OVERVIEW
The following information will appear in the 2009 - 2010 catalog

HUMAN-130 Introduction to Western Religions 3 Units

Advisory: Before enrolling in this course, students are strongly advised to have ENGL 101
Eligibility
Origins and development of the three monotheistic religions of Western Civilization, Judaism, Christianity and Islam; scripture, beliefs, traditions, rituals, and celebrations; scripture of all three faiths, along with architecture and arts. A-F or P/NP. Applicable to the Associate Degree. Transfer to CSU and UC. General Education: (MJC-GE:C) (CSU-GE:C2) (IGETC:3B) Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - C2
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. The ancient roots of the biblical tradition, the early history of the Jews, the development of Jewish belief and practice up through the second destruction of Solomon’s Temple, 70 A.D.
   2. Jewish Religious Architecture: Solomon’s Temple (First and Second Temples)
   B. The origins and development of Christianity from the time of Jesus to the Early Middle Ages, including a study of the close relationships between early Christianity and Judaism
   1. Scripture: selections from the New Testament
   2. Early Christian Religious Architecture and Art
   C. The origins and early development of Islam including its historical and scriptural relationship to Judaism and Christianity
   1. Scripture: selections from the Qu’ran
   2. Islamic Religious Architecture and Art
   D. The Modern Period: A concise survey of developments in Judaism, Christianity and Islam to the present
   E. Development of a special theme such as one of the following:
   1. The holy city of Jerusalem through the ages
   2. The roots of fundamentalism in all three faiths
   3. A study of form, symbolism and observance in temple, cathedral and mosque
   4. The mystical path in Judaism, Christianity and Islam

   2. Recommended Content:

   A. Current events, recent archaeological discoveries, and commentary.
   B. Contemporary arts and Western Religions.

B. ENROLLMENT RESTRICTIONS
1. **Advisories**

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2. **Requisite Skills**

*Before entering the course, the student will be able to:*

a. Employ reading competence equal to the tenth grade level or higher.

b. Practice a conceptual command of subject matter appropriate to a college level of English composition.

c. Use writing skills that demonstrate the ability to 1. adapt tone and point of view and select argument appropriate for the intended audience, 2. limit topic or scope of a composition, 3. establish clearly a unifying theme, perception, or thesis for a composition, 4. develop main points or select examples, details, and/or pieces of evidence that are relevant to the established thesis, 5. organize the main parts of the thesis, choosing a sequence that contributes to clarity, 6. express the thesis of a composition in a clear sentence, 7. use detail and example to develop and elaborate upon subtopics, 8. compose fully developed paragraphs that are unified in thought and purpose, 9. use conventions of written standard English correctly to write clear sentences.

d. Understand and follow complex written and oral directions.

3. **HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
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4. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Small group work in class
4. Regular writing assignments, both at home and in class
5. Photographic slides and PowerPoint presentations, digital audio-visual recordings and handouts to supplement lecture, discussion, and reading
6. Papers emphasizing support of a thesis or comparative analysis of ideas and topics
7. Short written assignments focused on analysis and interpretation of reading assignments
8. Class discussions (usually based on reading and writing assignments) in which students and instructor explore specific religious concepts and ideas like covenant, prophecy, God, or specific issues pertinent to these religions

5. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Each week, students will be required to complete the following outside-of-class work:
Three (3) hours of reading primary and/or secondary source documents.
Two (2) hours of producing small group presentations, collaborations, and/or discussion materials.
Two (2) hours of preparing research paper and/or cultural event reports
One (1) hour of completing assigned homework such as comprehension and critical response exercises.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

Create PowerPoint or poster presentations on how the ancient roots of the biblical tradition. (may be assigned either individually or in small groups)

Participate in Socratic discussions on the Old Testament, the New Testament and the Koran; early Christian religious architecture and art and Islamic religious architecture and art.

Write critical responses to presentations on the holy city of Jerusalem, the tenets of fundamentalism, or the mystical path of Judaism, Christianity, and Islam.

Read and analyze primary or secondary source documents and write a report on how these documents give new meaning to the themes of the class.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Describe the basic features of three major Western religions—Judaism, Christianity and Islam—critically examine philosophical, aesthetic and social issues surrounding each of the religious traditions. Students will also be prepared to: Analyze how language and the arts have been used to express spiritual experience, doctrine, dissent, or a desire to reform; engage in comparisons of basic concepts; independently research religious searches for meaning; synthesize and reflect on findings, and communicate deeper knowledge and insights.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Describe basic features of three major Western religions—Judaism, Christianity, and Islam—their origins and development and tenets.

b. Develop critical thinking skills by examining philosophical, aesthetic and social issues surrounding each of the religious traditions as sources for intercultural and civic knowledge and engagement.
c. Analyze how practitioners of these Western religions have used language and the arts to express spiritual experience and doctrine, dissent or a desire to reform, communal religious relationships or distance from them, attitudes towards diversity, tolerance, violence, the arts, mysticism, education and ethics.

d. Engage in independent research on a topic related to Judaic, Christian, and Islamic searches for meaning; synthesize and reflect on findings; communicate deeper knowledge and insights.

e. Compare and explain similarities and differences among basic concepts common to Judaism, Christianity, and Islam, such as God, eternity, salvation, messiah, and atonement.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Analysis of primary or secondary source documents and written report on how these documents give new meaning to the themes of the class with a score of 70% or better.

2. Assigned homework and in-class exercises with scores of 70% or better.

3. Individual or small-group class presentation according to a presentation grading rubric with a score of 70% or better on the presentation.

4. Participation in classroom Response sessions and/or Socratic discussions related to the major themes, readings, and concerns of the class with a score of 70% or better on the graded classroom discussions.

5. Participation in group collaborations related to practice sets and comprehensive problems to be solved in a group setting with a score of 70% or better.

6. Tests or quizzes given at regular intervals throughout the semester

7. Written research paper and/or a cultural event report, according to a grading rubric with a score of 70% or better.

B. SUMMATIVE ASSESSMENT

1. Final Assignment, final examination, or overview paper with score of 70% or better.