

C - Small Curricular Revisions : Entry # 2096**Today's Date**

07/12/2022

Your Name

Amy MacArthur

Your Email:amymacarthur@yahoo.com**Department Chair Name**

Chris Franks

Email address of your department chaircfranks@highpoint.edu

By checking below I am certifying that my department chair (named above) has seen and approved the courses that are included in this proposal.

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Does this proposal correspond to a particular term?

ASAP

Which category does this change fall under?

- Course name
- Course description

Changes to course number, name, and/or description

**Current
Course
Number
& Name
(prefix
and
number)**

**Proposed
New
Course
Number
& Name**

Proposed new description

**Brief
rationale
for
change**

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Current Course Number & Name (prefix and number)	Proposed New Course Number & Name	Proposed new description	Brief rationale for change
REL 2006	Do Murderers Deserve Grace? The Relevance of Paul for Today	The apostle Paul is the second most important figure in the history of Christianity. His life's story includes religious fervor that led to persecution and murder of Christians. His transformation led to his writing of some of the most important documents in the history of Christianity and Western thought. This course will reflect on how Paul's past and transformation shaped his thinking on crucial concepts such as sin and human responsibility, grace, and justice. Paul's teachings on these concepts will provide the moral framework within which to probe present questions on crime and punishment, retribution and rehabilitation, fairness and accountability within criminal justice systems. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 2022	Reformers, Mystics, Enthusiasts, Critics: Modern Christian Thought	This course studies the great questions that began to preoccupy Christian thinkers in the Reformation and Enlightenment periods. What is the nature of human freedom in relation to ideas like predestination? What is the role of conscience and mystical experience in relation to church authority? In an era skeptical of the supernatural, how do religious practitioners understand themselves and answer their critics? Through a study of diverse figures in their historical context from the Reformation through the nineteenth century, students will examine the fragmenting of Christendom, changing configurations of religion in the modern world, and how Christians have thought about how to live amid those changes. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
PHL 2008	Contemporary Moral Problems	In this course we will examine ethical theories and the way in which ethical issues shape our everyday lives. Students will learn normative ethical theories which they can apply to contemporary moral issues such as immigration, drug legalization, euthanasia, animal welfare, and genetic enhancement. We will seek answers to questions such as, "Is it a moral obligation to obey or disobey an unjust government?"; "Do we have a duty to help the world's poorest?"; and, "Do we have a right to consume resources as we do?" 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 1001	Hebrew Bible/Old Testament Studies	The Hebrew Bible functions as scripture in both Judaism and Christianity (as Tanakh and Old Testament respectively). Despite its origins in the Ancient Near East, it has also attained considerable cultural significance as a work of Western literature. In this way, it complicates the usual distinctions between modernity and tradition, East and West. This course will explore the Bible and the contradictions that envelop it, examining it as a multifaceted compilation of ancient Hebrew (and Aramaic and Greek) literature and considering how it has shaped faith communities. Four credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below

