

B - Course Revision Form V. 7.2022 : Entry # 2597**DEAN Decision**

Approved

Today's Date

02/10/2023

ACADEMIC PROGRAM Decision

Approved

Today's Date

02/24/2023

EPC Decision

Approved

Today's Date

03/17/2023

GEC Decision

Approved

Today's Date

03/23/2023

APIRC Decision

Approved

Today's Date

04/14/2023

Begin Form**Today's Date**

02/01/2023

Your Name

Robert Moses

Your Email:rmoses@highpoint.edu**Are you a Department Chair?**

No

B - Course Revision Form V. 7.2022 : Entry # 2597**Department Chair Name**

Chris Franks

Email address of your Department Chaircfranks@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught as proposed?

Spring 2024

Is this course part of GoGlobal?

No

Is this a revision to meet new Gen Ed requirements?

Yes

In which area(s) of Gen Ed does this course (as proposed) fulfill?

Ethical Reasoning and Religious Traditions, Humanities

Does this course as it currently exists fulfill any of the below University academic program requirements?

- Study Abroad

What would you like to revise?

- Learning Outcomes

Are you also revising any of the following for this course?

- Change course description

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

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Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
REL 2009	Religion	Elective

Is this course cross listed?

No

Choose the department designator for your course from the list below.

REL

Current course number

2009

Current course title

REL 2009 Holy Land: Geography, History and Theology in the Gospels and Second Temple Judaism

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course**

Course Objectives

1. Identify and locate important cities on maps of ancient and modern Israel and Palestine.
2. Analyze ancient primary texts (particularly, Old Testament, Second Temple Jewish texts, and the Gospels) with attention to the historical context, geography, and theological message of each passage.
3. Reflect on the intersections between history, geography, and theology.
4. Assess complex ethical issues around land ownership and the conflicts arising from claims to land.
5. Develop a basic grasp of the history of the modern states of Israel and Palestine and both peoples' claim to the land.
6. Apply the knowledge acquired in the classroom to the geographical contexts through the travel component of the course.

Ethical Reasoning and Religious Traditions Objectives

- Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.
- Identify ethical issues present in a described general scenario (e.g., rights, autonomy, honesty, coercion, loyalty, selfishness, character, duty, utility, fairness, etc.).
- Distinguish morally relevant facts in a scenario from facts that are not morally relevant in a scenario.
- Reflect critically on their own values in light of alternatives.
- Apply ethical theories to contemporary or hypothetical scenarios.

Humanities Objectives

- Write texts that address audiences in rhetorically appropriate ways.
- Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources.
- Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.
- Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.

Study Abroad Objectives

- Cultural Understanding: Students will engage cultures with different worldviews from their own, including knowledge, norms, and value systems. Students will promote this understanding of other people and cultures through a lens of ethnography (learning from people), as opposed to ethnocentrism (contrasting people and cultures from a narrow perspective).
- Systems Perspective: Students will consider and discuss how the ideas, norms, and values of a society are influenced over time by political, economic, social, and/or environmental systems.

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- Global Interconnectedness: Students will analyze and explain the relationships between local, regional, national, and global environments and/or communities through an exploration of their attributes, artifacts, and interactions. Students will consider the effects of global interconnectedness in order to promote international cooperation and problem-solving.
- Cultural Navigation: Students will demonstrate cultural self-awareness, communication skills, and the ability to navigate cross-cultural interactions.

Please list any revisions to assignments, tests, or other assessments that will be required for all sections of this course. If you have Gen Ed learning outcomes, please address assessment for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

Identify and locate important cities on maps of ancient and modern Israel and Palestine: Participation, Map Exam, Travel.

Analyze ancient primary texts (particularly, Old Testament, Second Temple Jewish texts, and the Gospels) with attention to the historical context, geography, and theological message of each passage: Participation, Discussion Posts, Midterm Exam, Reflection Papers.

Reflect on the intersections between history, geography, and theology: Participation, Discussion Posts, Midterm Exam, Reflection Papers, Travel.

Assess complex ethical issues around land ownership and the conflicts arising from claims to land: Participation, Discussion Posts, Reflection Papers, Travel.

Develop a basic grasp of the history of the modern states of Israel and Palestine and both peoples' claim to the land: Participation, Discussion Posts, Final Reflection Paper, Journal, Travel.

Apply the knowledge acquired in the classroom to the geographical contexts through the travel component of the course: Participation, Final Reflection Paper, Journal, Travel.

Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches: Discussion posts, Reflection Papers.

Identify ethical issues present in a described general scenario (e.g., rights, autonomy, honesty, coercion, loyalty, selfishness, character, duty, utility, fairness, etc.): Participation, Discussion Posts, Final Reflection Paper, Journal, Travel.

Distinguish morally relevant facts in a scenario from facts that are not morally relevant in a scenario: Participation, Discussion Posts, Final Reflection Paper, Journal, Travel.

Reflect critically on their own values in light of alternatives: Participation, Discussion Posts, Final Reflection Paper, Journal, Travel.

Apply ethical theories to contemporary or hypothetical scenarios: Participation, Discussion Posts, Final Reflection Paper, Journal, Travel.

Write texts that address audiences in rhetorically appropriate ways: Discussion posts, Reflection Papers.

Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources: Discussion posts, Reflection Papers.

Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem: Discussion posts, Reflection Papers.

Cultural Understanding: Students will engage cultures with different worldviews from their own, including knowledge, norms, and value systems. Students will promote this understanding of other people and cultures through a lens of ethnography (learning from people), as opposed to ethnocentrism (contrasting people and cultures from a narrow perspective): Journal, Travel.

Systems Perspective: Students will consider and discuss how the ideas, norms, and values of a society are influenced over time by political, economic, social, and/or environmental systems: Journal, Travel.

Global Interconnectedness: Students will analyze and explain the relationships between local, regional, national, and global environments and/or communities through an exploration of their attributes, artifacts, and interactions. Students will consider the effects of global interconnectedness in order to promote international cooperation and problem-solving: Journal, Travel.

Cultural Navigation: Students will demonstrate cultural self-awareness, communication skills, and the ability to navigate cross-cultural interactions: Journal, Travel.

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

Revised Course Description:

The Judaisms of Jesus' day were in large part the result of competing visions on how Jewish life should be lived under foreign rule. This course is a detailed study of early Jewish and Christian history, with particular attention to the land and space. Students

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will wrestle with the complex historical and theological questions concerning the relationship between Christianity and Judaism and what role the land has played in the intersection of these two faiths. The course will engage complex ethical questions concerning land possession and conflicts resulting from claims to land and ownership of land. The class will examine competing visions among early Jewish groups on what it means to be the people of God living in a promised land occupied by a foreign power and how such visions of land ownership may shed light on modern tensions around the land of Israel and Palestine. The required travel component will provide essential first-hand information and experiential learning opportunities for students.

Sample Syllabus

- [REL2009-Holy-Land_Syll-Moses-Rev.pdf](#)