



HLC Accreditation Evidence

Title: World Religions

Office of Origin Vice President

URL:

Document Summary:

BARTON COMMUNITY COLLEGE COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

<u>Course Number:</u>	RELI 1311
<u>Course Title:</u>	World Religions
<u>Credit Hours:</u>	3
<u>Prerequisite:</u>	None
<u>Division and Discipline:</u>	Academic Division/Religion
<u>Course Description:</u>	A survey of the major religious systems of the world, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam. Objectivity and impartiality are important characteristics of our study. We seek to understand the world's religions, not evaluate their comparative merits.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

A generation ago, as the intellectual leaders of society followed the lead of Nietzsche who had proclaimed the “death” of God, many assumed that as human society progressed towards modernity the “primitive superstitions” of religious belief would gradually disappear. Now, as the 21st century gradually unfolds, it is apparent that this belief was deeply mistaken.

Religion has not disappeared. If anything, it is even stronger. Headlines are full of religion. In many parts of the world, fiercely committed individuals are ready to die, even to kill, in the name of their religious tradition; their actions have great power in changing history and disrupting whole societies.

Furthermore, it is indisputable that we live in a world where adherents of widely differing religious faiths interact with each other often. This happens on a global scale, via the internet and also through personal contact—perhaps most dramatically here in North America, the melting pot of the world’s ethnicities and religions. The Comparative World Religions course is designed to help the student understand the “global village” in which he or she now lives. Because a shared language is a vital part of communication, the goal of this course is to give students a better understanding of the common and uncommon words used by the various religious traditions in their texts and rituals. Understanding the various religious beliefs of the world’s population is a vital part of a truly liberal, comprehensive education.

Transferability of college courses varies among institutions, and perhaps among departments, programs or colleges within an institution. Institutional requirements may change without prior notification. It is the student’s responsibility to obtain relevant information from intended transfer institutions to insure that the courses in which the student enrolls are the most appropriate set of courses for transfer.

The learning outcomes and competencies detailed in this syllabus meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. The student will be able to explain the belief systems of each world religion examined in the course.
 1. Be able to explain belief in supernatural beings (primarily God)
 2. Understand humanity’s relationship to supernatural beings.

- B. The student will be able to distinguish the principles shared between world religions and compare and contrast the unique qualities of each religion.
 1. Explain the creation, purpose and final stages of human existence in each system
 2. Distinguish the doctrinal system that has been established for each religion.
 3. Compare each religion’s principles in order to locate their similarities.
 4. Diagram the unique qualities of each belief structure in order to establish what sets each religion apart from the rest.

- C. The student will explore the historical and cultural background of each religion in order to better understand the development of each religion and its place in time and history
 - 1. Explore the historical roots out of which each religion is birthed.
 - 2. Examine the people groups, their government, philosophies and customs in order to better understand their cultural heritage.
 - 3. Recognize the key people, places and events foundational to each religious tradition

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE