

HRS 108: APPROACHES TO RELIGIOUS STUDIES

In Workflow

1. HRS Committee Chair (jdubois@csus.edu)
2. HRS Chair (harvey.stark@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu; j.gallegos@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 26 Aug 2021 23:24:57 GMT
Victoria Shinbrot (vica): Approved for HRS Committee Chair
2. Mon, 13 Sep 2021 17:21:58 GMT
101013636: Rollback to Initiator
3. Tue, 01 Feb 2022 06:10:45 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
4. Tue, 01 Feb 2022 17:05:26 GMT
101013636: Approved for HRS Chair
5. Wed, 16 Feb 2022 20:12:33 GMT
101013636: Rollback to Initiator
6. Tue, 08 Oct 2024 04:09:29 GMT
Joel Dubois (jdubois): Rollback to Initiator
7. Thu, 10 Oct 2024 23:49:45 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
8. Fri, 11 Oct 2024 03:01:27 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
9. Fri, 11 Oct 2024 03:40:16 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
10. Wed, 16 Oct 2024 20:35:09 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Tue, 08 Oct 2024 04:59:52 GMT

Viewing: HRS 108 : Approaches to Religious Studies

Last edit: Tue, 29 Oct 2024 17:39:05 GMT

Changes proposed by: Harvey Stark (217388978)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Harvey Stark	harvey.stark@csus.edu	916-278-6261

Catalog Title:

Approaches to Religious Studies

Class Schedule Title:

Approaches Relig Studies

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Humanities and Religious Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

HRS - Humanities and Religious Studies

Catalog Number: (course number)

108

Course ID: (For administrative use only.)

140511

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This proposal adds the GE C2 distinction so as to expand the offering to GE students interested in Approaches to Religious Studies. Please note: work flow notes reflect the original edits to the course, which were dropped for the current version.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Exploration of the history and methodology of Religious Studies, including the analysis of several significant theories of the origin and function of religion. Methods and theories drawn from the disciplines of psychology, sociology, history, anthropology, philosophy and feminist studies.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Critique the historical development of the field of Religious Studies and identify the major thinkers in the field of Religious Studies by describing their primary contributions.	Primary and secondary source readings with the addition of discussion posts, enabling students to summarize, analyze, and discuss multiple approaches to the field.
2	Describe significant theoretical approaches to the study of religion, including their intentions and applications.	A paper on the book "Purity and Danger" by Mary Douglas helps students learn about multiple approaches to theory given Douglas' comprehensive critique of the field.
3	Explain the ways "religion" is conceptualized and categorized in academic study.	Students prepare a presentation and lead a class section on primary source readings for a given week.
4	Apply appropriate academic approaches (e.g. empathy) to the study of religions, and demonstrate ability to distinguish academic study of religion from personal perspectives (e.g. "faith" perspective).	As a starting point, students are asked to write a paper creating their own definition of religion without the words "faith" or "belief" to help them understand embedded bias in scholarly definitions of the word.
5	Analyze readings by extracting and framing the meaning of diverse texts.	The paper on Achebe's novel incorporates several theorists in a discussion of their applicability to the novel.
6	Demonstrate written communication skills, through appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.	The final paper assignment requires students to choose between an analysis of one scholarly text or an annotated syllabus constructed around a major theme in religious studies. Both of these options require students to closely analyze and reference primary sources with the support of secondary critique of these sources, providing their own assessment of how these sources promote an understanding of the themes addressed in the assignment.
7	Develop oral communication skills, by presenting information orally, in a persuasive, logical, and organized manner that draws effectively on relevant evidence.	Students present and lead discussion of one week's assigned readings.

Attach a list of the required/recommended course readings and activities:

HRS 108 Syllabus for Form A.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BA in Humanities (Religious Studies)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HRS 108 Syllabus for Form A.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

The course offers a broad exploration of the history and methodology of religious studies, covering significant theories from disciplines like psychology, sociology, anthropology, and feminist theory.

Develops an understanding of and appreciation for the diversity of the human community.

