

New Core Component Proposal

Date Submitted: 12/18/18 3:34 pm

Viewing: **RELS 202-GE : Religion in America**

Last edit: 12/18/18 3:34 pm

Changes proposed by: mindybergman

In Workflow

1. **CLLA Department Head**
2. **LA College Dean UG**
3. **CCC Preparer**
4. **CCC Chair**
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Contact(s)

| Name | E-mail | Phone |
|---------------|-----------------------|--------------|
| Mindy Bergman | mindybergman@tamu.edu | 979-845-9707 |

Course Prefix RELS Course Number 202

Academic Level UG

Complete Course Title Religion in America

Abbreviated Course Title RELIGION IN AMERICA

Crosslisted With

Semester Credit Hour(s) 3

Proposal for: Core Curriculum

How frequently will the class be offered? each semester

Number of class sections per semester 1

Number of students per semester 30

Historic annual enrollment for the last three years

Last year: Previous year: Year before:

Approval Path

1. 11/07/18 2:58 pm Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
2. 11/07/18 2:58 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 11/08/18 9:51 am Barbara West (barbwest): Approved for CCC Preparer
4. 11/28/18 3:39 pm Barbara West (barbwest): Rollback to Initiator
5. 12/19/18 12:00 am Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
6. 12/19/18 12:01 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 12/19/18 3:01 pm Barbara West (barbwest): Approved for CCC Preparer

Core curriculum

Foundational Component Area
 Core Lang, Phil, Culture(KLPC)
 TCCN prefix/number

Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

RELS 202, Religion in America, focuses on how America shaped religion and religion shaped America. The course explores how history, culture, economics, and politics in America has shaped the American nation and American people. The course includes numerous religious traditions, including Christianity, Judaism, Unitarianism, Deism, Islam, Hinduism, Mormonism, and New Thought. Thus, the interaction of America as a nation and people with a variety of religious traditions. Some of the major themes are: religion and civil rights movement; religion and politics; religion and war; and immigration, nationalism, and pluralism in America in the context of religion.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will analyze, critique, and evaluate issues and ideas presented in the source materials assigned in this course. They will also engage in and justify their own thoughts on these issues via the following activities: (a) two exams, which include short answers and longer essays and (b) small group discussions in class. Further, students will find, evaluate, analyze, and synthesize information from their own selections of primary source documents in order to write a 5-6 page research paper; they will also make a short presentation in class on their paper. This short research paper also requires inquiry and creativity.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to express themselves clearly in written answers to short answer and essay questions on two exams required for the course. They will also develop their written communication skills via a 5-6 page research paper, a reflection paper for their "Aggie Experience", and via a reflection paper regarding the link between social and personal responsibility and the content of the course. They will develop their oral and visual communication skills when they present their research paper in person in class via a powerpoint presentation. Finally, students regularly engage in oral communication with in-class discussions, which will help them develop as small-group communicators, as would be experienced on work teams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will use the ideas and issues presented in class to develop their own sense of social responsibility and determine how their actions and interactions reflect this responsibility. Students must clearly articulate their views of social responsibility and how this course influences their choices as an informed citizen of Texas, the United States, and the world in a reflection paper. Additionally, student will address their sense of social responsibility as part of their in-class presentation for their research project; this has the added benefit of students hearing other students discuss this topic.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

Students will use the ideas and issues presented in class to develop their own sense of personal responsibility and determine how their decisions reflect this responsibility. They must clearly articulate their views of social responsibility in two reflection papers. One reflection paper is on their Aggie Experience, in which students are asked to reflect on how they engaged responsibly in an religious-based event that is not in their own faith tradition. A second reflection paper on personal responsibility asks students to indicate how the course influences their choices in their ethical interactions with others in every day life. Finally, students will address their sense of personal responsibility and how it was informed by their research project when they do their in-class powerpoint presentation.

Additional Comments This course is also being submitted for the Cultural Discourse (CD) graduation requirement. It is a new course, being taught for the first time in Spring 2019 as a RELS 289.

Please note that each learning outcome for the course--whether content, Foundational area, or Cultural Discourse--is listed on the syllabus in connection with each assessment in the course. These references appear at the end of each assessment listed in the syllabus.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [RELS202 SYLLABUS CARS.docx](#)

Reviewer Comments **Barbara West (barbwest) (11/28/18 3:39 pm):** Rollback: CCC did not approve as submitted. Reviewer comments: (1)The assessment activities are listed but there is not really an explanation of how learning is advanced. (2)The syllabus merely repeats FCA requirements without linking specifically to course work. May be resubmitted after deficiencies are addressed.