

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/29/2013

1b. Department/Division: History

1c. Contact Person

Name: Bruce Holle

Email: [bhol2@uky.edu](mailto:bhol2@uky.edu)

Phone: 257-5753

Responsible Faculty ID (if different from Contact)

Name: Phil Harling, DUS

Email: [harling@uky.edu](mailto:harling@uky.edu)

Phone: 257-1246

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes <sup>4</sup>

2b. Prefix and Number: HIS 191

2c. Full Title: A History of World Religions: (subt req)

2d. Transcript Title: Hist Wrld Rel: (subt req)

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

RECITATION: 1

OTHER: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: A historical introduction to the development of Christianity from social, cultural, and institutional perspectives which demonstrates the evolution of the religion.

2k. Prerequisites, if any: n/a

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 120

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name: Bruce Holle

Instructor Email: [bruce.holle@uky.edu](mailto:bruce.holle@uky.edu)

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course will be taught online, with pre-recorded lectures, online exercises and exams. The instructor will offer regular office hours for online chat, or telephone contact if needed, as well as open email access. The syllabus will conform with the University Senate Guidelines

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course plan is very similar to the in class experience, which consists mainly of lecture presentations, online homework and in class exams. The students will work with the textbook in essentially the same way as the in class student.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will be offered through Blackboard or other similar online classroom management software, ensuring that each student has individual protected access to the course materials. Online assignments are open book and exams will be individually unique, time limited and one-time access.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? As registered students at UK, they will have access to the full range of student services as outlined on the UK Student Affairs website (<http://www.uky.edu/StudentAffairs/>). Students will also be provided an electronic copy of the attached "UK Student Academic Services" document.

6. How do course requirements ensure that students make appropriate use of learning resources? Successful completion of course requirements will require that the students make appropriate use of the textbook and required internet sites, and access to library resources are available on the library website for distance learning ([http://www.uky.edu/Libraries/lib.php?lib\\_id=16](http://www.uky.edu/Libraries/lib.php?lib_id=16)).

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. This course will not require physical access to any particular facility or equipment.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus lists technical support services available and students will be provided with a list of available University resources.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Bruce Holle

SIGNATURE|PETRONE|Karen Petrone|Dept approval for ZCOURSE\_NEW HIS 191|20120906

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_NEW HIS 191|20120906

SIGNATURE|KSHALL1|Kimberly S Hall|UKCore approval for ZCOURSE\_NEW HIS 191|20120925

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to college for ZCOURSE\_NEW HIS 191|20120925

SIGNATURE|KLGobl1|Kristen G Brown|UKCore approval for ZCOURSE\_NEW HIS 191|20120925

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_NEW HIS 191|20120925

**Course Review Form**  
**Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept ☐ Revisions Needed ☐

**Course:** History 191

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Assignments in discussion sections during the first four weeks

Brief Description:

During the first two weeks Students will be given a choice from a number of topics evaluating the roles of individuals in the growth and expansion of Christianity. Examples include the role of Jesus, Paul and other disciples, and the organization of the Christian communities. Sources include passages from the New Testament as well as documents and texts available in Bettenson and Mauder. During weeks three and four student will receive a short essay assignment of three or four pages on the following topic: How is power legitimized within the Christian churches during the first three hundred years of its existence. Students may direct their inquiry to a specific place or for a specific time, but a clear thesis must be the subject of the essay and evidence gathered from both the textbook and the source collection may be used.

☒ Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Midterm and final exams

Brief Description:

These exams allow the students to reflect upon the evolution of Christian doctrines, practices and institutions over a millenium and a half. Here are a few of the possible exam topics:

1. The Judaism of Jesus has been a problem for Christians for centuries. How have the traditions of Judaism been viewed by Christians over the centuries? Explain why there have been so many diverse explanations for the role of Jesus' faith in Christianity during the first centuries of its existence.
2. Compare and contrast the roles of individuals and institutions in the growth and spread of Christianity in the first five centuries of its existence. The essay should discuss the roles of Jesus, Paul, Constantine, the bishops, and church councils at a minimum. Are they all equally important, or does their relevance a function of time?
3. Diversity is an important element in the growth and spread of Christianity, but too much diversity in a minority religion can be a dangerous feature. Describe the various types of Christianity which existed up to c. 750 CE and explain why some were viewed as acceptable and others were seen as heresies.

☒ Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Discussion assignment

Brief Description:

All students will read religious texts and view representations from both Christianity and Islam which analyze the role of images within the evolution of orthodox Christian thought and practice. The focus of the topic will be on the Iconoclastic dispute in eastern Christianity, a subject which compels students to evaluate what is meant by the worship of religious images and what is a simple prayer.

☒ Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Monastic community creation

Brief Description:

All students will read and discuss the Rule of St. Benedict to understand the organization and purpose of this important Catholic institution, the monastery. Then all students will work individually or in small groups to create their own community with vows, rules, and a specific purpose, i.e., how to help people survive in difficult economic and political times. Can we create communities which can assist society when the government is unable to do so?

☒ An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Main essay assignment

Brief Description:

All students are to carefully read Dante's Inferno and try to understand what this late medieval writer was trying to say about life, death, contemporary society, and punishment. The second part of this essay is the creation by the student of a new 'circle of Hell' which reflects the new types of sinners alive in the world today. Students will take Dante and try to bring him somewhat into the 21<sup>st</sup> century.

Information literacy component:

This assignment will require the student to be cognizant of the religious, political, economic, and literary elements of the society in which Dante lived and to a lesser degree the underlying elements of modern American society and how sin is actually defined. Students will use library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value).

Reviewer's Comments: