

Revised Undergraduate Curriculum

Course and Curriculum Proposal from: Department of Religious Studies

Revision of Undergraduate Curriculum in Religious Studies

A. Proposal Summary and Catalog Copy

1. Summary

The Department of Religious Studies proposes to:

- *Eliminate the following courses*

RELS 3050 Topics in Religion and Modern Culture
RELS 4050 Topics in Religion and Modern Culture
RELS 4101 Religion and Modern Thought

- *Modify course titles for*

RELS 2157 Buddhism *to*
RELS 2157 South Asian Buddhism
RELS 2600 Approaches to the Study of Religion *to*
RELS 2600 Orientation to the Study of Religion
RELS 3000 Topics in Religious Studies *to*
RELS 3000 Advanced Topics in Religious Studies
RELS 3001 Topics in Religion Studies—Writing Intensive *to*
RELS 3001 Advanced Topics in Religious Studies—Writing Intensive
RELS 3137 Contemporary African-American Religions *to*
RELS 3137 Religion in the African American Experience
RELS 3209 Quest in Literature *to*
RELS 3209 Religion and Literature
RELS 3212 Films and Identity *to*
RELS 3212 Religion and Film
RELS 4000 Topics in Religious Studies *to*
RELS 4000 Seminar in Religious Studies

- *Add 11 new fixed-content courses (see Attachment G1 for course descriptions):*

RELS 3210 Religion and Popular Culture*
RELS 3215 Religion and Sexuality*
RELS 3220 Religion and Masculinity*
RELS 3230 Race, Religion and Murder*

RELS 3232	Islam in the African American Experience*
RELS 3250	The Power of Mourning*
RELS 3300	The Performance of Healing*
RELS 4125	Witches, Saints and Heretics
RELS 4150	Religion in the Contemporary United States*
RELS 4300	Religion and the Body
RELS 4340	Theories of Sacrifice*

*Offered previously as a topics course

- *Add 4 new variable-content courses (see Attachment G1 for course descriptions):*

RELS 3090	Readings in Primary Texts
RELS 4020	Major Text in Religious Studies
RELS 4030	Major Period in Religious History
RELS 4040	Major Approach to the Study of Religion

- *Reorganize the framework for the completing major (see Attachment G2)*
- *Establish a Departmental Honors Program that would include two new courses (see Attachment G1 for course descriptions; see Attachment G3 for program description):*

RELS 4400	Method and Theory in the Study of Religion
RELS 4700	Honors Thesis

2. **Proposed Catalog Copy.** Because this proposal involves a significant reorganization of our current curriculum, we have attached revised Catalogue Copy for the entire, resulting curriculum (see Attachment G2).

B. Justification

1. *Identify the need addressed by the proposal and explain how the proposed action meets the need.*

Overview

The Department of Religious Studies' current curriculum is organized around three categories: Western Religious Traditions, Asian Religious Traditions, and Religion and Modern Culture. This organization, a rough breakdown into "traditions" and "theory and method," is fairly standard for religious studies departments. Although this structure provides students with an understanding of and appreciation for a variety of religious traditions, and gives them a range of tools for thinking critically and innovatively about religion as a historical and cultural phenomenon, we have identified a number of difficulties created by this curricular organization. To solve these problems, we propose reorganizing the framework for completing the major.

In addition to a distribution of classes across Western Religious Traditions, Asian Religious Traditions and Religion and Modern Culture, students must currently complete a course orienting them to the discipline (RELS 2600 Approaches to the Study of Religion) and a capstone course (RELS 4600 Senior Seminar). To better serve all of our students, whether or not they are considering graduate school, we plan to rework the content of these courses and propose adding an Honors Program.

Context

As we began to consider whether our curriculum needed revising, we were struck by the significant changes in the Department's faculty over the past six years. During this period, five full-time faculty members and one part-time faculty member, who had taught a course required of all majors, retired or moved to other positions. Through replacement and new hires, the Department gained nine full-time faculty members—more than one-third of its current faculty complement. This means that the existing curriculum was inherited, rather than created, by the current faculty, without an eye toward maximizing their specific talents or tapping their particular interests.

Challenges

More than the question of “fit,” however, the existing curriculum presents a number of pedagogical and practical challenges. First, there are challenges posed by determining whether a given course falls into the “Western” or “Asian” category. Depending on whether Western is understood as a geographical, historical, cultural or philosophical descriptor, the category's lines are drawn differently. For example, the Department offers courses on Islam and Native American religions. Although these courses are placed under the Western umbrella, there are good reasons to think of these traditions both as Western and non-Western. By the same token, while courses on Daoist ritual practice ostensibly fit well in the Asian category, courses that include discussions of American Zen Buddhist practice or the global spread of Christianity do not—nor do they fit easily in the Western category. Similarly, courses on the religious traditions of the African diaspora, typically offered under the “Religion and Modern Culture” designation, are placed outside the traditions umbrella altogether, and would pose similar challenges to the Western/Asian categories if they were put under them. Requiring courses in Western and Asian traditions has been a way to ensure that our students are exposed to a diverse range of religious traditions. While the Department values and will continue to pursue this pedagogical goal, the current framework is not essential to its achievement.

Second, our current faculty is stretched thin to cover the required traditions courses. Faculty who are able to teach such courses are often relegated to teaching *only* those courses. This reduces their opportunities to offer upper-level courses that will help majors deepen consideration of certain areas of inquiry (especially important for those considering graduate school) and their ability to

pursue research interests through course design. It also means the Department relies heavily on lecturers and adjunct faculty to cover its introductory-level classes. Most importantly, the Department simply does not have faculty trained to cover the relevant traditions. For example, the Department has no faculty member who specializes in Buddhism and only one faculty member who specializes in Hinduism, Daoism and Islam respectively. While we want students to be familiar with a range of religious traditions, requiring a certain number of traditions-focused courses is not the only way to achieve this goal, and the existing structure places significant strain on certain faculty members without fully utilizing their talents.

Third, the Religion and Modern Culture component exacerbates the divide between traditions and theory courses. Courses under this designation have gained a reputation as the Department's theory courses. While it is important for students to be familiar with a range of methodological approaches, the current curricular organization implicitly and unintentionally suggests that traditions courses neither contain nor require theory. Because Religion and Modern Culture courses have typically had higher course numbers, there has been an additional, unintentional implication that studying traditions is something basic, whereas studying theory is advanced. This division within the curriculum has also caused students to think they can avoid theory, that theory is some single and unified thing, that they can choose between studying a tradition or a theory, and that they need to "apply" a theory when studying some feature of a religious tradition. Because all faculty members rely on some kind of methodological apparatus when designing courses and pursuing their research, and because the relation between method and material is more organic than our students often realize, we want to signal that faculty and courses across the Department are engaged in a more unified, common endeavor than the current curricular divisions indicate.

Fourth, the Religion and Modern Culture designation can be both limiting and confusing, especially given that the Department is relatively unique among religious studies departments in its use of this terminology. Because the rubric includes the adjective "modern," faculty members who focus on ancient or pre-modern materials, but who engage contemporary theoretical approaches, are not able to offer courses under this designation, even when they would cover material similar to, and provide students with experiences comparable to, courses that are offered under this designation. With an eye toward showing students how courses across the curriculum are related, and showing each other how our work is connected, we want a curricular framework that more clearly signals the relationships between courses.

Fifth, because the major is organized around Western Traditions, Asian Traditions and Religion and Modern Culture, some courses fall outside these classifications and count toward the major only as electives. This can signal (again, unintentionally) that such courses are less valuable, less important or less central to the discipline. Given that some of these courses—for example, RELS 2105

New Testament and Christian Origins and RELS 2108 Religion in American Culture—are not only absolutely central to the discipline, but are frequently courses that draw students into the major, we need to remedy this organizational marginalization.

Finally, through our discussion of both the existing curricular categories and the approaches taken in our orienting and capstone courses, we realized that the program frequently treats all students as if they were preparing for graduate school. We want our majors who pursue graduate study to be well-prepared for that endeavor. But our curriculum should provide all students, regardless of their post-degree plans, with a meaningful educational experience that provides a critical understanding of the diversity of religious traditions and approaches to studying religion, as well as the transferable writing, reading, analytic and oral-presentation skills traditionally associated with a liberal-arts education.

Solutions

The challenges outlined above have very little to do with the quality and character of the Department's courses or faculty, and much more to do with how the requirements of the major relate courses to each other, move a student through the curriculum, shape faculty and student understandings of the nature of individual classes, and constrain some faculty members' opportunities for designing and offering courses. In revising the curriculum, we want to retain everything that is innovative and successful about our Department, build on the strengths of its past, and adjust those features of the curriculum that no longer serve our students and faculty well. Thus, the central component of our proposed curricular revision is a reorganization of the requirements for completing the major.

Rather than requiring courses in Western Traditions, Asian Traditions, and Religion and Modern Culture, the new curriculum will require students to take courses in Textual Analysis, Historical Analysis, and Cultural Analysis. Specifically, students will be required to take two courses from each rubric, along with two electives, and the orientation and capstone courses mentioned above. (For a more detailed description of the new requirements, see Attachment G2. For a discussion of how the rubrics will be practically implemented, see Attachment G4.)

The Department created these rubrics to reflect the methodological approaches that inform and connect our work. Conversations about curricular revision revealed shared interests in interpreting religious texts, investigating the historical dimension of religious phenomena, and striving to understand the relation between religious and other cultural phenomena. Alongside our more formal curricular conversations, we have had a number of faculty colloquia focused on pedagogy, research and writing over the past year. They have also revealed our shared methodological commitments. In other words, after reflecting on the overlapping interests that inform our research and teaching, the existing faculty developed these rubrics to organize our courses. In addition to reflecting more

accurately our departmental identity, they are similar to rubrics used in programs, such as the University of Chicago, that do not rely on the traditions/theory organization.

These new rubrics resolve a number of the problems outlined above. First, and perhaps most importantly, they allow us to more effectively educate our majors and connect the Department more clearly to the interdisciplinary, liberal-arts mission of the College and University. They show students how the Department's various courses relate to each other and embody a fairly unified and coherent approach to studying religion. They allow us, as a department, to identify points of common conversation. They signal to students and faculty in other departments how what we do in religious studies relates to what they are doing in their departments. Finally, while developing skills important to the academic study of religion, these rubrics also foster analytical skills useful to a range of professional and disciplinary endeavors.

Second, by eliminating the need to take a certain number of courses in Western and Asian traditions, the new rubrics remove the pedagogical and practical challenges posed by that requirement. At the same time, because courses organized around textual, historical and cultural analysis will continue to give careful attention to a range of religious traditions, students will not miss out on opportunities to develop a critical understanding of a diversity of religious perspectives. In fact, because the rubrics will allow for more courses pursuing comparative approaches, the goal of exposing students to religious diversity in a global context will be enhanced.

Third, by eliminating the Religion and Modern Culture category, the new rubrics no longer divide courses along tradition and theory lines. The new rubrics foreground the importance of method in any intellectual inquiry, showing students that theory is omnipresent, giving all our students a sense of competence in a variety of methodological approaches. By eliminating Religion and Modern Culture as a category, the new rubrics also show students that the study of temporally, geographically or culturally remote traditions—as well as the study of contemporary American traditions—can draw on a common set of approaches and require similar forms of analytical awareness.

Fourth, the new rubrics count all of the courses offered in the Department toward completion of the major without—intentionally or not—marking some as more or less central to the study of religion. This allows all faculty members to develop courses that optimally utilize their skills and interests, better serving (and attracting) students and more effectively furthering faculty research agendas.

Fifth, the proposed revision addresses the curriculum's tendency to treat all students as if they are preparing for graduate school. The new rubrics provide a coherent frame for the undergraduate degree that does not contemplate further study as an organizing principle. At the same time, the new rubrics relate directly

to the kinds of skills that students need to excel in graduate school. In fact, they will help students discern the most generative and engaging approaches prior to entering a graduate program. In addition, to better serve majors contemplating graduate school, the Department has submitted a proposal for an Honors Program to the University Honors Council. (For a description, see Attachment G3.) Adding an Honors Program will also allow us to reformulate the existing orientation and capstone courses in order to make them more valuable for all students.

Finally, the proposed revision allows the Department to prepare for the future. As part of this revision, courses will be added to the curriculum. Many have been offered in the past as special topics courses. They are being added as part of this revision to show what the Department's current faculty actually teaches. Some courses, not offered previously, are being added now because faculty have wanted to develop them, but the courses have not fit easily in the existing categories or faculty have not had the opportunity to teach them given the practical constraints of the existing categories. This proposal also includes a range of special topics designations at each level of the curriculum so faculty will have a formal structure to develop courses consistent with the new vision of the Department.

