demand)

RELS 5201. Religion, Morality, and Justice. (3) Explore the ethical and social dimensions of selected religious traditions in their cultural contexts. (On demand)

RELS 6000. Topics in Religious Studies. (3) Prerequisite: consent of the instructor. May be repeated for credit. (On demand)

RELS 6101. Approaches to the Study of Religion. (3) This course provides students with critical tools for research, analytical thinking, and writing in the academic study of religion. The topics and individuals this course covers represent several major currents of thought in the field of religious studies. (Fall)

RELS 6102. Teaching in Religious Studies and the Humanities. (3) This course will approach the academic study of religion through the lens of its particular pedagogical challenges and rewards. We will explore the history of religious studies in American classrooms and survey the

scholarship of teaching and learning. We will examine a range of pedagogical philosophies and will have the opportunity to articulate their own vision of teaching. Students will have an opportunity to develop teaching portfolios, syllabi, and to create meaningful assignments. (Spring)

RELS 6103. Material Christianity. (3) Explores the ways in which individuals and societies throughout the Christian tradition have invested material objects with sanctity and power. (Alternate years On demand)

RELS 6104. Religion and Art in Islam. (3) Explores the relationships between Islamic thought and the development of Islamic art and architecture. (Alternate years On demand)

RELS 6105. Religion, Art and Architecture of East Asia. (3) A study of the religious ideas in physical forms in the cultures of China and Japan. The course focuses on the Confucian, Daoist, and Buddhist traditions. (Alternate years On demand)

RELS 6111. Qumran and its Literature. (3) A study of the manuscripts recovered from the caves of Qumran. Attention given to their connections to Second Temple Judaism, early Christianity, and later developments in Islam. (Alternate years On demand)

RELS 6602. Seminar in the Religion of Ancient Israel. (3) Current and seminal issues related to the study of the religion of ancient Israel. A general theme will be chosen which at times will be keyed to the pertinent archaeological evidence available for evaluating the complex scope of Israelite religiosity, but which at other times may selectively focus on narratological descriptions of religious behavior (e.g., the religious ideology of Deuteronomy). Extensive attention will be devoted to the comparative study of Israelite religion within its ancient Near Eastern context. (On demand)

RELS 6603. Seminar in Early Judaism. (3) Current and seminal issues related to the historical-critical study of early Judaism and its literature. A general theme will be chosen: a narrative source (Mishnah, Midrash, Talmud); a subdivision of texts (Jewish apocrypha and pseudepigrapha) or literary genres (apocalyptic literature); a single ancient text (1 Enoch; Avot de R. Natan); or a topical investigation (written and oral Torah; construction of authority in rabbinic Judaism; sectarian disputes within early Judaism; cultural impact of the Roman destruction of the Temple). (On demand)

RELS 6612. Seminar in Christian Origins. (3) Current and seminal issues related to the historical-critical study of the origins and development of earliest Christianity. A general theme will be chosen: an historical figure (John the Baptist, Jesus, Paul, James); an ancient text (a New Testament document; Gospel of Thomas; the Gnostic Nag Hammadi codices); or a topical investigation (Jesus and the Dead Sea Scrolls; the development of early Christian liturgy; the development of early Christian Christology; ancient Judaism and emerging Christianity). (On demand)

RELS 6615. Seminar in the Religions of Late Antiquity. (3) Current and seminal issues related to the academic study of one or more of the religions practiced in the Roman and/or Sasanian Empires during late antiquity. A general theme will be chosen that may center upon one or more specific religious identities or trajectories; one or more textual traditions; an influential figure or interpretive school; or a topical investigation. May be repeated for credit as topics vary. (On demand)

RELS 6622. Seminar in Religion and Modern Culture. (3) A seminar on issues related to the historical-critical study of the interaction between religion and modern culture. One or more general themes will be chosen: leading theorists, appropriate historical contexts, global contexts, or a topical investigation. (YearlyOn demand)

RELS 6625. Seminar in American Religions. (3) Current and seminal issues related to the academic study of one or more of the religions of North America. A general theme will be chosen that may center upon one or more specific religious traditions; an important individual figure or character; an historical period or epoch; or a topical investigation. May be repeated for credit as topics vary. (On demand)

RELS 6631. Seminar in Islamic Studies. (3) Current and seminal issues related to the academic study of Islam. A general theme will be chosen that may center upon one or more schools of thought; an important individual figure or character; one or more textual sources or literary genres; an historical period or epoch; or a topical investigation. May be repeated for credit as topics vary. (YearlyOn demand)

RELS 6641. Seminar in Asian Religions. (3) Current and seminal issues related to the academic study of one or more of the religions of South and/or East Asia. A general theme will be chosen that may center upon one or more specific religious traditions; an important individual figure or character; one or more textual sources or literary genres; an historical period or epoch; or a topical investigation. May be repeated for credit as topics vary. (YearlyOn demand)

RELS 6651. Seminar in the History of Religions. (3) Current and seminal issues related to the academic study of one or more of the interpretive categories or concepts associated with the practice and expression of religion(s). A general theme will be chosen that may center upon a specific interpretive category or concept; an influential scholar or school of interpretation; a prominent historical period or cultural movement; or a topical investigation. May be repeated for credit as topics vary. (YearlyOn demand)

RELS 6671. Seminar in Theory and Methods. (3) Current and seminal issues related to contemporary theory and cultural studies and their import for the academic study of religion(s). A general theme will be chosen that may center one or more specific theories or methods; an influential thinker or school of thought; an historical period or cultural movement; or a topical investigation. May be repeated for credit as topics vary. (YearlyOn demand)

RELS 6800. Directed Readings/Research. (1-3) Prerequisite: prior written consent of instructor. (Fall, Spring, Summer)

RELS 6999. Thesis. (3 or 6) May be repeated by permission, if taken for three hours credit. Six hours of Thesis may be taken during a single semester. Appropriate research and written exposition of that research is required. (On demand)

RELS 7999. Master's Degree Residence. (1)