

CBM003 ADD/CHANGE FORM

UC 11490 IIF

Undergraduate Council *core code 81*
 New Course Course Change
 Core Category: WI-ID Effective Fall 2012

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2012

1. Department: RELS College: CLASS APPROVED DEC 7 2011
2. Faculty Contact Person: Lynn Mitchell Telephone: 3-3213 Email: lemitchell@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
RELS / 3375 / Christianity and Ethics
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
RELS / 3375 / CHRISTIANITY AND ETHICS
 - SCH: 3.00 Level: JR CIP Code: 38.0001.00 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
RELS / 3375 / Christianity and Ethics
 - Course ID: 45198 Effective Date (currently active row): 8252008
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 or ENGL 1310. Description (30 words max.): Comparison of ethics from a Christocentric perspective and a philosophical perspective. Relationship between Christian thought and western philosophical traditions with regard to classical and contemporary moral issues and their relation to current political and social issues.
10. Dean's Signature: _____ Date: 10/13/11
 Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N
CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: CLASS/ Religious Studies Program

Person making request: Lynn Mitchell Telephone: 3-3213

E-mail: lemitchell@uh.edu

Dean's signature: _____ Date: 10/13/11

I. General Information:

Course number and title: RELS 3375 Christianity and Ethics

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- Students will have an understanding of the study of religion as an interdisciplinary academic field.
 - Students will develop understanding of Christianity, Ethics, and Christian Ethics through critical analysis of the sacred texts, readings from selected texts, and research for their writings.
 - Students will further their understanding of the subject of Christian Ethics by focusing further writing on ethnographic study and historical analysis.
 - Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- Use of evidence, experience, critical reason, and coherent argumentation will be the standards upon which all of the written work will be graded, and will be modeled and encouraged within the course itself.
 - Instructor evaluations
- C. Delineate how these evaluation results will be used to improve the course
- Evaluation of papers and of final essays will serve to refine the selection of readings and amount of time spent in certain formative areas of the course.
 - Instructor evaluations will serve to refine presentation style to increase the correlation between the course goals and the methods for achieving the goals.

RELS 3375 Christianity and Ethics

Instructor Professor Lynn E. Mitchell, Ph. D.

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Learning Outcomes

1. Students will have an understanding of the study of religion as an interdisciplinary academic field.
2. Students will develop understanding of Christianity, Ethics, and Christian Ethics through critical analysis of the sacred texts, readings from selected texts, and research for their writings.
3. Students will further their understanding of the subject of Christian Ethics by focusing further writing on ethnographic study and historical analysis.
4. Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.

Writing In the Disciplines

This is writing-intensive content course which fulfills a CORE requirement for a Writing in the Disciplines course (WID) and it can be counted towards minor requirements. As such, its educational objectives include:

- Read published articles informed by religious studies in order to gain knowledge of discipline specific debates and ways of writing.
- Demonstrate through your writing familiarity with key concepts and arguments developed by scholars of religion and use them to develop your own analyses and arguments through complex reasoning and critical thinking.
- Develop writing skills specific to religious studies by working through all stages of the writing process including: invention, organization, drafting, revision, editing, and presentation.
- Prepare a research paper with documentation in accordance with disciplinary standards.
- Clearly communicate your ideas in writing with organization and technical proficiency.

Textbooks

Christian Ethics: A Historical Introduction, J. Philip Wogaman.

Westminster/John Knox Press, Louisville, Kentucky, 1993.

(ISBN 0664251633)

Christian Ethics and Contemporary Moral Problems, Michael Banner.

Cambridge University Press, Cambridge, United Kingdom, 1999.

(ISBN 0521625548)

Basic Christian Ethics, Paul Ramsey.

Westminster/John Knox Press, Louisville, Kentucky, 1993.