While providing opportunities for innovation and experimentation, this proposal neither requires any faculty member to abandon or change courses they have developed in the past nor to add or develop any new course. It does, however, more accurately reflect the composition and practices of the Department, resolve a number of current challenges, allow the Department to enhance existing strengths, and enable us to prepare for future endeavors.

Summary

In order to address more effectively the pedagogical and practical needs of our students as well as reflect more accurately the interests and abilities of the current faculty, the Department of Religious Studies proposes a revision of the framework for completing the major and the addition of an Honors Program.

2. *Discuss prerequisites/corequisites for course(s) including class-standing.*
None of the proposed courses have prerequisites or corequisites. The new honors course Method and Theory in the Study of Religion (RELS 4400) will be required of, but not limited to, honors students; it will, however, be limited to majors. The new Honors Thesis course (RELS 4700) will be limited to honors students in the major. (For students who are not in the Honors Program, they will be able to do this kind of work through Independent Study.)
3. *Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.*
The proposed changes to courses, including renumbering of certain existing courses, is consistent with the Department's current division of courses into

2000/3000/4000-level courses. The Department assigns course numbers in relation to the amount and difficulty of the writing, reading and oral presentation required by the course.

4. *In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?*

In addition to solving the problems outlined above, this proposal furthers the College's move toward interdisciplinarity. Without sacrificing the Department of Religious Studies' unique contributions to the mission of the College, the proposed rubrics signal connections between the work of our Department and the work of other departments and programs across the University. For our majors, our minors, non-majors who take our classes, our faculty and faculty outside the Department, the relationship between what we are doing and what is being done elsewhere will be much clearer. Moreover, by organizing our major around analytical approaches, the proposed rubrics underscore the way in which a degree in religious studies is consistent with the College's mission of providing a liberal-arts education that prepares students to be engaged, critical members of the global community.

C. Impact

1. *What groups of students will be served by this proposal?*

Undergraduate majors and minors will be the students most directly impacted by this proposal, but all students taking religious studies courses will gain a better sense of the internal coherence of courses in the Department as well as the relation between our courses and courses taken elsewhere in the University.

Current majors, who are completing degrees under the present curriculum, will be given the option to remain under the current system or to move to the revised curriculum. This shift will be handled in the following way: (1) In spring 2011, prior to the time students register for courses for fall 2011, the Department will conduct an audit of all majors' progress toward degree completion. We will prepare a "comparison worksheet" showing each major how the courses they have taken meet the requirements of the current and revised curriculum. (This will require us to make judgments about how past courses fit under the new rubrics, but this should be fairly straight-forward.) During advising, students will be presented with their options. Given the flexibility of the new system, most students will likely opt for it as they will be closer to completion under it. (2) Once students have made their selection for the current or new system, we will note any courses that need to be offered for the next two or three semesters to provide those staying under the current system opportunities to take required courses that will allow them to complete their degree. (3) If, after a few semesters, there are any remaining problems of mismatch between courses needed and courses offered, we will consider them on a case-by-case basis.

Because the revised curriculum does not require professors to stop or start teaching course, the “disappearance” of courses needed under the current system should be minimal.

2. *What effect will this proposal have on existing courses and curricula?*
 - a. *When and how often will added courses be taught?*

Most of the additional courses will be placed on an “as needed” rotation, meaning they will be offered based on student and faculty interest. Because the constraints related to offering traditions courses will be eliminated, this will free up time to offer some of the new courses. The new Honors Program courses will be offered as needed.
 - b. *How will the content and/or frequency of offering of other courses be affected?*

Although some existing courses will probably see a reduction in the frequency with which they are offered, this will not effect the ability of our majors or minors to complete their degree because all courses offered by the Department will fit within the framework for completing the major.
 - c. *What is the anticipated enrollment in courses added (for credit and auditors)?*

Because the new rubrics will allow faculty members to more easily develop new courses related to student and faculty interest, and because the new rubrics will create a greater sense of the interdisciplinary appeal of religious studies courses, the proposal has the possibility of increasing course enrollments. Because many of the proposed courses have been offered previously as topics courses, enrollments should, at the very least, stay at existing levels. The new Honors Program courses will, however, have small enrollments. RELS 4400 (Method and Theory in the Study of Religion) will be limited to majors and will not be required of all majors. RELS 4700 (Honors Thesis) will have similarly small enrollments, but it will be administered as an independent study, so it will not affect course offerings and enrollments overall.
 - d. *How will enrollment in other courses be affected? How did you determine this?*

Because the new rubrics do not require changes in the number of courses offered by faculty, enrollments in other courses should not be effected. Although the Honors Program course RELS 4400 (Method and Theory in the Study of Religion) will be a small class, it will only be offered as needed. If rotated among junior and senior faculty, the overall impact on enrollments across the Department’s courses should be negligible.

- e. *If courses have been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.*

The following courses are representative of previously offered special topics courses that we propose to add to our curriculum:

Islam in the African American Experience, offered once as RELS course, 20 students

The Performance of Healing, offered once as RELS course, 25 students

The Power of Mourning, offered once as RELS course, 15 students

Race, Religion and Murder, offered four times as RELS course, average enrollment of 35

Religion and Masculinity, offered once as RELS course, 37 students

Religion and Popular Culture, offered once as LBST course, 38 students

Religion and Sexuality, offered once as RELS course, 33 students

Religion in the Contemporary United States, offered twice as RELS course, 16 and 21 undergraduates; 0 and 5 graduates

Theories of Sacrifice, offered once as RELS course, 10 undergraduates and 4 graduates

- f. *Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.*

Because this is a significant alteration to the entire major, we have included the entire catalog copy (see Attachment G2).

D. Resources Required to Support Proposal

When added resources are not required, indicate “none.” For items which require “none,” explain how this determination was made.

1. *Personnel*

- a. No new faculty, additional part-time instructors, additional teaching assistants and/or increased load on present faculty will be required since all new courses can be taught by at least one current faculty member.

- b. Qualified faculty members interested in teaching new courses:

Islam in the African American Experience (Kathryn Johnson, Julia Robinson-Harmon)

The Performance of Healing (Sean McCloud, David Mozina, James Tabor)

The Power of Mourning (Kent Brintnall, Barbara Thiede, Joseph Winters)

Race, Religion and Murder (Julia Robinson-Harmon, Joseph Winters)

Religion and the Body (Kent Brintnall, David Mozina, Julia Robinson-Harmon, Jeremy Schott)

Religion and Masculinity (Kent Brintnall)

Religion and Popular Culture (Kent Brintnall, Sean McCloud)
Religion and Sexuality (Kent Brintnall, Julia Robinson-Harmon, Jeremy Schott)
Religion in the Contemporary United States (Sean McCloud, Julia Robinson-Harmon)
Theories of Sacrifice (Kent Brintnall, David Mozina, John Reeves, Julia Robinson-Harmon)
Witches, Saints, and Heretics (Kent Brintnall, Sean McCloud, Joanne Robinson)

2. *Physical Facility*
No additional resources, since all new courses will be taught in regular classrooms.
3. *Equipment and Supplies*
No additional resources, since all new courses require equipment and supplies similar to those required by our current courses.
4. *Computer*
No additional resources, since none of the new courses requires additional computer work by students.
5. *Audio-Visual*
No additional resources, since none of the new courses requires additional audio-visual work by students.
6. *Other Resources*
No additional resources, since all new courses require resources similar to those required by current curriculum.
7. *Indicate sources of funding for new/additional resources required to support this proposal.*
No additional funding for resources is required.

E. Consultation with the Library and Other Departments or Units

1. *Library Consultation*
On April 12, 2010, proposals for new courses were sent to Judith Van Noate, Humanities Reference Librarian, for consultation. Over summer 2010, Ms. Van Noate completed reports for some of the courses. In fall 2010, Stephanie Otis assumed Ms. Van Noate's duties and completed reports for the remaining proposed courses. Their respective reports are included with the short form for each new, proposed course (see Attachment G1).

2. *Consultation with Other Departments or Units*

- The following CLAS units have attached (i) a Short Form proposal to modify their course requirements and/or course descriptions to ensure consistency with the proposed revisions to the Religious Studies curriculum, as well as (ii) the required Short Signature Sheet (see Attachment G5):

Africana Studies
American Studies
Communication Studies
Film Studies

- The following Departments and Units have provided statements of support for this proposal (see Attachment G6):

Anthropology
History
Philosophy
Psychology
Sociology
University College

- The Registrar's Office has confirmed the feasibility of tracking students' completion of the proposed curriculum (see Attachment G4).

The Department of Religious Studies is not aware of any other Department, Program or College affected by the proposed revisions to its curriculum.

F. Initiation and Consideration of the Proposal

1. *Originating Unit*

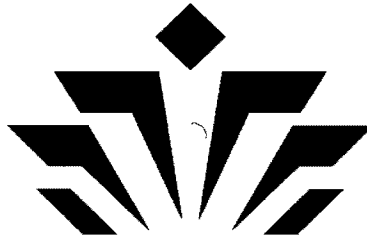
For the past several years, the Religious Studies Department has considered potential revision of its undergraduate curriculum through both formal and informal conversation. The discussions began when the Department initiated its most recent self-study. They continued in a slightly more formal way at an all-day retreat in December 2007, when the Department considered a number of models for organizing a religious studies curriculum. In May 2009, the Department's Curriculum Committee called a meeting to gauge departmental interest in curricular change. Over Summer 2009, the Committee prepared a report to the Department's faculty that articulated the reasons that curricular revision might be advisable and outlined a proposed model for those revisions. At the beginning of fall 2009, the Department had a day-long retreat to discuss the Committee's report. By assent, the Department unanimously agreed to move forward with the Committee's proposal. During Fall 2009, the Curriculum Committee continued to refine the proposal—through discussion with relevant

CLAS and University administrators, as well as continuing discussion at each of the Department's monthly faculty meetings. At the end of the fall semester, the Department continued this conversation during a day-long retreat with a consultant from the Wabash Center devoted to the department's overall goals and learning outcomes for the department. As a result of these conversations, the department voted unanimously at its regular meeting on April 26, 2010 to adopt the proposal presented here. Assuming the proposed revision is approved, the Department plans to implement it in Fall 2011.

2. *Other Considering Units*
No other actionable consideration is required on behalf of other units.

G. Attachments

1. *Short form proposals for proposed new courses.*
2. *Entire, Resulting Catalog Copy and Course Descriptions*
3. *Honors Program Description*
4. *Management of Rubric Designations*
5. *Short Forms from Other Departments and Programs*
6. *Statements of Support from Other Departments, Programs and Colleges*
7. *Long Form Signature Sheet*



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee
From: J. Daniel White
Date: February 21, 2010
Re: RELS 2157: Title change and edit of course description

SUMMARY: Change title to “South Asian Buddhism.” Slight editorial change in catalogue description.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No
2. If Yes, please list the other departments affected by the proposed change:

Film Studies
3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes _____ No **Not applicable**
4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

RELS 2157. South Asian Buddhism. (3) The historical development of Buddhism during its first twenty-five hundred years with particular emphasis on its diverse manifestations in South Asia. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students **must** consult the course descriptions circulated each semester to determine which designations have been assigned to particular courses. (*Alternate years*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



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SHORT SIGNATURE SHEET

Date: 9/28/10

Subject Of Attached Memorandum: course title change + copy edit

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/28		<u>Person Originating Proposal</u>
	10/1		<u>Department Chairperson</u>
		Chair of the College Curriculum Committee	College Dean
		Signature _____ Date _____	Signature _____ Date _____
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Julia Robinson-Harmon

Date: March 9, 2010

Re: Proposed addition of "Islam in the African American Experience" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies proposes the addition of "Islam in the African American Experience" to its undergraduate/graduate curriculum (4000/5000-level). This course has been taught once as a topics course at this level and could be taught in the future by several members of the department.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

The Department of Africana Studies, with which this course is cross-listed.

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

Chair of the Department of Africana Studies Akinwumi Ogundiran responded:

We support your action to give "Race, Religion and Murder" and "Islam in the African American Experience" permanent course numbers. These courses have served our major and minor students very well. They help broaden the scope of the Africana Studies curriculum.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None.

PROPOSED CATALOG COPY:

An examination of the historical practices of Islam and its varied forms within African American culture. A key component of the course centers around the narratives of Nobel Drew Ali, Elijah Muhammad, Malcolm X, Wraith Dean Muhammad, and Louis Farrakhan. This course also has a gendered component looking at the leadership of black women within Islam, the Nation of Islam, and Moorish Science. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.