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REL 1002	New Testament Studies	An introductory study of the books of the New Testament from historical, literary, sociological, and theological perspectives in light of modern biblical scholarship. The course includes in-depth examination of the Greco-Roman and Jewish settings of the New Testament and the genres included in it. Attention will also be paid to how the New Testament shaped the faith of the early church and continues to shape faith communities. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 1003	Sacred Experiences in World Religions	This course will explore the phenomenon of sacred experience within numerous historical and cultural contexts. Although no single religious tradition will be treated comprehensively, materials from the following traditions will be selected in order to better examine the thematic issues that animate the religious dimension of the human experience: Judaism, Christianity, Islam, Hinduism, Shinto, Jainism, Buddhism, and Confucianism. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 1005	Introduction to Christianity	This course introduces students to the Christian religion through a study of its texts, history, and central doctrines. Students should come to appreciate the beliefs, practices, and ethical approaches of the Christian churches as well as cultivate an understanding for what theology is and how it develops. Major topics may include the notions of creed, trinity, incarnation, Christology, soteriology, prayer, authority, and church. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 1008	Introduction to Buddhism	This introductory course will provide a basic, yet systematic overview of the Buddhist religious tradition. Topics that will be covered include the life of the Buddha, the origins of Buddhism in India, the development of major doctrines and institutions, monastic and lay life, the tradition's growth and gradual spread throughout Asia, as well as contemporary expressions of Buddhism. Special attention will be paid to the presence of Buddhism in Southeast Asia, China, Tibet, Japan, and the United States. Throughout the course we will cover both the internal forces and influences, which led to the development of this religious tradition, as well as the political, social, and cultural pressures that contributed to the tradition's growth. We will work with both primary materials (Pali, Sanskrit, Chinese and Japanese texts translated into English) and secondary scholarship to further our understanding of the rich and diverse configurations of Buddhist belief and practice. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 1009	Introduction to Biblical Themes	This course examines major themes in the Bible. It illuminates popular beliefs in Christian and Jewish theology through a creative and historically informed engagement with Scripture. The course will address major themes, such as creation, the fall, exile, election, salvation, judgment, and others. These themes will serve as the foundation for ethical reflection on important questions like the purpose of humans in the created order, God's fairness in election, God's justice in judgment and human suffering, and many others. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below

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REL 2007	Biblical Justice	This course will study the Bible's teachings on wealth and poverty and use this knowledge to reflect on the experiences of those experiencing poverty, homelessness, and hunger, especially in the United States and Guilford County. The course will reflect on the causes of poverty (natural and unnatural), contemporary economic arrangements, enduring racial economic inequities, and wrestle with the question of what the biblical writers might say to us in our current condition. The course will investigate the Bible's emphasis on God's concern for the poor and vulnerable and how that should inform society's views and treatment of those experiencing poverty. 4 credits. Meets the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement. Also meets the Diversity requirement.	see below
REL 2037	Religions of South Asia	This course explores the diverse religious and philosophic traditions of South Asia, including Hinduism, Buddhism, Jainism, Sikhism, and Islam. What constitutes the cycle of rebirth? How do different ideas of Dharma shape different religious traditions and divergent ideas of spiritual enlightenment? How do different spiritual ideals relate to ways of life and ethical issues? Students learn skills for analyzing texts and traditions, and for applying diverse ethical perspectives to historic and contemporary conditions. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL 3007	Women in the Bible	This course examines selected stories about women in both the Old and New Testament. The stories will be explored from literary, historical, sociological, and theological perspectives. Particular attention will be paid to feminist and womanist readings of these stories. Feminist and Womanist interpretations will provide the foundation to examine the texts for both their oppressive and liberating potential. 4 credits. Meets the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement. Also meets the Diversity requirement.	see below
PHL 1001	Introduction to Philosophy	The purpose of this course is to introduce students to the basic metaphysical and epistemological ideas developed by the major thinkers in the history of western philosophy. Topics include the nature of reality, the extent of human knowledge, free will and personhood, and death and the meaning of life. The aim is to develop a critical understanding of the views of the major philosophers in the western tradition, where such understanding includes the ability to articulate the strengths and weaknesses of their views, to locate them within the historical discussion of these ideas, and to compare them critically to one another. 4 credits. Meets the Humanities requirement.	see below

