

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 03/16/01 Date revised 11/3/20

4. Department/discipline: Philosophy

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: World Religions
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: PHIL 8. Course Level: 2040

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 35 Control Number (online) _____

11. Catalog/Course description:

This course is a survey of the world's diverse religious and spiritual/philosophical traditions. Through lecture, readings, and videos the student will explore these religious traditions including Native American, Christianity, Judaism, Islam, Hinduism, and Buddhism. Basic philosophical questions relevant to the study of philosophy of religion will also be discussed. (Meets MnTC goal areas 6 and 8).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor's choice. The following is recommended: Religions of the World (13th Edition) by Lewis M. Hopfe, Mark R. Woodward, Brett Hendrickson, Pearson, ISBN-13: 978-0133793826, ISBN-10: 0133793826

14. **Course Content** (Provide an outline of major topics covered in course)

1. What constitutes a religion?
2. Basic philosophical questions relating to religion
3. Overview of the history of religion
4. Overview of the main world religions and spiritual/philosophical traditions including an overview of their history, theology, scriptures, festivals, and rituals.
 - a. Hinduism
 - b. Buddhism
 - c. Judaism

- d. Christianity
 - e. Islam
 - f. Indigenous (emphasis on Anishinaabe and Dakota)
5. As time allows
- a. Confucianism
 - b. Taoism
 - c. Shinto
 - d. Jainism
 - e. Sikhism
 - f. Contemporary “New” religions/cults

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Define and explain the various components of a religion.	B, C	1
Match terminology of various global religions with their definitions.	B, C	1
Synthesize the diverse historical and cultural responses for philosophical questions.	B, C, D	2, 3, 4, 5, 6, 7
Analyze historical, cultural, and social events by addressing the global influence of religious values.	A, C, D	2, 3, 4, 5, 6, 7
Articulate the ways in which a religion is a reflection of individual, cultural, social, and historic values.	A, B, C	2, 3, 4, 5, 6, 7
Compare and contrast religious perspectives on specific issues.	A, C	1, 2, 3, 4, 5, 6, 7

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
 - 2. GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
 - 3. ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 - 4. AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 - 5. DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
 - 6. ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 - 7. ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
- 16. Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 6 & 8

Goal 6: Humanities and Fine Arts

Students will be able to:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
Accomplished through assigning the student primary source philosophical reading.
2. Students will be able to understand those works as expressions of individual and human values within an historical and social context. Ethical theories are presented in their historical and social context.
3. Students will be able to respond critically to works in the arts and humanities.
4. Students are provided with Pojman's five characteristics that a good ethical theory should have and are given opportunities through small group, journals, and quizzes to use these characteristics to assess the various theories studied.
5. Students articulate an informed personal reaction to works in the arts and humanities.
6. Students have the opportunity to role play the various ethical theories and give personal responses to the various theories in journals, class discussion, small group activities, and by writing their personal ethical theory paper.

Goal 8: Global Perspective

To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

17. Are there any additional licensing/certification requirements involved?

_____ Yes No

Provide the required documentation to show course meets required licensing/certification standards.

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