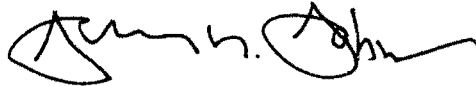
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/28/10

Subject Of Attached Memorandum: New course

Originating Department: Religious Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/28		<u>Person Originating Proposal</u> 
	9/28		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee
From: Sean McCloud
Date: 30 August 2010
Re: Proposed addition of “Major Approach to the Study of Religion” to
RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes.
Please give a brief statement as to why the change is being proposed.

I write to propose that the Department of Religious Studies add a 4000-level course, “Major Approach to the Study of Religion.” This course will establish a variable-content designation that will allow faculty to develop new and *ad hoc* courses focused on major methodological approaches to the study of religion. This course will parallel the existing course focused on a major figure in religion and will reflect the overall curricular revision in the department.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
 Yes No

2. If Yes, please list the other departments affected by the proposed change:
Very broadly, such a course may at times be taught in a manner to allow cross-listing with either anthropology or sociology

3. Have you consulted with each department listed in question 2 regarding the proposed change?
 Yes No

4. Result(s) of Consultation(s): Please see attached letters of support in Appendix G6

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A focused examination of an influential classical or contemporary approach to the study of religion, or small set of related approaches. The course will focus on close reading of primary texts and developing students' critical engagement with texts, through writing and discussion. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 10/1/10

Subject Of Attached Memorandum: New Course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	10/1		<u>Person Originating Proposal</u>
	10/1		<u>Department Chairperson</u>
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To:

From:

Date:

Subject: RELS 4040

Summary of Librarian's Evaluation of Holdings:

Evaluator: Stephanie Otis Date: 9/30/10

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

please see attached

Stephanie Otis
Evaluator's Signature

9/30/10
Date

Major Approach to the Study of Religion (RELS 4040)

Given the broad scope of the course, and its potential for various iterations, it is impossible to consider every possible line of inquiry. However, several representative searches show adequate holdings to support the course as it might be offered. For specific approaches taught, the instructor may need to work with the library to increase book holdings. With the library's new collection development approach, departments are in a strong position to build book collections where necessary to support new courses.

LC Subject Heading/Keyword	# Titles
Religion and literature	1271
Religion and psychology	408
Religion and sociology	397
Religion and media	210
Religion and geography	105
Religion and popular culture	148
Religion and folklore	92
Religion and gender	463
Religion and anthropology	219
History of religions	525

In addition to book holdings, the library's serial subscriptions and electronic databases offer thousands of periodical titles to support the work of this course.

The library's eJournal subscriptions include approximately 600 titles related to religion. Databases with significant religion-related contents include:

ATLA Religion Database with ATLASerials

Index to Biblical studies, world religions, church history, religion & society. (1600 titles)

JSTOR

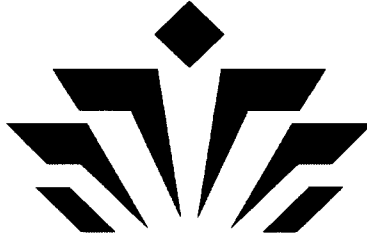
Multi-disciplinary source with 56 religion journals as well as titles from related disciplines.

Project Muse

Multi-disciplinary source with 21 religion journals as well as titles from related disciplines.

Many of these databases have links to the full-text electronic articles.

The library collection is further supported by a reference librarian with experience in humanities and social science research. The librarian offers classes in research methods to students at both the undergraduate and graduate levels. Upon request from a faculty member, the librarian will create a class web site customized for his students and their research project.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Kent L. Brintnall

Date: 8 March 2010

Re: Proposed addition of “Major Period in Religious History” to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add “Major Period in Religious History” to its regular curriculum as a 4000-level course. This course will establish a variable-content designation that will allow faculty to develop new and *ad hoc* courses focused on a discreet, and important, period in the history of religion. This course may focus on the relation among social, political, artistic, economic and material dimensions of a given period as they shaped and were shaped by religion. This course will parallel the existing course focused on a major figure in religion and will reflect the overall curricular revision in the department.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

Such a course may at times be taught in a manner to allow cross-listing with history.

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

Please see attached letter of support in Appendix G6.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A focused examination of a discreet and important period in religious history. The course will examine social, political, cultural, artistic and economic dimensions of a given period with respect to how they shaped, and were shaped by, religion. This course fulfills the requirement for a course in historical analysis. May be repeated for credit for different periods. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

Such a course may at times be taught in a manner to allow cross-listing with history.

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

Please see attached letter of support in Appendix G6.

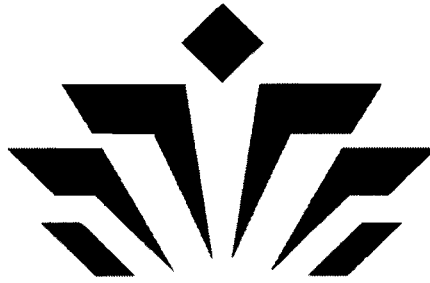
RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A focused examination of a discreet and important period in religious history. The course will examine social, political, cultural, artistic and economic dimensions of a given period with respect to how they shaped, and were shaped by, religion. May be repeated for credit for different periods.

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.




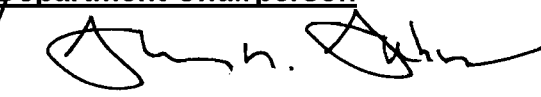
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 10/1/10

Subject Of Attached Memorandum: New course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	10/1		<u>Person Originating Proposal</u> 
	10/1		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To:

From:

Date:

Subject: RELS 4030

Summary of Librarian's Evaluation of Holdings:

Evaluator: Stephanie Otis Date: 9/30/10

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

please see attached

Stephanie Otis
Evaluator's Signature

9/30/10
Date

Major Period in Religious History (RELS 4030)

Given the broad scope of the course, and its potential for various iterations, it is impossible to consider every possible line of inquiry. However, several representative searches show adequate holdings to support the course as it might be offered. For specific periods taught, the instructor may need to work with the library to increase book holdings. With the library's new collection development approach, departments are in a strong position to build book collections where necessary to support new courses.

LC Subject Heading/Keyword	# Titles
Late Antiquity	221
Early modern and religion	248
Medieval	572
Middle ages (all)	1094
Early church ca. 30-600	531
Antebellum and United States	257
Colonial and United States	1041
18 th c. United States	721
19 th c. United States	3485
20 th c. United States	8983
United States-religion-1945-	121

In addition to book holdings, the library's serial subscriptions and electronic databases offer thousands of periodical titles to support the work of this course.

The library's eJournal subscriptions include approximately 600 titles related to religion. Databases with significant religion-related contents include:

ATLA Religion Database with ATLASerials

Index to Biblical studies, world religions, church history, religion & society. (1600 titles)

JSTOR

Multi-disciplinary source with 56 religion journals as well as titles from related disciplines.

Project Muse

Multi-disciplinary source with 21 religion journals as well as titles from related disciplines.

Many of these databases have links to the full-text electronic articles.

The library collection is further supported by a reference librarian with experience in humanities and social science research. The librarian offers classes in research methods to students at both the undergraduate and graduate levels. Upon request from a faculty member, the librarian will create a class web site customized for his students and their research project.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Sean McCloud

Date: 30 August 2010

Re: Proposed addition of "Major Text in Religious Studies" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

I write to propose that the Department of Religious Studies add RELS 4020: "Major Text in Religious Studies" to its regular curriculum as a 4000-level course. This course will establish a variable-content designation that will allow faculty to develop new and *ad hoc* courses focused on an influential primary or secondary text in Religious Studies. The course will focus on a close, careful analysis of the text. This course will parallel the existing course focused on a major figure in religion and will reflect the overall curricular revision in the department.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes xx _____ No

2. If Yes, please list the other departments affected by the proposed change:

Film Studies

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes xx _____ No

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A focused examination of an important primary text, or small range of primary texts, in the study of religion. The text may be a sacred text from a religious tradition or a theoretical text important in the study of religion. This course fulfills the requirement for a course in textual analysis. May be repeated for credit for different texts. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes N/A No

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A focused examination of an influential primary or secondary text in the study of religion. The course will focus on close reading of the texts and developing students' critical engagement through writing and discussion. May be repeated for credit for different texts.

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



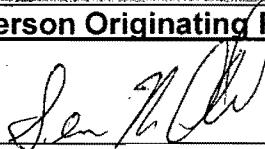
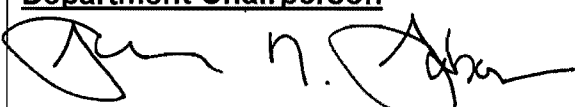
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/28/10

Subject Of Attached Memorandum: new course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/28/10		<u>Person Originating Proposal</u> 
	9/28/10		<u>Department Chairperson</u> 
		Chair of the College Curriculum Committee	College Dean
		Signature _____	Signature _____
		Date _____	Date _____
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To:

From: Stephanie Otis

Date: 27 September 2010

Subject: REL 4020

Summary of Librarian's Evaluation of Holdings:

Evaluator: Stephanie Otis Date: 9/27/2010

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

please see attached

Stephanie Otis
Evaluator's Signature

September 27, 2010
Date

Major Text in Religious Studies (REL 4020)

Given the broad scope of the course, and its potential for various iterations, it is impossible to consider every possible line of inquiry. However, several representative searches show adequate holdings to support the course as it might be offered. For specific texts taught (particularly non-Christian texts), the instructor may need to work with the library to increase book holdings. However, the course specifies close reading of the primary text, so secondary readings may be less important. With the library's new collection development approach, departments are in a strong position to build book collections where necessary to support new courses.

LC Subject Heading	# Titles
Bible	6464
Koran	131
Bhagavadgita	19
Vedas/Rishis	42
Augustine/Confessions	89

In addition to book holdings, the library's serial subscriptions and electronic databases offer thousands of periodical titles to support the work of this course.

The library's ejournal subscriptions include approximately 600 titles related to religion.

Databases with significant religion-related contents include:

ATLA Religion Database with ATLASerials

Index to Biblical studies, world religions, church history, religion & society. (1600 titles)

JSTOR

Multi-disciplinary source with 56 religion journals as well as titles from related disciplines.

Project Muse

Multi-disciplinary source with 21 religion journals as well as titles from related disciplines.

Many of these databases have links to the full-text electronic articles.

The library collection is further supported by a reference librarian with experience in humanities and social science research. The librarian offers classes in research methods to students at both the undergraduate and graduate levels. Upon request from a faculty member, the librarian will create a class web site customized for his students and their research project.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Sean McCloud

Date: 30 August 2010

Re: Proposed addition of "Method and Theory in the Study of Religion"
to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

I write to propose that the Department of Religious Studies add RELS 4700: "Method and Theory in the Study of Religion" to its regular curriculum as a 4000-level course. This class will be one of two required of our honors students and will entail a more advanced and detailed examination of theories and methods in the academic study of religion. As such the course will act as an appropriate bookend to our required entering major course, RELS 2600: Orientation to the Major." The addition of this course corresponds to the department's curricular revision and addition of an honors tract.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No

2. If Yes, please list the other departments affected by the proposed change:

Film Studies

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes No

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A close examination of primary texts representing influential classical and contemporary approaches to the study of religion. Attention given to student writing and oral presentation skills. Required of all honors students. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



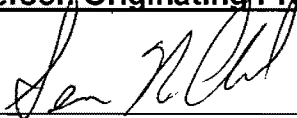

UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/28/10

Subject Of Attached Memorandum: New course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/28/10		<u>Person Originating Proposal</u> 
	9/24/10		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To:

From: Stephanie Otis

Date: 27 September 2010

Subject: REL 4700

Summary of Librarian's Evaluation of Holdings:

Evaluator: Stephanie Otis Date: 9/27/2010

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

please see attached

Stephanie Otis
Evaluator's Signature

September 27, 2010
Date

Method and Theory in the Study of Religion (REL 4700)

Given the broad scope of the course, it is impossible to consider every possible line of inquiry. However, several representative searches show adequate or better-than-adequate holdings to support the course.

A catalog search for "religion and theory" yields 519 titles, ranging from foundational texts to current discussions. "Comparative religion" includes 355 titles. The collection includes 31 titles by or about Clifford Geertz, and 205 related to Michel Foucault. Approximately 140 titles relate to secularization/secularism/secularization theology. Race, class, and gender, when searched individually with religion, provide an additional 1800 titles.

The library holds numerous texts authored by the theorists included in the assigned readings.

In addition to book holdings, the library's serial subscriptions and electronic databases offer thousands of periodical titles to support the work of this course.

The library's ejournal subscriptions include approximately 600 titles related to religion.

Databases with significant religion-related contents include:

ATLA Religion Database with ATLASerials

Index to Biblical studies, world religions, church history, religion & society. (1600 titles)

JSTOR

Multi-disciplinary source with 56 religion journals as well as titles from related disciplines.