(ISBN 0664253245)

Grading Structure

Your course grade will be calculated as follows:

() Four true/false quizzes	40%
() Three reflection papers	30%
() Final exam in essay format	30%

Reading/Viewing Assignments

- Reading/viewing assignments for each week are listed below.
- You are responsible to have completed all reading/viewing assignments prior to the viewing of corresponding lecture.

Course Requirements

- ✓ You will need stable, reliable access to the Internet.
- ✓ You will need an e-mail address. Please update PeopleSoft with your correct email address. You may be contacted by the professor through the email you have listed in PeopleSoft.
- ✓ All reflection papers will be a minimum of 1000 words. You may not use internet sources for your answers. Your answers should be taken from the lectures, textbooks, and your own brain.
- ✓ Quizzes, papers, and the final exam will need to be taken/turned in using the appropriate links from the WebCT home page.

NO LATE WORK IS EVER ACCEPTED AND NO EXTRA WILL BE GIVEN. NO EXCEPTIONS.

Crisis Management

- If you encounter any problem or difficulty during this semester, *we are here to help you.*
- Please do not drop this course without speaking with my assistant or me prior to doing so. We will work with you as much as we can.
- Please do not delay or wait if a problem does arise!

Writing Assignment

Religious studies is a deeply interdisciplinary field. Writing projects will require use of theories and methods drawn from many other departments, programs, and curricula of study. Various modes of investigation are possible— literary, historical, cultural, sociological, anthropological, etc. One significant aspect of these approaches is their tendency to contextualize religious phenomena (beliefs, rituals, etc). Every religion arises within a particular environment, which inevitably affects the development of the religion. When you explore a religion's context, seemingly mystifying aspects of the tradition often become more comprehensible (source: http://www.unc.edu/depts/wcweb/handouts/religious_studies.html).

Tips for Writing the Religion Paper

- Consider your sources.
When reading for Religion - especially when reading sources found on the Web - note whether you are using materials from experts in the practice of religion (gurus, theologians, priests, nuns), or respected scholars, employed by reputable universities. While both sources might be useful to your research, it's important to understand the source, its purpose, and its intended audience.
- Consider the current conversation.
Consulting recent editions of new work by living scholars is a good way to determine which arguments are current and salient.
- Read footnotes and endnotes.
Often footnotes and endnotes will lead you to other sources. Moreover, good scholarly editions of religious texts have substantive footnotes that will help you to better understand the passages you are working with.
- Consider your audience.
If you are writing for readers who are not experts in the field, be sure to acquaint them with all relevant background material. Always write clearly and concisely, so that your paper is a pleasure to read.
- Don't let quotations speak for themselves.
In religion, passages taken out of context can be misread. Also, because so many disputes exist over meaning, you need to make sure that you explain to your reader what a passage means in terms of your argument, and why it is relevant. As in all papers, you need to provide background for passages *before* quoting them, and you need to analyze the passage *after*.
- Remember: religious texts require special citation methods.
When citing the *Bible*, for instance, you need to cite Book, Chapter, and Verse. Familiarize yourself with the

Final Paper:

There are three 1000-word writing assignments. The topics are listed by the week due. This assignment will be graded very strictly. To receive an A papers should be:

- at least 1000 words (normal 12 pt. font)
- properly referenced and include a bibliography
- carefully and clearly written
 - include transition sentences
 - include a clear and stated thesis or argument
 - include a discussion of that thesis or argument
 - include footnoted evidence from readings and other sources that support the paper’s thesis and argument
 - include an introduction and conclusion
 - use proper grammar and spelling (spell- and grammar- check on computers makes this much easier now).
- This paper also must demonstrate through incorporation of one or more writing style (Comparative essays, Critical readings of religious texts, Ethnographic studies, Historical analyses) that you understand how your topic fits within the religious and historical context. If this part of the paper is missing, the highest grade you will be able to earn is a ‘C’.

