

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough
Course Number	HIS 63
Course Title	History of Religion
Department(s)	History, Philosophy and Political Science
Discipline	
Subject Area	A. World Cultures and Global Issues Enter one Subject Area from the attached list.
Credits	3
Contact Hours	3
Pre-requisites	None
Catalogue Description	A survey of historical development of major religions of the world beginning with Mesopotamia, Egypt, India, China, Japan, Greece, Rome and ending with the major creeds of today: Judaism, Christianity and Islam. A comparative approach, focusing on the similarities and differences will be used. In some instances, such as Greece and Rome, references to philosophy, literature and political thought will be made.
Syllabus	Syllabus attached Syllabus must be included with submission, 5 pages max
Waivers for 4-credit Math and Science Courses All Common Core courses must be 3 credits and 3 hours. Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	
Indicate the status of this course being nominated: <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
<p align="center">Learning Outcomes</p> <p align="center">In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</p>	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues For a full explanation of the responses below see the Syllabus	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Yes	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
Yes	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
Yes	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Yes	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
Yes	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
Yes	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
Yes	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
Yes	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
No, unless the student is familiar with languages other than English.	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or

	communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.
D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
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KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York
SYLLABUS

HISTORY 63

HISTORY OF RELIGION: FROM ANCIENT TIMES TO THE PRESENT

INTRODUCTION

Religion has been present in all civilizations and at every level of historical development. In some periods, its role has been central in shaping the form of the society's cultural, political and social institutions and in guiding the course and direction of events. It would be impossible to comprehend fully the essential features of Ancient Civilizations or to grasp the meaning of the Middle Ages in Europe, without understanding the religions that were at their foundations. The current reawakened interest in religious studies at colleges and universities is indicative of the importance that religion continues to play even in our present, highly secularized culture.

This course will be a survey of the historical development of the major religions of the world beginning with the religions of Mesopotamia and Egypt and ending with the major creeds of today. Those that are still in existence, especially those creeds that have had the strongest impact on Western Civilization and on the modern world, will receive special consideration. A comparative approach, focusing on the similarities and differences of the major religions will be used throughout the course. In some instances, as for example in the case ancient Greece and Rome, frequent references will be made to philosophy, literature and political thought.

The chief objective of this course is to acquaint the students with the important role of religion in the course of human development. It will also strive to develop in them that capacity for historical insight which enables them to view more objectively and impartially the people and events of today.

SPECIFIC LEARNING GOALS

- To instill in the student an appreciation of history through the study of diverse cultures and different paths of development in world civilizations
- To make the students aware of recurring themes in society from the ancient to the present
- To develop in the student an understanding of the historical, social and economic forces that shaped the modern world
- To develop in the student the ability to communicate and analyze information related to history

- To enable the student to recognize and value culturally-diverse historical perspectives
- To aid the student in acquiring a deeper insight and a balanced understanding of the global world
- To develop in the student the ability to articulate both in oral and written form the material in question
- To expose students to current events in magazines, newspapers and journals on topics related to different parts of the world
- To develop in the student confidence in handling issues previously considered as remote or alien
- To enable the student to communicate effectively, orally and in writing about historical topics
- To acquaint the student about the wealth of research resources on the internet
- To enable the student to develop an appreciation of the subject so that the student can pursue further study either as a vocation or as a serious avocation

LEARNING OUTCOMES

By taking this course, students will be able to:

- Recognize, understand and appreciate diverse cultural, intellectual, political and economic forces that shaped the past and modern societies
- Improve their analytical and critical thinking skills
- Learn to understand and appreciate writers, philosophers and political thinkers in different civilizations and at different periods in history
- Overcome media-induced platitudes relating to the outside world

MEASUREMENT OF STUDENT LEARNING ACHIEVEMENT

- Classroom discussion of major issues presented in reading assignments
- Critical analysis of primary source documents
- Written examinations and quizzes
- Research papers, book reports, museum reports and related projects
- Oral presentations
- Role playing assignments
- Debates over conflicting interpretations of historical issues

EVALUATION

The student, in doing the measurement activities, shows success through

- Scores on examinations and quizzes
- Improvement in writing and analytical skills
- Improvement in oral skills
- Ability to interpret documents and relate them to historical issues and events both past and present
- Ability to compare and contrast knowledge of Western Civilization with civilizations of Asia and Africa
- An increased interest in world events reflected through class participation and research work

1. Course Number and Title: History 63, History of Religion

2. Group and Area: Group 2; History

3. Bulletin Description of the Course

This course is a survey of the historical development of the major religions in world civilizations. The first part will begin with the ancient religions of Mesopotamia (Sumerians, Hebrews and Babylonians), Egypt, Persia (Zoroastrianism), religions of classical Greece and Rome, culminating with an examination of the two monotheistic religions which sprang from Judaism: Christianity and Islam. In the second part it will examine the religious traditions of India (Hinduism, Buddhism, Sikhism), China (Confucianism, Taoism) and Japan (Shinto). Throughout the course a comparative approach will be used.

4. Number of Weekly Class Hours:

Three (3) weekly class hours

5. Number of Credits:

Three (3) credits

6. Pre or Co-requisites, if any; Basic or advanced:

No prerequisites; Basic course

7. Rationale for Course:

This course serves as an introduction to the historical development of the major religions of the world. It will cover topics of interest to a wide range of students. Considering the reawakened interest in religion in our society today, the material covered in class will stimulate the students' interest in history. Furthermore, it is hoped that the course will provide the students with an opportunity to develop that capacity for historical insight which will enable them to view more objectively and impartially the peoples of the past as well as events of today.