Project Muse

Multi-disciplinary source with 21 religion journals as well as titles from related disciplines.

Many of these databases have links to the full-text electronic articles.

The library collection is further supported by a reference librarian with experience in humanities and social science research. The librarian offers classes in research methods to students at both the undergraduate and graduate levels. Upon request from a faculty member, the librarian will create a class web site customized for his students and their research project.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: David Mozina

Date: 18 January 2010

Re: Proposed addition of “The Performance of Healing” to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add “The Performance of Healing” to its regular curriculum as a 3000-level course. This course is currently being offered in the Spring 2010 term as an undergraduate course, and has drawn an impressive cross-section of students from Religious Studies, Anthropology, the hard sciences, and the College of Health & Human Services. Because practices of healing are bound up in normative discourses of illness, health, body, self, society, and the cosmos, this course shows students how practices of healing, including modern Western biomedicine, relate to the larger cultural order. Because healing practices exist in just about every culture, this course demonstrates the connection between practices of healing and the larger cultural order by means of case studies drawn from religious and secular healing practices from around the globe, thereby exposing students to a wide diversity of cultural and religious perspectives designed to challenge their own assumptions of what is normative. Finally, this course necessarily crosses disciplinary lines.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
 Yes No
2. If Yes, please list the other departments affected by the proposed change:

Anthropology
3. Have you consulted with each department listed in question 2 regarding the proposed change?
 Yes No
4. Result(s) of Consultation(s): Please see the attached letter of support in Appendix G6

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

An examination of practices of healing and their concomitant discourses of illness, health, body, society, and cosmos across selected religious and secular traditions. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.




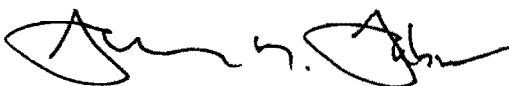
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/17/10

Subject Of Attached Memorandum: New course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/17		<u>Person Originating Proposal</u> 
	9/17		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Ph.D. and David Mozina, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: April 27, 2010

Re: Course Proposal, RELS 3300

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: RELS 3300, The Performance of Healing: Illness and Health Across Religious Traditions
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 27, 2010

Check one:

- 1. Holdings are superior. _____
- 2. Holdings are adequate. XXX
- 3. Holdings are adequate only if department purchases additional holdings. _____
- 4. Holdings are inadequate. _____

Comments:

This course is currently being taught as a topics course. Written assignments for this course will primarily rely on required texts. There are specific "recommended texts and series" mentioned in the syllabus. Suggestion: place these titles on reserve when the course is being taught. The library does *not* have: *Body/Meaning/Healing* and does *not* have *Religious Healing in Boston: Reports from the Field* or *Religious Healing in Boston: Body, Spirit, Community*. The library does *not* provide access to the journal *Culture Illness, Healing*. It does have electronic access to the rest of the journals mentioned in the syllabus. The library has adequate materials to support research in religion. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

April 27, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Joseph Winters

Date: March 1, 2010

Re: Proposed addition of “The Power of Mourning” to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add “The Power of Mourning” to its regular curriculum as a 3000-level course. This course was taught in the Fall of 2009 and attracted students from several different departments - religious studies, politics, psychology, and philosophy. Death and loss are coterminous with life. Because mourning is such a familiar part of our everyday practices, while at the same time not usually the object of critical reflection, this course introduces students to theoretical and philosophical ways of responding to loss and suffering. It compels students to examine the social and political implications of mourning insofar as suffering and loss are often produced by pernicious arrangements of power. This course also prompts students to think seriously about the relationship between mourning and hope, between traversing the effects of loss and working toward a world where more people flourish. In this course, students are required to read texts (fiction and non-fiction) closely and make connections between “abstract” theory and everyday life.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes _____ No NOT APPLICABLE

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

A theoretical examination of mourning and the ethical/political implications of mourning for our understanding of power, agency, and hope. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/40

Subject Of Attached Memorandum: New course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC	SIGNATURES
	9/27		<u>Person Originating Proposal</u>
	9/27		<u>Department Chairperson</u>
Chair of the College Curriculum Committee			College Dean
Signature		Date	Signature
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 5, 2010

Re: Course Proposal, RELS 3050

REL 3050 (circled)

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

REL 3050 (circled)

Request to establish a new undergraduate course: RELS 3050, The Power of Mourning: Violence, Loss, and the Audacity to Hope
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 5, 2010

Check one:

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

_____ XXX _____

Comments:

There are several required texts for this course. The library owns most of these – and suggests that these be put on reserve during the course. Other readings will be made available – the library suggests putting these on reserve (either in print or electronically). Students will write a major research paper (topics will vary) which will require library materials. In general the library has adequate journal holdings (print and electronic to meet the needs of the course). The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Communication and Mass Media Complete*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. Monographic holdings will be adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 5, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Julia Robinson-Harmon

Date: March 9, 2010

Re: Proposed addition of "Race, Religion & Murder" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add "Race, Religion & Murder" to its undergraduate curriculum (3000-level). This course has been taught four times as a topics course at this level and could be taught in the future by several members of the department.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

The Department of Africana Studies, with which this course is cross-listed.

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

Chair of the Department of Africana Studies Akinwumi Ogundiran responded:

We support your action to give "Race, Religion and Murder" and "Islam in the African American Experience" permanent course numbers. These courses have served our major and minor students very well. They help broaden the scope of the Africana Studies curriculum.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None.

PROPOSED CATALOG COPY:

Race, Religion and Murder is designed to introduce students to the intersection of race, religion, and violence in American culture. Specifically, this course addresses how Judeo-Christian, Islamic, and Asian traditions have been used to justify and even condone acts of violence against women, children and peoples of color. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



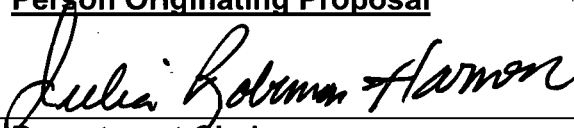
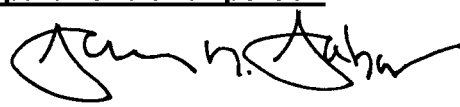
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/28/10

Subject Of Attached Memorandum: New course

Originating Department: Religious Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/28		<u>Person Originating Proposal</u> 
	9/28		<u>Department Chairperson</u> 
<u>Chair of the College Curriculum Committee</u>		<u>College Dean</u>	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 6, 2010 3230 Lm

Re: Course Proposal, RELS 3050.

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: RELS ~~3050~~ Race, Religion and Murder

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 6, 2010

Check one:

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

_____ XXX _____

Comments:

This course has been taught four times as a topics course. There are several required texts for this course, which are already on reserve for the course. Students will have several, research related papers. These will come from course readings, current news and journal articles. Video clips are also encouraged. In general the library will have adequate journal holdings (print and electronic to meet the needs of the course). For this class specifically we recommend *NewsBank* and *LexisNexis Academic: News* in addition to scholarly resources. The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. The library has a small video/dvd collection. More videos may be available via <http://video.google.com/>. Monographic holdings are adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 6, 2010



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: Undergraduate Course and Curriculum Committee

From: Department of Religious Studies

Date: January 13, 2010

Re: Addition of RELS 3090 Readings in Primary Texts to the department's undergraduate curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies proposes the addition of a new elective course to its undergraduate curriculum: RELS 3090 Readings in Primary Texts (3). For the proposed catalogue-copy, see below.

Rationale for new course: The academic study of particular religions often necessitates the acquisition of a basic competence in the reading and interpretation of a religious community's monuments, artifacts, and scriptures in their original languages. A generic language course which can be adapted to an individual instructor's needs will broaden and enhance our present curriculum in the study of ancient Mediterranean religions, Judaism, Christianity, Islam, Hinduism, Buddhism, and the religions of East Asia. All students of sincere interest, regardless of major, would benefit from exposure to the subject matter of this course.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes _____ No NOT APPLICABLE

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

No new resources or personnel are required to add this course to the department's curriculum.

PROPOSED CATALOG COPY:

RELS 3090 Readings in Primary Texts (3). Introductory and/or intermediate level readings of ancient and medieval primary source texts in languages such as Greek, Latin, Hebrew, Aramaic, Arabic, Sanskrit, or Chinese. This course fulfills the requirement for a course in textual analysis. May be repeated for credit as topics vary. (*On demand*).

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



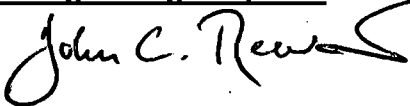

UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: New course

Originating Department: Religious Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/27		<u>Person Originating Proposal</u> 
	9/27		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Ph.D. and John C. Reeves, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: April 27, 2010

Re: Course Proposal, RELS 3090

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: RELS 3090 Readings in Primary Texts

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 27, 2010

Check one:

1. Holdings are superior.

2. Holdings are adequate.

XXX

3. Holdings are adequate only if department purchases additional holdings.

4. Holdings are inadequate.

Comments:

Assignments for this course will primarily rely on required texts. Other readings may be assigned which require library resources. Languages and material covered by this course may vary. The library has adequate materials to support research in religion. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline.

Judith Van Noate
Evaluator's Signature

April 27, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee
From: Kent L. Brintnall
Date: 15 January 2009
Re: Proposed addition of "Religion & Masculinity" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add "Religion & Masculinity" to its regular curriculum as a 3000-level course. This course has been offered once as a cross-listed RELS/WGST undergraduate course. Because religion both has and continues to play such a significant role in shaping, and challenging, normative understandings of masculinity, this course shows students how religious discourses and practices relate to the larger cultural order. Because masculinity is such a complicated cultural, social and cultural phenomena, this course shows students the complexity of gendered and sexual identities. Because the relationship between religious discourses and conceptions of masculinity are so complex across time and tradition, this course exposes students to wide diversity of cultural and religious perspectives. Finally, this course necessarily crosses disciplinary lines.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
 Yes No
2. If Yes, please list the other departments affected by the proposed change:

Women's and Gender Studies
3. Have you consulted with each department listed in question 2 regarding the proposed change?
 Yes No
4. Result(s) of Consultation(s):

Coral Wayland, Director of Women's & Gender Studies, supports adding this course to the RELS curriculum as it will expand options for those in the WGST program. Wayland plans to add a parallel course to WGST course lists to ease cross-listing.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

An examination of the role of religious discourses and practices in shaping, regulating and evaluating masculine identities and practices. Although the focus of this course may vary, it may only be taken once for credit. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: New Course

Originating Department: History Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC	SIGNATURES
	9/27		<u>Person Originating Proposal</u>
	9/27		<u>Department Chairperson</u>
<u>Chair of the College Curriculum Committee</u>		<u>College Dean</u>	
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Ph.D. and Kent L. Brintnall, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: April 28, 2010 ³²²⁰

Re: Course Proposal, RELS 3050 sm

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX ^{3220 (5) sm}

Request to establish a new undergraduate course: RELS 3050 Religion and Masculinity

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: April 28, 2010

Check one:

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

_____ XXX _____

Comments:

This course is currently being taught as a topics course. There is a required text. Other readings will be made available via electronic reserves. Students will have several written assignments which may require library materials. The library provides access to several *EBSCO Research Databases*, including *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

April 28, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: Department Chair James Tabor and the Department Curriculum Committee

From: Sean McCloud

Date: 1/22/10

Re: Proposal to add a 3000-level course, "Religion and Popular Culture," to the RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

I propose that we add a 3000-level course titled "Religion and Popular Culture" to the undergraduate. Several members of the department would likely use this course title and number.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
 Yes No
2. If Yes, please list the other departments affected by the proposed change:

The American Studies program, with which this course could be cross-listed.