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PHL 2010	Biomedical Ethics	This course is a critical examination of the most important ethical issues in the biomedical field today. We will study the primary ethical theories and moral principles according to which ethical issues in this area have traditionally been discussed, and apply them to a range of issues including abortion, euthanasia, gene therapy and stem cell research, the allocation of health resources, patient's rights, the purpose of the medical profession, organ transplantation, and human and animal experimentation. We will develop our awareness of varying moral perspectives and our capacity for moral discussion and decision-making in our professional and personal lives. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
REL/PHL 2024	Existentialism	This course will focus on the major Existentialist thinkers of the 19th and 20th Centuries. Existentialism asks us to confront the following question: How can the human live a meaningful existence? In order to answer this question, we will have to explore the following sub-questions: Is reality inherently meaningful, or is reality simply absurd? Are there absolute truths that guide human life, or are we thrown into a strange world that lacks absolute guides for human life? Are we at home in the world, or are we ill-at-ease in the world? Can we have meaningful relationships with other humans, or are our relationships always troubled by selfish, control-seeking behavior? In sum, the Existentialists are trying to discover what gives meaning to human existence—is it God or relationships with other humans or radical freedom and individuality or maybe even nothing at all? To answer these questions, we will study both non-religious Existentialist thinkers (Camus, Nietzsche, Heidegger, De Beauvoir and Sartre) and religious Existentialist thinkers (Kierkegaard, Buber, Levinas, and Marcel). 4 credits. Meets the Humanities requirement.	see below
PHL 2020	Ancient Philosophy	This course focuses on the major philosophers in ancient Greek philosophy: the Pre-Socratics, Socrates, Plato, and Aristotle. These ancient Greek thinkers are often called the “first philosophers” and are often credited with asking and attempting to answer the first “philosophical” questions. And this is for good reason, for they were the first thinkers to tackle foundational questions in all the major areas of philosophical inquiry: They asked metaphysical questions: What is the nature of reality? How many kinds of things exist—one or many? What basic principles underlie change and movement? They confronted epistemological problems: What is the nature of knowledge? Can the human obtain knowledge of the natural world and of the human world? They wondered about ethical issues: What is the best life for the human? How do we define virtue and goodness? Throughout this course, we will explore these philosophical questions alongside these “first philosophers,” and in so doing, we may discover that, even today, we are still asking their same questions and using their same methods of inquiry. 4 credits. Meets the Humanities requirement.	see below

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PHL 2045	Technology Ethics	Should driverless cars be programmed to sacrifice lives? Will computer algorithms surmount human bias or magnify it? Is it a good idea to "automate" warfare? Ought society to allow couples to genetically design their baby? Should we give rights to human-like robots of the future? How will technology transform humanity within our lifetimes? In examining such moral questions, students will learn and apply a variety of ethical frameworks: utilitarianism, Kantian deontology, Aristotelian virtue theory, Rawlsian fairness, Natural Law theory, Nozick's entitlement theory, feminine ethics, and several more. 4 credits. Meets either the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement.	see below
PHL/CSI 3010	Civic Responsibility and Social Innovation	This course challenges students to examine theories of justice and apply these theories to their lived experience. During the course, students will learn normative ethical theories and contextualize these theories within social justice issues such as poverty, racism, sexism, sustainability, charity, etc. As a service learning course, students will not merely study theories, but analyze how these theories play out in the real world with their community partners. In this course, we will study questions such as: "How do we know what right action is?"; "What kind of distribution of resources is fair?"; and "How does racism and sexism impact our community?"; "How do we know when we are helping or hurting the community?" Students should leave the class with an understanding of the inescapable connection between justice and the community. 4 credits. Meets the Ethical Reasoning and Religious Traditions requirement or the Humanities requirement. Also meets the Diversity requirement.	see below
PHL 3023	Contemporary Continental Philosophy	This course will focus on the major philosophical movements of 19th and early 20th Century European philosophy. We will begin with Hegel, the great philosophical system-builder of the 19th Century, who thought that we could explain reality and the human's place within reality by appealing to one overarching philosophical theory, that is, by appealing to one grand-narrative. We will then move on to consider the major responses to this idea of the philosophical grand-narrative: Phenomenology, Existentialism, and Post-Modernism. Throughout the course, we will ask the following questions: Can we give an overall theory that explains the world and how the human finds meaning in the world? Is the human thrown into the world without absolute standards and guidelines for life? How is the human supposed to find meaning in a world that sometimes seems to lack inherent meaning? 4 credits. Meets the Humanities requirement.	see below

Rationale for above changes

These courses were updated for the new Gen Ed learning outcomes, and the new titles and descriptions better convey the content after these updates.

Does this change affect any other departments, schools, or programs besides your own? If so, please describe your consultation process with affected parties.

N/A

C - Small Curricular Revisions : Entry # 2096**Dean Review****[DEAN] I approve/deny this proposal**

Approve

Today's Date

07-13-2022

Comments

all approved in the spring with different form