The inclusion of diverse readings, such as Achebe's "Things Fall Apart" and the Kaepernick reading on religious dissent, highlights varied cultural and social perspectives, fostering an appreciation for human diversity

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Students apply academic approaches, including empathy and critical thinking, while engaging with religious studies texts. The focus on reading, writing, and oral communication reinforces key humanities conventions. Students are challenged to engage in analysis of classical primary sources which present strong critiques of religious belief. In this process, they identify reductionist versus explanatory modes within the primary sources they read.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The study of Mary Douglas's "Purity and Danger" and the Pantone article on menstruation prompts students to assess societal attitudes towards taboo subjects. Marianne Weber and Amina Wadud's works provide analysis of the socioeconomics of family.

Compare and analyze various conceptions of humankind.

Readings by Roach and Jaffee present two contrasting views on teaching religion through personal self-disclosure.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Through foundational figures like Weber, Durkheim, and Eliade, students explore the evolution of religious concepts and societal values across civilizations.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

The pairing of "Daughters of the Dust" with Beyoncé's "Lemonade" highlights a Black female aesthetic and the relationship between oppression and empowerment. Johnathan Z. Smith's work on religion as a second-order category critiques its colonialist origins. The Cornell West reading adds an assessment of the impact of racism on American social formation, further broadening the course's engagement with diverse identities.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

There are two main aspects to assessing writing in this course. The first is through discussion posts which helps students formulate ideas for class discussion and develop notes and citations for papers. The second is through 3 papers: Paper 1. A discussion of the way Mary Douglas uses evidence to argue her thesis in Purity and Danger, Paper 2 builds on paper 1 by using the themes from paper 1 and class readings, to analyze Chinua Achebe's novel "Things Fall Apart." The final paper involves an initial one-page paragraph of

explanation and a proposed bibliography with at least 3 sources. This prepares students for their final paper, which gives them two options: 1) Write a research paper on a text written by a religious studies scholar. This paper is similar to the first two shorter course papers, but more of a research paper in which students discuss a specific text and use secondary sources to support their argument or 2) Create an annotated syllabus for an undergraduate seminar in religious studies focusing on a specific theme or approach. All the paper and discussion posts build on others thematically and structurally. All assignments are reviewed ahead of time and graded with feedback so that the students understand writing expectations. This is also done in discussion posts so as to build and develop consistency and feedback for improvement. Students are given rubrics to help them understand how their writing will be evaluated. Finally, students are given the opportunity to discuss ideas and or first drafts with the instructor.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Reviewer Comments:

Joel Dubois (jdubois) (Fri, 27 Aug 2021 00:45:12 GMT): Thanks for doing this Harvey—a much needed change! :)

101013636 (Mon, 13 Sep 2021 17:21:58 GMT): Rollback: Hi Harvey, Please add the HRS 4 prereq to the course description. I think the justification will be fine. Please let me know when you resubmit, or I won't see the pending approval.

Harvey Stark (harvey.stark) (Tue, 01 Feb 2022 05:34:18 GMT): Alyson are any additional changes required? It appears as though the prerequisite has been added to the course description. Thanks, Harvey

Emily Potts (emily.potts) (Wed, 16 Feb 2022 20:05:41 GMT): Dear Professor Stark, The A&L Curriculum Committee recommends the following changes to your proposal for the sake of approval: -Do not include "prerequisite HRS4" in course description on Form A - Course justification missing change in course type: CS04 to CS05. Provide a brief explanation. -In your ELO's, it looks like the cut/paste didn't work from the syllabus. Tip- paste into text edit app first, then into workflow to maintain formatting. -ELO's at end that begin with "demonstrate" are using redundant verbs. Recommend consolidation and/or variation in verbs. -Assessments not listed on Form A. Recommend listing in abbreviated format and tying back to ELO's. Thank you, Emily Potts

101013636 (Wed, 16 Feb 2022 20:12:33 GMT): Rollback: Harvey: Please see Emily Potts' proposed edits on the form. When completed, please send the edited form on and let me know when it is back in the queue so I can approve it. Thank you! Alyson Buckman, College Curriculum Committee Chair

Joel Dubois (jdubois) (Tue, 08 Oct 2024 04:09:29 GMT): Rollback: Suggested revision of ELOs to diversify verbs

Joel Dubois (jdubois) (Thu, 10 Oct 2024 23:49:42 GMT): Appreciation for the robust variety of ELO goals for this course!

Key: 2800