3. Have you consulted with each department listed in question 2 regarding the proposed change?
 Yes No
4. Result(s) of Consultation(s):

Program Director Paula Eckard responded:

Thank you for contacting me about the proposed course changes in your department. You have my enthusiastic support for converting Religion and Popular Culture and Religion in the Contemporary United States into permanent offerings. These courses would support the American Studies minor as content courses or as cross-listings. Either way, I welcome the changes you propose. Please let me know if you have any questions or need additional feedback.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

NONE

PROPOSED CATALOG COPY:

This course examines some of the interactions and intertwinings of religion and popular culture. Topics may include, but are not limited to, popular literature, domestic rituals, material and visual cultures, space and place, fan cultures, media, and folklore. Throughout the semester, we examine how religion and popular culture shape and are shaped by issues of identity, community, nostalgia, memory, commercialism, capitalism, power, and meaning. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



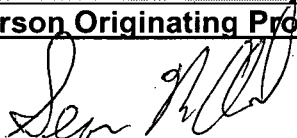
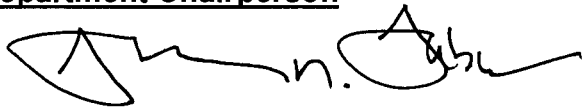
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: New Course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/27/10		<u>Person Originating Proposal</u> 
	9/27/10		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNCC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Sean McCloud, Ph.D. and Kent L. Brintnall, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 5, 2010

Re: Course Proposal, RELS 3210 ³²¹⁰ ~~3XXXX~~ - draft - needs course number

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: RELS 3210 ³²¹⁰ ~~3XXX~~ - Religion and Popular Culture (please note - there is no course number listed for this course)
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 5, 2010

Check one:

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

_____ XXX _____

Comments:

There are several required texts for this course. Other readings will be made available via electronic reserves. Students will write a major research paper (topics will vary) which will require library materials. The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Communication and Mass Media Complete*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. Monographic holdings will be adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 5, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Kent L. Brintnall

Date: 15 January 2009

Re: Proposed addition of "Religion & Sexuality" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add "Religion & Sexuality" to its regular curriculum as a 3000-level course. This course has been offered once as a cross-listed RELS/WGST undergraduate course. Course enrollment quickly capped at 35 students, was extended to 40, and was not increased only because no room was available at the relevant time-slot. At least a dozen students expressed interest beyond the 40 registered. Several faculty have indicated an interest in teaching this course. Because religion and sexuality have both a long, complicated history and a complex relationship in the contemporary moment, this course allows students to think through a number of vital questions about the cultural operation of religious discourses. In addition, given the wealth of topics that can be discussed under this heading, this course exposes students to a wide array of perspectives, challenging their assumptions and compelling them to develop critical thinking and analytical skills. Finally, this course necessarily crosses disciplinary lines.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

Women's and Gender Studies

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

Coral Wayland, Director of Women's & Gender Studies, supports adding this course to the RELS curriculum as it will expand options for those in the WGST program. Wayland plans to add a parallel course to WGST course lists to ease cross-listing.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

An examination of the role of religious discourses and practices in shaping, understanding and evaluating sexual practices, desires and identities. Although the focus of this course may vary, it may only be taken once for credit. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: New Course

Originating Department: Religion Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/27		<u>Person Originating Proposal</u>
	9/27		<u>Department Chairperson</u>
		Chair of the College Curriculum Committee	College Dean
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNCC HARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Sean McCloud, Ph.D. and Kent L. Brintnall, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 5, 2010

Re: Course Proposal, RELS 3050 and WGST 3050

3215 sm

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: RELS 3050 Religion and Sexuality

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 5, 2010

Check one:

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

_____ XXX _____

Comments:

There are several required texts for this course. Other readings will be made available via electronic reserves. Students will have several written assignments which may require library materials. The library provides access to several *EBSCO Research Databases*, including ATLA Religion Database, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 5, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: David Mozina

Date: 18 January 2010

Re: Proposed addition of "Religion and the Body" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add "Religion and the Body" to its regular curriculum as a 4000/5000-level course. This course will first be offered during the 2010-2011 academic year, but given the centrality of "the body" in religious studies and the fact that several faculty members can and will teach versions of this course, it should be included in the regular RELS curriculum. Because religion plays such a significant role in shaping, and challenging, normative understandings of the body, this course shows students how religious discourses and practices relate to the larger cultural order. Because experience as a body is such a fundamental cultural, social, and physical phenomena, this course shows students the essential role the human body plays in perception. Because the relationship between religious discourses and perception is so complex across time and tradition, this course exposes students to a wide diversity of cultural and religious perspectives, which are designed to challenge their own normative judgments as to what a body is and how it functions in the world of discourse.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes X No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes _____ No NOT APPLICABLE

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

An examination of the relationship between religious discourses and practices and the perceptions and experiences of an embodied subject. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



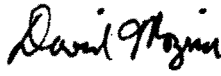
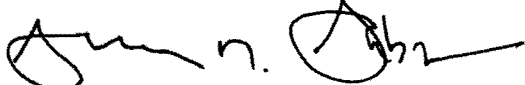
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: new course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/27		<u>Person Originating Proposal</u> 
	9/27		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 5, 2010

Re: Course Proposal, RELS 4300

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: RELS 4300 – Religion and the Body

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 5, 2010

Check one:

1. Holdings are superior.

2. Holdings are adequate.

_____ x _____

3. Holdings are adequate only if department purchases additional holdings.

4. Holdings are inadequate.

Comments:

There are several required texts for this. There will be written assignments, but no research type paper. Students may consult outside material for their papers, but this is not a requirement. Should supplementary material be needed, in general the library has adequate journal holdings (print and electronic) to meet the needs of the course. The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. Monographic holdings are adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Evaluator's Signature

May 5, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: Department Chair James Tabor and the Department Curriculum Committee

From: Sean McCloud

Date: 1/22/10

Re: Proposal to add 4000/5000 level course, "Religion in the Contemporary United States," to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

I propose that we add a 4000/5000-level course titled "Religion in the Contemporary United States" to the undergraduate/graduate curriculum. Versions of the course have been taught twice at this level under the title of "Religion Late Modernity" and once under the title "Combining Religions, Consuming Spiritualities: Religion in the Contemporary United States." Several members of the department would likely use this course title and number.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

The American Studies Program, with which this could be cross-listed

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

Program Director Paula Eckard responded:

Thank you for contacting me about the proposed course changes in your department. You have my enthusiastic support for converting Religion and Popular Culture and Religion in the Contemporary United States into permanent offerings. These courses would support the American Studies minor as content courses or as cross-listings. Either way, I welcome the changes you propose. Please let me know if you have any questions or need additional feedback.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

NONE

PROPOSED CATALOG COPY:

This course examines selected topics and issues concerning contemporary American religion and culture. Topics may include, but are not limited to, religion and politics, the numerical decline of some religious groups and the explosive growth of others, the increased visibility of combinative religious practices and beliefs, new religious movements, and the intertwining of religions, popular culture, and consumer capitalism. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



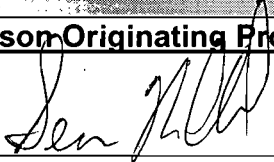

UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: new course

Originating Department: religious studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/27/10		<u>Person Originating Proposal</u> 
	9/27/10		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Sean McCloud, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 5, 2010 ⁴¹⁵⁰

Re: Course Proposal, RELS 4050, AMST 4050, RELS 5000 →

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate course: ⁴¹⁵⁰ RELS 4050, AMST 4050,

RELS 5000 Religion in the Contemporary USA

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 5, 2010

Check one:

1. Holdings are superior.
2. Holdings are adequate.
3. Holdings are adequate only if department purchases additional holdings.
4. Holdings are inadequate.

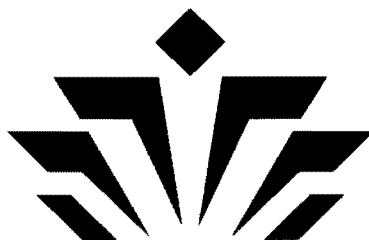
_____ XXX _____

Comments:

Reading assignments will come from a reading packet available from the instructor. Students will write a major research paper (topics will vary) which will require library materials. In general the library will have adequate journal holdings (print and electronic to meet the needs of the course). The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Communication and Mass Media Complete*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. Monographic holdings will be adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 5, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee
From: Kent L. Brintnall
Date: 15 January 2009
Re: Proposed addition of “Theories of Sacrifice” to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add “Theories of Sacrifice” to its regular curriculum as a 4000-level course. This course has been offered once as a cross-listed undergraduate/graduate RELS course. Because analyses of the history, meaning and function of sacrificial rituals has been central to the academic study of religion, this course will provide students with an overview of the development of the discipline. Because scholars have linked sacrifice to larger issues of power and violence, including issues of race, gender, sexuality and national identity, this course will provide students with insight into the relation between religious practices and the wider cultural order. Because sacrifice is practiced in a wide variety of religious traditions for a wide range of reasons, this course will expose students to a diversity of religious perspectives. Finally, insofar as the course is focused on reading and writing about primary texts, it will enhance skills that lie at the heart of a liberal-arts education.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes _____ No NOT APPLICABLE

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

An examination of classical and contemporary understandings of the history, meaning and function of sacrifice. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: New Course

Originating Department: Religious Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC	SIGNATURES
	9/27		<u>Person Originating Proposal</u>
	9/17		<u>Department Chairperson</u>
Chair of the College Curriculum Committee		College Dean	
Signature _____ Date _____		Signature _____ Date _____	
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 6, 2010

Re: Course Proposal, ~~RELS 3050~~ RELS 4340 *sm*

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

Request to establish a new undergraduate/graduate course: RELS ~~3050~~ ^{4340 sm}

Theories of Sacrifice

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 6, 2010

Check one:

1. Holdings are superior.

2. Holdings are adequate.

XXX

3. Holdings are adequate only if department purchases additional holdings.

4. Holdings are inadequate.

Comments:

This course has been taught once as a topics course. There is one required text for this course. The library owns it (under the title, *Philosophy of Religion*) and suggests it be put on reserve during the course. Other material will be placed on the course website. Written assignments will be based on the readings. Should supplementary material be needed, in general the library has adequate journal holdings (print and electronic) to meet the needs of the course. The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. Monographic holdings are adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 6, 2010
Date



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: James D. Tabor, Chair, and Department Curriculum Committee

From: Joanne Maguire Robinson

Date: January 10, 2010

Re: Proposed addition of "Witches, Saints, and Heretics" to RELS curriculum

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Religious Studies should add "Witches, Saints, and Heretics" to its upper-level undergraduate/graduate curriculum (4000/5000-level). This course has been taught once as a topics course at this level and could be taught in the future by several members of the department.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
 Yes No
2. If Yes, please list the other departments affected by the proposed change:
3. Have you consulted with each department listed in question 2 regarding the proposed change?
 Yes No NOT APPLICABLE
4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None.

PROPOSED CATALOG COPY:

This course will examine the categories “normal” and “deviant” as formulated in select cultural traditions. Focus will be on examining constructions of individual identity and cultural boundaries through close reading of primary texts alongside recent films, works of fiction, and scholarly interpretations. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



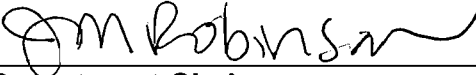
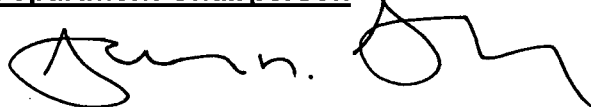
UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 9/27/10

Subject Of Attached Memorandum: New course

Originating Department: Religious Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	9/27		<u>Person Originating Proposal</u> 
	9/27		<u>Department Chairperson</u> 
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



Consultation on Library Holdings

To: Sean McCloud, Department of Religious Studies

From: Judith Van Noate, Humanities Librarian

Date: May 5, 2010

Re: Course Proposal, RELS 4000/5000

4125

Date of initiation of consultation with Library Reference Personnel: 4-21-2010

Proposal No: XXXXXXXX

4125

Request to establish a new undergraduate course: RELS 4000/5000, Witches, Saints, Heretics

Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

Evaluator: Judith Van Noate Date: May 5, 2010

Check one:

1. Holdings are superior.

2. Holdings are adequate.

XXX

3. Holdings are adequate only if department purchases additional holdings.

4. Holdings are inadequate.

Comments:

There are several required texts and films for this course. The library owns some (but not all) of these – and suggests that these be put on reserve during the course. Written work will be based on the readings but may require library materials as supplemental resources. In general the library has adequate journal holdings (print and electronic to meet the needs of the course). The library provides access to several *EBSCO Research Databases*, including *Academic Search Premier*, *Communication and Mass Media Complete*, *Master File*, *ATLA Religion Database*, as well as *JSTOR*, *Project Muse* and other article archives which support humanities and social science research. *Google Scholar* (linked to Atkins library holdings) will also be valuable as a research tool for this course. Monographic holdings will be adequate. The library has an active Approval Plan for Religion (recently updated) which helps the library keep current with the monograph collection for this discipline. Overall, library resources are adequate for this course.

Judith Van Noate
Evaluator's Signature

May 5, 2010
Date

Attachment G2

Catalog Copy and Course Descriptions

Religious studies is the academic inquiry into the fundamental stories, symbols, and practices that human beings have relied on to make sense of themselves and the worlds in which they live. The department pursues this inquiry across a range of religious traditions by examining their textual, historical and cultural dimensions. This inquiry does not seek to determine which religious views are “right” or “true,” but rather attempts to gain insight into how religious systems of meaning making have shaped the cultural orders in which we live—with particular attention to how religious discourses have shaped understandings of race, gender, sexuality, nation, and class. The department is explicitly committed to the liberal arts tradition with a commitment to fostering both an international and pluralistic perspective as well as excellence in close reading, critical thinking and effective communication.