• *Rubric*

Identified and related significant ideas (20 points)	_____
Good discussion of ideas (20 points)	_____
Insightful and reflective (20 points)	_____
Well-written with few to no errors in spelling, punctuation, grammar (20 points)	_____
Followed syllabus instructions (20 points)	_____
Total Points:	_____

Course Schedule

Week One: Aug. 23 – 27	
Lecture 1	Introduction/Overview: Christianity and Ethics
Week Two: Aug. 30 – Sept. 03	
Lectures 2 & 3	The Legacies of Christian Ethics & The Ethics of Early Christianity
Read	Parts I & II in Christian Ethics: A Historical Introduction
Week Three: Sept. 06 – 10	
Lectures 4 & 5	The Era of Reformation and Enlightenment
Read	Part IV in Christian Ethics: A Historical Introduction
QUIZ 1	LECTURES 1 – 5 (quiz available Sept. 12 from 6:00am to 12:00pm)
Week Four: Sept. 13 – 17	
Lectures 6 & 7	Eighteenth and Nineteenth Century Rationalism & Evangelicalism
Read	Part V in Christian Ethics: A Historical Introduction
REFLECTION PAPER 1	What is Rationalism? What is Evangelicalism? Which came first? Why did the other evolve? Opportunity for Revision due by Sept. 12 at 11:00 pm Final version due by Sept. 19 at 11:00pm
Week Five: Sept. 20 – 24	
Lectures 8 & 9	Christian Ethics in the Twentieth Century
Read	Part VI in Christian Ethics: A Historical Introduction
Week Six: Sept. 27 – Oct. 01	
Lectures 10 & 11	The Two Sources of Christian Love
Read	Chapter 1 in Basic Christian Ethics
Lectures 12 & 13	The Two Sources of Christian Love
Read	Chapter 1 in Basic Christian Ethics
QUIZ 2	LECTURES 6 – 13 (quiz available Oct. 03 from 6:00am to 12:00pm)
Week Seven: Oct 04 – 08	
Lectures 14 & 15	Christian Liberty: An Ethic Without Rules
Read	Chapter 2 in Basic Christian Ethics
Lectures 16 & 17	The Meaning Of Christian Love and Christian Virtue
Read	Chapters 3 & 6 in Basic Christian Ethics
REFLECTION PAPER 2	Are Christian ethics different in the 20th century? If yes, then how? If no, why not? Opportunity for Revision due by Oct. 3 at 11:00 pm Final version due by Oct. 10 at 11:00pm

Week Eight: Oct. 11 – 15	
Lectures 18 & 19	This Human Nature
Read	Chapter 8 in Basic Christian Ethics
Week Nine: Oct. 18 – 22	
Lectures 20 & 21	Christian Love In Search Of A Social Policy
Read	Chapter 9 in Basic Christian Ethics
QUIZ 3	LECTURES 14 – 21 (quiz available Oct. 24 from 6:00am to 12:00pm)
Week Ten: Oct. 25 – 29	
Lectures 22	Turning the world upside down
Read	Chapter 1 in Christian Ethics and Contemporary Moral Problem
REFLECTION PAPER 3	What are Christian virtues? Can Christian Love exist in a person without Christian virtue (and vice/versa)? Opportunity for Revision due by Oct. 24 at 11:00 pm Final version due by Oct.31 at 12:00pm
Week Eleven: Nov. 01 –05	
Lectures 23 & 24	Christian Anthropology and The Practice of Abortion
Read	Chapters 2 & 3 in Christian Ethics and Contemporary Moral Problems
Week Twelve: Nov. 08– 12	
Lectures 25 & 26	Christian Economics and Family
Read	Chapters 4 & 7 in Christian Ethics and Contemporary Moral Problems
QUIZ 4	LECTURES 22 – 26 (quiz available Nov. 14 from 6:00am to 12:00pm)
Week Thirteen: Nov. 15 – 19	
Lectures 27	Review
Week Fourteen: Thanksgiving Holiday Nov. 22 – 28	
FINAL EXAM Dec. 08-14	
Final Exam	Due 12:00p.m. Dec.14, 2010.