Most students major or minor in religious studies to gain a broad liberal arts education. With the flexibility of the program and its relationship to other areas of the University, students can meet the specific objectives of religious studies while taking a wide range of courses in other departments. Some students relate religious studies to definite vocational plans, often requiring further education in professional and graduate schools.

BACHELOR OF ARTS

A major in religious studies requires 30 semester hours in religious studies courses as follows:

- I. Two courses to orient the student to the academic study of religion (6 hours): RELS 2600 Orientation to the Study of Religion and RELS 4600 Senior Seminar. Students are encouraged to take RELS 2600 as early as possible in their program; students typically take RELS 4600 during their final year.
- II. Two courses designated as textual analysis (6 hours) (as signaled in the department’s semester course listings): These courses focus on reading texts closely and carefully, examine methods and histories of textual interpretation, and consider how religious groups and cultures have composed, transmitted and been shaped by texts.
- III. Two courses designated as historical analysis (6 hours) (as signaled in the department’s semester course listings): These courses focus on a particular historical period or figure; consider a movement, idea or institution across several historical periods; and examine questions of historiography more generally.
- IV. Two courses designated as cultural analysis (6 hours) (as signaled in the department’s semester course listings): These courses focus on how religious discourses, practices and identities interact with, influence and are influenced by the larger culture of which they are a part.
- V. Two electives (6 hours).

At least five (5) courses, including RELS 4600, must be at the 3000-level or above.

Please note: Depending on how respective sections are taught, a course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course.

MINOR IN RELIGIOUS STUDIES

A minor in Religious Studies consists of a minimum of 15 hours, with at least two courses at the the 3000-level or above.

Minors in Islamic Studies and Judaic Studies are also available. For information on either of these, please see their individual sections in this Catalog.

HONORS PROGRAM IN RELIGIOUS STUDIES

The Department of Religious Studies offers an Honors Program that allows students to deepen their consideration of approaches to the study of religion and to explore a well-articulated question in a written thesis. To be awarded a degree in religious studies with University Honors, the student must (1) complete all requirements of the Bachelor of Arts degree; (2) complete RELS 4400, Method and Theory in the Study of Religion, with a B or better; (3) write an Honors Thesis of A quality, as judged by their thesis director; (4) present their thesis research orally to the faculty as a whole; (5) demonstrate, in writing, evidence of a concentration in their course of study, to the satisfaction of the Religious Studies Honors Committee and (6) obtain a GPA of 3.25 or better in Religious Studies courses, and an overall GPA of 3.0 or better. Candidates must also formally apply, and be approved, for Honors Candidacy by the University Honors Council.

Course List

RELS 1101. Introduction to Religious Studies. (3) (W) An introduction to the study of the religious dimensions of human existence. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 1120. The Bible and its Interpreters. (3) An introduction to the history of biblical interpretation from the pre-canonical era to the present. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2000. Topics in Religious Studies. (1-3) Credit hours vary with topics. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. May be repeated for credit as topics vary. (*As needed*)

RELS 2101. Introduction to Western Religions. (3) An introduction to Judaism, Christianity, Islam and other selected religions. Emphasis on the myths, stories, symbols, rituals, ideas, and ethical practices of these religions in their classical formulations and in their contemporary practices. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2102. Introduction to Asian Religions. (3) An introduction to Hinduism, Buddhism, and other selected religions such as Confucianism, Daoism, and Islam. Emphasis on the myths, stories, symbols, rituals, ideas, and ethical practices of these religions in their classical formulations and in their contemporary practices. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2104. Hebrew Scriptures/Old Testament. (3) The Hebrew religious tradition from the perspective of its development in the culture of the ancient Near East. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2105. New Testament and Christian Origins. (3) Emergence of Christianity in its cultural context. Analysis of selected early Christian writings in English translation. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2107. Native American Religions. (3) An introduction to various dimensions of the religious experience of North American First Peoples, including other-than human and human persons; myth and orality, sacred space, time and objects; lifeways and ceremonies; tradition and change. Special emphasis is placed on past and present imaginings of Native American religions. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2108. Religion in American Culture. (3) The role of religion in the shaping of American culture. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2110. Judaism. (3) The development of Jewish religious thought from antiquity to the present. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2120. Christianity. (3) The world-wide development of the thought and practices of diverse Christian traditions from antiquity to the present. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2131. Islam. (3) The development of the traditions in Islam with emphasis on Islamic culture, literature, and mysticism. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2154. Hinduism. (3) The ancient Vedic traditions and the development of Hinduism. Emphasis is on the role of Hinduism in Indian civilization. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2157. South Asian Buddhism. (3) The historical development of Buddhism during its first twenty-five hundred years with particular emphasis on its diverse manifestations in South Asia. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*Alternate years*)

RELS 2166. Daoism. (3) A thematic and historical exploration of a major indigenous religious tradition of China, with particular attention devoted to early, medieval, and modern practices and worldviews. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2169. Mahāyāna Buddhism in East Asia. (3) An exploration of the various ways the religious ideal of the bodhisattva has been imagined and employed in devotional practice in Mahāyāna Buddhist traditions in China, Korea, Japan, Vietnam, and the United States. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2216. The Modern Middle East. (3) Cross-listed as HIST 2216. An introduction to the history of this important and dynamic region. The course focuses on the issues that have defined the Middle East in the recent past and provides students with the historical context needed to understand the region, its peoples, and its conflicts in greater depth. Depending on how respective sections are taught, a course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 2600. Orientation to the Study of Religion. (3) (W) Required of all majors as early in their program as possible. Examines basic concepts, theories, and approaches that are involved in the critical, academic study of religion. Attention given to basic research materials and to standard writing practices in the discipline. Majors only. (*Fall, Spring*)

RELS 3000. Advanced Topics in Religious Studies. (3) Treatment of a special topic in religious studies. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. May be repeated for credit as topics vary. Same as RELS 3001, but **does not** fulfill the General Education writing goal. (*As needed*)

RELS 3001. Advanced Topics in Religious Studies—Writing Intensive. (3) (W) Treatment of a special topic in religious studies. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. May be repeated for credit as topics vary. Same as RELS 3001, but fulfills the General Education writing goal. (*As needed*)

RELS 3090. Readings in Primary Texts. (3) Introductory and/or intermediate level readings of ancient and medieval primary source texts in languages such as Greek, Latin, Hebrew, Aramaic, Arabic, Sanskrit, or Chinese. This course fulfills the requirement for a course in textual analysis. May be repeated for credit as topics vary. (*As needed*)

RELS 3101. Greek Myths and Religions. (3) The gods and goddesses, heroes and heroines in ancient Greek myths and religions; Greek myth and later Western religions; polytheism and monotheism; functions of myth; and contemporary interpretations of Greek myth. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3104. Prophecy and Prophetic Literature in Ancient Israel. (3) Prerequisite: RELS 2104 or permission of the instructor. An examination of the phenomenon of prophecy in the religion of ancient Israel, with particular attention devoted to the writings about and writings attributed to named prophets in the Hebrew Bible. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3107. The Psalms and Wisdom Literature of Israel. (3) Prerequisite: RELS 2104 or permission of the instructor. The origin and content of the Psalms and the place of wisdom literature in the development of Hebrew thought. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3111. Women in Judaism. (3) Cross-listed as WGST 3111. A survey of the roles and activities of Jewish women throughout Jewish history, as they are portrayed in a diverse sampling of Jewish religious literature and practice. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3113. Jesus. (3) Recommended: RELS 2105. Jesus and the religion he taught from the point of view of the synoptic gospels. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3115. Early Christianity. (3) The history of Christianity in the 2nd-7th centuries C.E. Topics may include martyrdom and persecution, heresy and orthodoxy, constructions of gender and sexuality in early Christianity, church-state relations, asceticism and monasticism, Constantine and the Christianization of the Roman Empire. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3116. Paul. (3) A close study of the writings of the apostle Paul in their historical contexts with consideration of the ways in which they played a role in the development of the emerging Christian movement. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3122. Esoteric Traditions. (3) The study of one or more particular expressions of religious esotericism (e.g., Jewish Kabbalah; Hindu Tantra; etc.). Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3129. Christian Controversies. (3) An exploration of Christian responses to ethical, cultural, political, and theological conflicts. The issues are selected to represent a range of time periods in the history of various Christian traditions. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3135. Religion in Nineteenth-Century America. (3) Examination of religious thought, practices, and movements in 19th-century America. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3137. Religion in the African American Experience. (3) An introduction to the evolution of black religious thought and culture in America during the 20th century. Emphasizes the rise of the Black Church and its expanding role within black urban communities in America. Also addresses the emergence of other religious belief systems in contemporary Black culture such as Voodoo, Santeria, Spiritist churches, the Nation of Islam and even Black Judaism. Issues of race, class, gender, identity, and violence will be points of discussion in light of black religious life. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3150. African-American Church and Civil Rights. (3) Cross-listed as AFRS 3150. Role of the African-American church in the struggle for human equality. Topics such as radical, moderate, and accommodationist leadership styles; historical development of the Black Church in the South; and the Black Church's emergence as a foundation for modern civil rights movement. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3163. The Religious Art and Architecture of India. (3) The visual art of Hindus, Buddhists, Jainas, and Muslims in the architecture, paintings, and sculptures of India. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3209. Religion and Literature. (3) An examination of religion themes and questions as presented in contemporary and traditional literature. Focus may be on an artist, genre (novel, poetry, drama), or topic. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. Although the focus of this course may vary, it may only be taken once for credit. (*As needed*)

RELS 3210. Religion and Popular Culture. (3) An examination of the interactions and intertwinings of religion and popular culture. Topics may include, but are not limited to, popular literature, domestic rituals, material and visual cultures, space and place, fan cultures, media, and folklore. Emphasis on how religion and popular culture shape and are shaped by issues of identity, community, nostalgia, memory, commercialism, capitalism, power, and meaning. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3212. Religion and Film. (3) (W) An examination of religious identity, alienation, search, discovery, sexuality and death as reflected in recent American movies and foreign films. Film laboratory required. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. Although the focus of this course may vary, it may only be taken once for credit. (*As needed*)

RELS 3215. Religion and Sexuality. (3) An examination of the role of religious discourses and practices in shaping, understanding and evaluating sexual practices, desires and identities. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. Although the focus of this course may vary, it may only be taken once for credit. (*As needed*)

RELS 3220. Religion and Masculinity. (3) An examination of the role of religious discourses and practices in shaping, regulating and evaluating masculine identities and practices. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. Although the focus of this course may vary, it may only be taken once for credit. (*As needed*)

RELS 3230. Race, Religion and Murder. (3) An introduction to the intersection of race, religion, and violence in American culture. Addresses how Judeo-Christian, Islamic, and Asian traditions have been used to justify and even condone acts of violence against women, children, and peoples of color. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3232. Islam in the African American Experience. (3) An examination of the historical practices of Islam and its varied forms within African American culture. A key component of the course centers around the narratives of Nobel Drew Ali, Elijah Muhammad, Malcolm X, Wraith Dean Muhammad, and Louis Farrakhan. This course also has a gendered component looking at the leadership of black women within Islam, the Nation of Islam, and Moorish Science. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3242. Philosophy of Religion. (3) Cross-listed as PHIL 3530. Philosophical implications of religious experience, including the definitions, development, and diverse forms of the problems of belief and reason in modern thought. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3250. The Power of Mourning. (3) A theoretical examination of mourning and the ethical/political implications of mourning for our understanding of power, agency, and hope. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3300. The Performance of Healing. (3) An examination of practices of healing and their concomitant discourses of illness, health, body, society, and cosmos across selected religious and secular traditions. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 3400. Applied Research/Field Work. (3) Prerequisite: major or minor in Religious Studies, 9 earned hours in religious studies, and permission of the instructor. Research and in-service training in business or community-based organizations. Specific content based on contract between student, supervising professor and cooperating organization. Depending on how this research and training is focused, this course could fulfill the requirement for historical, textual or cultural analysis. The course designation will be determined by the instructor. (*Approximately 120 contact hours for the semester*) (*As needed*)

RELS 3450. Study Abroad for Religious Studies Majors. (3-6) Prerequisite: Permission of the department. The examination of an approved topic in the context of study abroad. Depending on how this research is focused, this course could fulfill the requirement for historical, textual or cultural analysis. The course designation will be determined by the instructor. (*As needed*)

RELS 4000. Seminar in Religious Studies. (3) Prerequisite: Permission of the instructor. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. May be repeated for credit. (*As needed*)

RELS 4010. Major Figure in Religious Studies. (3) (W) A focused examination of the life and works of a major figure, or small set of related figures, and their significance for the study of religion. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. May be repeated for credit for different figures. (*As needed*)

RELS 4020. Major Text in Religious Studies. (3) A focused examination of an important primary text, or small range of primary texts, in the study of religion. The text may be a sacred text from a religious tradition or a theoretical text important in the study of religion. This course fulfills the requirement for a course in textual analysis. May be repeated for credit for different texts. (*As needed*)

RELS 4030. Major Period in Religious History. (3) A focused examination of a discreet and important period in religious history. The course will examine social, political, cultural, artistic and economic dimensions of a given period with respect to how they shaped, and were shaped by, religion. This course fulfills the requirement for a course in historical analysis. May be repeated for credit for different periods. (*As needed*)

RELS 4040. Major Approach to the Study of Religion. (3) A focused examination of an influential classic or contemporary approach to the study of religion, or small set of related approaches. The course will focus on close reading of primary texts and developing students' critical engagement with the texts, through writing and discussion. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. May be repeated for credit for different approaches. (*As needed*)

RELS 4107. Early Judaism. (3) Prerequisite: RELS 2104 or 2105 or 3110 or permission of the instructor. Comparative historical and literary study of the varieties of Judaism evidenced during late antiquity (circa 70-640 C.E.), with special attention devoted to the information and development of rabbinic Judaism. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4108. Medieval Judaism. (3) Prerequisite: RELS 2104 or 3110 or permission of the instructor. Comparative historical and literary study of the varieties of Judaism evidenced in Western Europe, the Byzantine Empire, and Islamicate realms from approximately 640 C.E. to approximately 1492 C.E. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4109. Modern Judaism. (3) Prerequisites: RELS 3110 or 4107 or 4108 or permission of the instructor. Historical and conceptual study of Judaism and Jewish experience in Europe, America, and Israel, from the 16th century to the present, with special attention paid to the development of denominations, Zionism, and the Holocaust. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4110. Contemporary Jewish Thought. (3) An examination of philosophy, religion, morality, politics, sociality, culture, family, and self-identity, in the light of modern and recent Jewish thought. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4121. Medieval and Reformation Christianity. (3) An examination of Christian thought and practice from the early Middle Ages (c. 500 CE) through the reformations of the sixteenth century. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4125. Witches, Saints, and Heretics. (3) An examination of the categories “normal” and “deviant” as formulated in select cultural traditions. Focus will be on examining constructions of individual identity and cultural boundaries through close reading of primary texts alongside recent films, works of fiction, and scholarly interpretations. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4127. Material Christianity. (3) An examination of the ways individuals and groups throughout the Christian tradition have invested material objects with sanctity and power. Much of the course will be devoted to exploring theoretical models and theological warrants for practices related to objects. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4150. Religion in the Contemporary United States. (3) An examination of selected topics and issues concerning contemporary American religion and culture. Topics may include, but are not limited to, religion and politics, the numerical decline of some religious groups and the explosive growth of others, the increased visibility of combinative religious practices and beliefs, new religious movements, and the intertwining of religions, popular culture, and consumer capitalism. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4201. Religion, Morality and Justice. (3) Explore the ethical and social dimensions of selected religious traditions in their cultural contexts. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4300. Religion and the Body. (3) An examination of the relationship between religious discourses and practices and the perceptions and experiences of an embodied subject. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4340. Theories of Sacrifice. (3) An examination of classical and contemporary understandings of the history, meaning and cultural significance of sacrifice. Depending on how respective sections are taught, this course could fulfill the requirement for historical, textual or cultural analysis. Students *must* consult the course descriptions circulated each semester to determine which designations have been assigned to a particular course. (*As needed*)

RELS 4400. Method and Theory in the Study of Religion. (3) A close examination of primary texts representing influential classical and contemporary approaches to the study of religion. Attention given to student writing and oral presentation skills. Required of all honors students. (*As needed*)

RELS 4600. Senior Seminar. (3) (W, O) Required of majors in final year of studies. (*Fall, Spring*)

RELS 4700. Honors Thesis. (3) Prerequisite: Permission of instructor. Required of all honors students. May be repeated once for credit. (*As needed*)

RELS 4800. Independent Studies. (1-3) Prerequisite: permission of the instructor. May be repeated for credit. (*As needed*)

Attachment G3
Honors Program Description

RELIGIOUS STUDIES HONORS PROGRAM

I. Requirements for Graduation with Honors in Religious Studies

To obtain a degree with Honors in Religious Studies, a student must:

- (a) complete Method and Theory in the Study of Religion (RELS 4400) with a B or better;
- (b) complete at least three hours of Honors Thesis (RELS 4700) with an A, which includes writing an honors thesis under the supervision of a single faculty member and publicly present the results of that research to the department faculty;
- (c) explain, in writing, how their course of study in the department developed a focused inquiry into the study of religion, to the satisfaction of the Religious Studies Honors Committee;
- (d) have a GPA of at least 3.0 for all course work at UNCC, and a GPA of at least 3.25 for all work in Religious Studies at UNCC; and
- (e) comply with all procedural and substantial requirements established by the University Honors Council for graduating with Honors.

II. Admission to the Honors Program

The student must fulfill the requirements established both by the Religious Studies Honors Committee and the University Honors Council. The student may be removed from the Honors Program upon request, or at the recommendation of the Religious Studies Honors Committee.

III. The Religious Studies Honors Committee

- (a) The Religious Studies Honors Committee will be formed at the end of each spring semester to serve for the following academic year. The committee will consist of (i) the Director of Undergraduate Studies, (ii) the Religious Studies representative to the University Honors Council; and (iii) a faculty member appointed for this purpose by the Department. The two members in addition to the Director of Undergraduate Studies will serve staggered, two-year terms. The first year the Committee is established, one member will be appointed for three years, one for two years.

- (b) The Religious Studies Honors Committee will choose its own chair and will establish its own procedures consistent with this document. Among those procedures, the Committee will promulgate written guidelines for admission to and removal from the program, any guidelines they deem appropriate for the design and management of RELS 4400, guidelines for the Honors Thesis, and guidelines for the course-of-study document required by I(c).
- (c) The Religious Studies Honors Committee will be responsible for recommending that students be admitted to candidacy for graduation with Honors and that a candidate be graduated with Honors in Religious Studies.

IV. Modifications to the Religious Studies Honors Program

- (a) Any full-time faculty member in the Religious Studies department may propose changes to the Honors Program.
- (b) Proposed changes must be approved by a majority vote of a quorum of the full-time faculty (two-thirds) taken at a duly called faculty meeting. Any proposed changes approved by the Department must be subsequently approved by the University Honors Council.

Please note: On November 3, 2010, while this curriculum revision was under consideration by the College Curriculum Committee, this proposal for an Honors Program was approved by the University Honors Council.

Attachment G4

Management of Rubric Designations

Rubric designations will be managed as “course attributes” in much the same way that “writing” (W) and “oral skills” (O) designations function now. The only difference will be that the “textual,” “historical,” and “cultural” designations will not be built into the course descriptions, but will be designated on a semester-by-semester basis. Because a particular course—for example, RELS 2108 Religion in American Culture—could be taught with different emphases by different faculty, we do not want to limit faculty creativity by deciding that a particular course should always have a “textual” or “historical” focus. In addition, some courses could fall under more than one rubric—for example, RELS 4107 Early Judaism could be both a “textual” and a “historical” course—so it would be given both course attributes, allowing different students to meet different requirements by taking the same course, just as a student might enroll in a (W) course based on content, even if they do not need the writing-course credit. After a few semesters, as we see how courses are routinely being offered, we will begin to designate some courses under rubrics in a more “fixed” fashion.

When the Department distributes its course list each semester, the rubric designations for each course offered will be clearly indicated—in the same way that “Western,” “Asian” and “Religion and Modern Culture” are currently indicated.

As the faculty has discussed this revision, we recognized that virtually all of our courses have some dimension of all three of these rubrics. Because we do not want our courses to suffer—becoming nothing by trying to be everything—we have committed to thinking carefully about the kinds of analytical tools students will use in the course and the kinds of skills they will develop and will designate our courses accordingly. Even if a course involves some historical context, if it focuses on close reading, then it will be designated as a textual rather than historical course. This will compel us, as individual instructors and as a faculty, to be more conscious and explicit about how we approach the materials that comprise our courses. After this new system has been in place for a few years, we will be in a better position to determine whether permanent and/or single rubric designations make sense as part of course descriptions.

As part of the revision process, the Department’s Curriculum Committee has been in conversation with the Registrar’s Office to make sure that the Banner System and the degree audit system will be able to manage our rubric designations. The accompanying e-mail from LaToya Richmond demonstrates that this is possible and that the Registrar is on board with this proposed revision. We have placed the language Ms. Richmond recommends in almost every course description. Some of the courses—for example, RELS 2600 Orientation to the Study of Religion—fulfill other requirements for the major, so do not need a rubric designation. And a small number of courses—for example, RELS 4030 Major Period in Religious History—fall clearly within a single rubric and have been designated appropriately.

As a Department we are fully aware, and committed to, the need for more careful and proactive advising in the period of transition to the new system.

You replied on 2/16/2010 10:20 AM.

Brintnall, Kent

From: Richmond, Latoya **Sent:** Tue 2/16/2010 10:10 AM
To: Brintnall, Kent
Cc:
Subject: RE: Religious Studies Curriculum Revision
Attachments:

Good Morning,

The BFMT approved the attributes in yesterday's meeting. ('text', 'hist' and 'cult')

These attributes will be maintained by the department each semester when the course sections are built. Joye Palmer is the person in your department that builds the schedule each semester, so she'll have to be sure the attributes are added each term. Please be sure to word the course descriptions in a way that says 'depending on how the course sections are taught, this course could fulfill the following major requirements: Historical, Textual or Cultural'.

We can program CAPP to look for the attribute, but it must be specific in your curriculum approval that your major requires

X number of 'hist' courses or X number of 'text' courses, etc.

If you have any questions, please let me know. Thanks!

Latoya D. Richmond, M.A. | Banner Systems Manager
UNC Charlotte | Office of the Registrar
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-5485 | Fax: 704-687-3340
ldrichmo@uncc.edu | www.registrar.uncc.edu

Visit the new CAPP Degree Evaluation website:

<http://www.registrar.uncc.edu/students/CAPP.htm>

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From: Brintnall, Kent



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: Undergraduate Course and Curriculum Committee Chair
College of Liberal Arts and Sciences

From: Akin Ogundiran, Chair, Africana Studies Department

Date: April 2, 2010

Re: Proposed name change to AFRS 3050-Contemporary African American Religions to AFRS 3137 - Religion in the African American Experience

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Department of Africana Studies proposes to change to name of AFRS 3050- Contemporary African American Religion to AFRS 3137 - Religion in the African American Experience. The course has been offered as a Topics course for more than two years. Due to the demands for the course, the Africana Studies Department is collaborating with the Religious Department to give the course its own code number.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
 Yes No
2. If Yes, please list the other departments affected by the proposed change:

Religious Studies

3. Have you consulted with each department listed in question 2 regarding the proposed change?
 Yes No
4. Result(s) of Consultation(s):

Both the Africana Studies and Religious Studies Departments will cross-list the new course.

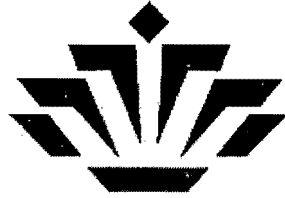
RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None.

PROPOSED CATALOG COPY:

Crosslisted as RELS 3137. An introduction to the evolution of black religious thought and culture in the US during the 20th century. Emphasizes the rise of the Black Church and its expanding role within black urban communities in the US; and the emergence of other religious belief systems in contemporary Black culture such as Voodoo, Santeria, Spiritist churches, the Nation of Islam and even Black Judaism. Issues of race, class, gender, identity, and violence will be points of discussion in light of the black religious life. (*On demand*)

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date: 8/31/10

Subject Of Attached Memorandum: Proposed Name Change of AMST
Course - RELS 3137

Originating Department: AMST

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC	SIGNATURES
	8/31/10		<u>Person Originating Proposal</u> Paula H. Ford
8/31/10	8/31/10	approved	<u>Department Chairperson</u> Paula H. Ford
<u>Chair of the College Curriculum Committee</u>			<u>College Dean</u>
Signature		Date	Signature
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

*Note: Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: Undergraduate Course and Curriculum Committee Chair
College of Liberal Arts and Sciences

From: Paula Eckard, Director, American Studies Program

Date: 8/30/10

Re: Proposed name change of American Studies Course- RELS 3137
Contemporary African American Religions to RELS 3137 Religion in the African
American Experience

SUMMARY: State clearly and concisely the proposed less substantive changes.
Please give a brief statement as to why the change is being proposed.

The American Studies program proposes to change the name of American Studies Course-
Contemporary African American Religion to Religion in the African American Experience.
The course has been offered as a Topics course for more than two years. Due to the demands for
the course, the American Studies Program is collaborating with the Religious Studies
Department to give the course its corresponding name change.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes No

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None.

PROPOSED CATALOG COPY:

An introduction to the evolution of black religious thought and culture in America during the 20th century. Emphasizes the rise of the Black Church and its expanding role within black urban communities in America. Also addresses the emergence of other religious belief systems in contemporary Black culture such as Voodoo, Santeria, Spiritist churches, the Nation of Islam and even Black Judaism. Issues of race, class, gender, identity, and violence will be points of discussion in light of black religious life.

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



SHORT SIGNATURE SHEET

Date: September 10, 2010

Of Attached Memorandum: Course Title Change, RELS 3212 Religion and Film

Originating Department: Communication Studies

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
	09-10-2010		<u>Person Originating Proposal</u> Shawn D. Long
08-27-2010	09-10-2010	APPROVED	<u>Department Chairperson</u> Shawn D. Long
Chair of the College Curriculum Committee			College Dean
Signature _____		Date _____	Signature _____ Date _____
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: CLAS Curriculum Committee Chair

From: Shawn Long, Chair, Department of Communications Studies

Date: August 27, 2010

Re: Course Title Change, RELS 3212 Religion and Film

SUMMARY: State clearly and concisely the proposed less substantive changes. Please give a brief statement as to why the change is being proposed.

The Communications Studies Department proposes to modify its elective course listing for the Mass Media track of the B.A in Communication Studies as described herein so that it is consistent with the modifications currently being proposed by the Department of Religious Studies.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?

Yes No

2. If Yes, please list the other departments affected by the proposed change:

Religious Studies

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes No

4. Result(s) of Consultation(s):

The Department of Communications Studies and the Department of Religious Studies are aware of the change.

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

No additional resources are required.

PROPOSED CATALOG COPY:

The relevant portions of the catalog should be modified as follows:

Note: (**bold course listings** = change or add, ~~strikethrough~~ = delete)

Mass Media (12 hours)

The Mass Media concentration is designed for students interested in the development and critical analysis of the media as a cultural force. Contemporary issues in media criticism are explored. Students may also receive limited exposure to media production.

Students choosing this concentration complete the following courses:

COMM 3120 Communication and Mass Media (3)
COMM 4101 Media and the Law (3)

Students will complete six hours selected from the following courses:

ARTH 3393 History of Photography (3)
COMM 2120 Black Images in the Media (3)
COMM 3052 Topics in Mass Media (3)
COMM 3121 Mass Communication and Society (3)
COMM 3125 New Media for Communications (3)
COMM 3126/INTL 3115 Globalization and Digital Media (3)
COMM 3880 Independent Study (1-3)*
COMM 4102 Federal Interpretation of the First Amendment (3)
COMM 4410 Professional Internship (3)*
ENGL 2106 Film Criticism (4)
LACS 3160 European Cinema (3)
FREN 4050 Topics in French Film (3)
GERM 3160 Survey of German Films (3)
HIST 3010 American History & Culture through Film (3)
JOUR 2160 Introduction to Journalism (3)
JOUR 3160 Advanced News Reporting and Writing (3)
JOUR 3161 News Editing (3)
POLS 3104 Mass Media and Government (3)
RELS 3212 ~~Film and Identity~~ **Religion and Film** (3)
SOCY 2112 Popular Culture (3)



UNC CHARLOTTE

SHORT SIGNATURE SHEET

Date:

Subject Of Attached Memorandum: Change RELS 3212(Previously titled: Films and Identity) to Religion and Film

Originating Department: Languages and Culture Studies (Film Studies Minor)

DATE RECEIVED	DATE FORWARDED	COMMENTS APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
			<u>Person Originating Proposal</u> Julia Robinson-Harmon (Religious Studies) Robert Reimer (Film Studies) <i>Robert Reimer</i> 9-27-10
			<u>Department Chairperson</u> Robert Reimer <i>Robert Reimer</i> 9-24-10
Chair of the College Curriculum Committee		College Dean	
Signature	Date	Signature	Date
			<u>*Undergraduate Course & Curriculum Committee Chair</u> (for undergraduate courses)
			<u>*Graduate Council Chair</u> (for graduate courses)

***Note:** Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council Chairs.



UNC CHARLOTTE

MEMO FORM COURSE AND CURRICULUM PROPOSAL

*To: Undergraduate Course and Curriculum Committee Chair
College of Liberal Arts and Sciences

From: Robert C. Reimer, Chair Languages and Culture Studies
Director, Film Studies

A handwritten signature in black ink, appearing to read "R. Reimer".

Date:

Re: Proposed name change to RELS 3212-Films and Identity to RELS 3212-
Religion and Film

SUMMARY: State clearly and concisely the proposed less substantive changes.
Please give a brief statement as to why the change is being proposed.

The Film Studies Program proposes to change the name of Films and Identity to Religion and Film. The course has been offered as a Topics course for more than two years. Due to the demands for the course, the Film Studies Program is collaborating with the Religious Studies Department to give the course its corresponding name change.

FOR CONSULTATION WITH OTHER DEPARTMENTS:

1. Does the proposed change affect other departments?
_____ Yes _____ No

2. If Yes, please list the other departments affected by the proposed change:

3. Have you consulted with each department listed in question 2 regarding the proposed change?
_____ Yes _____ No

4. Result(s) of Consultation(s):

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

None

PROPOSED CATALOG COPY:

An examination of religious identity, alienation, search, discovery, sexuality and death as reflected in recent American movies and foreign films. Film laboratory required. Although the focus of this course may vary, it may only be taken once for credit.

***NOTE:** Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals for graduate courses should be sent to the Graduate Council Chair. Proposals related to both undergraduate and graduate courses, e.g., courses co-listed at both levels, must be sent to both.



UNC CHARLOTTE

DEPARTMENT OF ANTHROPOLOGY

April 2, 2010

Dr. Julia Robinson-Harmon
Curriculum Committee
Department of Religious Studies
UNC Charlotte
Campus

Dear Dr. Robinson-Harmon:

Thank you for giving me the opportunity to comment on the revision of the undergraduate curriculum in the Department of Religious Studies. Thank you also for your kind words about the history of collaboration between our departments.

I am happy to support the revision of your undergraduate curriculum. As it happens, the Department of Anthropology will undertake a review of its own undergraduate curriculum as part of our new 5-year strategic plan. I look forward to opportunities for cross-listing courses between our programs to support both of our undergraduate degree programs.

Yours truly,

A handwritten signature in cursive script that reads "Janet E. Levy".

Janet E. Levy
Associate Professor and Chair

Subject: RE: Letter of Support for Department of Religious Studies

Date: Monday, April 5, 2010 2:30 PM

From: Buchenau, Jurgen <JBuchenau@uncc.edu>

To: "Robinson-Harmon, Dr.Rob" <Robinson-Harmon@uncc.edu>

Dear Julia:

The Department of History supports the curricular revisions of the Religious Studies major. We have enjoyed our curricular collaboration under the old requirements and look forward to continuing such collaboration under the new requirements.

Please note that the establishment of the Honors Program requires a simultaneous submission to the Honors Council.

Thank you!

Jurgen Buchenau
Professor and Chair
Department of History
UNC Charlotte
Charlotte, NC 28223

From: Robinson-Harmon, Dr.Rob

Sent: Friday, April 02, 2010 10:41 AM

To: Buchenau, Jurgen

Subject: Letter of Support for Department of Religious Studies

Dear Department of History,

The Department of Religious Studies is revising its current curriculum in order to more accurately reflect the abilities of the current faculty and address more effectively the pedagogical and practical needs of our students. We respectfully request a letter of support in this endeavor. For your review, we have attached a detailed memo outlining our current goals and a letter of request.

Thank you,



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Philosophy
Telephone: 704/687-2161
FAX: 704/687-2172

April 13, 2010

Dr. Julia Robinson-Harmon, Assistant Professor of African American Religions
Religious Studies Department
UNC Charlotte

Dear Professor Robinson-Harmon:

Thank you very much for informing us of the changes the Religious Studies Department proposes to make in its curriculum. Your move to require courses in Textual Analysis, Historical Analysis, and Cultural Analysis matches changes that we have recently made in the Philosophy curriculum and, thus, seems to be a clear step toward your expressed goal of connecting the work your students do with the work done by students in other departments across the University.

The Philosophy Department is appreciative of the Religious Studies Department's commitment to maintaining the longstanding relationship between our two departments. Your new curriculum would seem to be one that strengthens that relationship; thus, we are most happy to offer this letter of support for this proposed revision.

Sincerely,

Ronald F. Lunsford, Interim Chair
Department of Philosophy

Subject: RE: Letter of Support for Department of Religious Studies

Date: Tuesday, April 13, 2010 10:00 AM

From: Gilmore, David <dcgilmor@uncc.edu>

To: "Robinson-Harmon, Dr.Rob" <Robinson-Harmon@uncc.edu>

Dear Julia,

The Department of Psychology Advisory Committee and I have reviewed your proposed revision of your curriculum and find it to be quite good. The fact that you undertook a comprehensive revision based on your current faculty was very sensible. The Department of Psychology supports and applauds your proposed changes.

Sincerely,

David Gilmore

David C. Gilmore, Ph.D.

Interim Chair

Department of Psychology

The University of North Carolina at Charlotte

9201 University City Boulevard

Charlotte, NC 28223-0001

Telephone: 704 687 4775

Fax: 704 687 3096

From: Robinson-Harmon, Dr.Rob

Sent: Friday, April 02, 2010 3:33 PM

To: Gilmore, David

Subject: Letter of Support for Department of Religious Studies

Dear Department of Psychology,

The Department of Religious Studies is revising its current curriculum in order to more accurately reflect the abilities of the current faculty and address more effectively the pedagogical and practical needs of our students. We respectfully request a letter of support in this endeavor. For your review, we have attached a detailed memo outlining our current goals and a letter of request.

Subject: RE: Letter of Support for Department of Religious Studies

Date: Monday, April 5, 2010 12:44 PM

From: Rashotte, Lisa <lrashott@uncc.edu>

To: "Robinson-Harmon, Dr.Rob" <Robinson-Harmon@uncc.edu>

Hello Julia and Department of Religious Studies –

I have reviewed the proposed changes to the undergraduate curriculum in Religious Studies and I am happy to lend my support to this proposal. I believe that it will strengthen your major as well as provide more clarity to students outside of the major regarding what your classes are all about. Since many Sociology students also have an interest in Religious Studies, I believe these changes will benefit our students by providing them with a clearer sense of which of your classes will be beneficial to the studies.

Best,

Dr. Lisa Rashotte

Lisa Slattery Rashotte, Ph.D. | Chair and Associate Professor of Sociology,
Associate Professor of Organizational Science

Subject: RE: Letter of Support for Department of Religious Studies
Date: Friday, April 2, 2010 4:49 PM
From: Smail, John <jsmail@uncc.edu>
To: "Robinson-Harmon, Dr.Rob" <Robinson-Harmon@uncc.edu>

Dear Julia

Many thanks for the opportunity to review the proposed changes in the RELS curriculum and courses. It seems to me you make a compelling case both in terms of personnel in the department and the evolution of your discipline.

From the perspective of both the General Education program and undeclared students I do not see any issues or concerns.

Yours sincerely

John Smail

John Smail, Ph.D. | Dean, University College
UNC Charlotte | 2008 Colvard (NEW)
9201 University City Blvd. | Charlotte, NC 28223 USA
Phone: +1 704 687 5628 (NEW) | Fax: +1 704 687 3754
jsmail@uncc.edu | <http://ucol.uncc.edu> <<http://ucol.uncc.edu>>

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From: Robinson-Harmon, Dr.Rob
Sent: Friday, April 02, 2010 3:52 PM
To: University College; Smail, John
Subject: Letter of Support for Department of Religious Studies

Dear University College,

The Department of Religious Studies is revising its current curriculum in order to more accurately reflect the abilities of the current faculty and address more effectively the pedagogical and practical needs of our students. We respectfully

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: RELS 10-01-10

Proposal Title Revised Undergraduate Curriculum

Originating Department Religious Studies

TYPE OF PROPOSAL: UNDERGRADUATE GRADUATE UNDERGRADUATE & GRADUATE
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/25	9/28	10/1	Approved	<u>DEPARTMENT CHAIR</u>
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
			Approved	<u>COLLEGE FACULTY CHAIR</u>
			Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)