REQUEST FOR NEW COURSE

1. General Information.
   a. Submitted by the College of: Undergraduate Education
   b. Department/Division: HONORS PROGRAM
   c. Contact person name: Frank Ettensohn  Email: fettens@uky.edu  Phone: 257-1401
   d. Requested Effective Date: ☑ Semester following approval  OR  ☐ Specific Term/Year

2. Designation and Description of Proposed Course.
   a. Prefix and Number: HON351
   b. Full Title: PROSEMINAR
   c. Transcript Title (if full title is more than 40 characters): ___
   d. To be Cross-Listed with (Prefix and Number): ___
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

   _____ Lecture  ______ Laboratory
   _____ Clinical  3 Colloquium
   _____ Seminar  _____ Studio
   _____ Recitation  ____ Discussion  ____ Indep. Study  ____ Practicum  ____ Research  ____ Residency
   _____ Other – Please explain: ___
   f. Identify a grading system: ☑ Letter (A, B, C, etc.)  ☐ Pass/Fail
   g. Number of credits: 3
   h. Is this course repeatable for additional credit? YES ☐ NO ☑
      If YES: Maximum number of credit hours: ___
      If YES: Will this course allow multiple registrations during the same semester? YES ☐ NO ☑
   i. Course Description for Bulletin: Honors Proseminar engage student awareness of their civic role and place in the world and foster appreciation of global/cultural diversity. Focus on special topics related to the base discipline of the faculty instructor.
   j. Prerequisites, if any: Membership in the Honors Program fulfillment of HON151/HON152/HON251/HON252.
   k. Will this course also be offered through Distance Learning? YES ☐ NO ☑
   l. Supplementary teaching component, if any: ☐ Community-Based Experience  ☐ Service Learning  ☐ Both

3. Will this course be taught off campus? YES ☐ NO ☑

4. Frequency of Course Offering.
   a. Course will be offered (check all that apply): ☑ Fall  ☐ Spring  ☐ Summer

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1 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
2 The chair of the cross-listing department must sign off on the Signature Routing Log.
3 In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
4 You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
REQUEST FOR NEW COURSE

b. Will the course be offered every year? YES X NO □
   If NO, explain: ______

5. Are facilities and personnel necessary for the proposed new course available? YES X NO □
   If NO, explain: ______

6. What enrollment (per section per semester) may reasonably be expected? 17-20 (5 sections per semester)

7. Anticipated Student Demand.
   a. Will this course serve students primarily within the degree program? YES □ NO X
   b. Will it be of interest to a significant number of students outside the degree pgm? YES □ NO X
      If YES, explain: Honors is not a "degree program"; the course will serve only Honors Program students.

8. Check the category most applicable to this course:
   ☒ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).
   a. Is this course part of a proposed new program? YES □ NO X
      If YES, name the proposed new program: No, but it will be part of--and required in--a revised Honors Program.
   b. Will this course be a new requirement\(^5\) for ANY program? YES X NO □
      If YES\(^5\), list affected programs: Honors Program

10. Information to be Placed on Syllabus.
    a. Is the course 400G or 500? YES □ NO X
       If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
    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.

\(^5\) In order to change a program, a program change form must also be submitted.
REQUEST FOR NEW COURSE
Signature Routing Log

General Information:
Course Prefix and Number: HON251
Proposal Contact Person Name: Frank Ettensohn Phone: 257-1401 Email: fettens@uky.edu

INSTRUCTIONS:
 Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

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<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
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External-to-College Approvals:

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Comments:

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6 Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.
COMMON LEARNING OUTCOMES FOR YEAR 3 AND CAPSTONE PROJECT: INTERACTING

- Launch the Honors student into the more challenging role of a public intellectual whose main activity is to interact with his or her academic, local, and global communities.
- Focus on understanding the complexities of citizenship (local/global; private/public) and on fostering the process of making informed choices as an engaged citizen living in a richly diverse, globally-interconnected, and multilingual world.
- Advance leadership skills through peer-mentoring duties; opportunities for professionalization; and opportunities for service-learning, outreach, and international travel.
- Promote student products at this level as major projects created by the Honors student who has accomplished year-one and year-two courses, and who has mastered the skills of basic college-level research, college-level writing, and oral presentation. Therefore, student portfolios must contain records of both written and oral deliveries of projects (for example, the written works themselves + the digital media employed, the creative portfolio + the flyer of its public reading, or other possible combinations of written and oral presentation methods). Note too that formal written projects go through a process of draft-and-revision.
- Earns the student the designation “with Honors in the Honors Interdisciplinary Studies Program” at graduation.

HON 351 PROSEMINAR—SUBTITLE TBA (3 CREDIT HOURS OF CITIZENSHIP/GLOBAL DYNAMICS)

- Focus on special topics related to the base discipline of the faculty instructor. Past topics have ranged from a comparative study of religions to a study of Lincoln and Darwin.
- Engage student awareness of their civic role and place in the world, of the dynamic interaction between local (place and people) and global processes (international and transnational).
- Foster understanding and appreciation of global/cultural diversity and the impact of globalization processes. This new knowledge and attitude also will lead to the student’s heightened awareness of her/his own culture and society.

HON 352: STUDY-AND-TRAVEL ABROAD OR SERVICE LEARNING/OUTREACH COMPONENT

- Expand academic, social, and cultural horizons of students by way of venues that introduce a rich historical and comparative understanding of U.S. and global cultures and the role that race, ethnicity, gender, and socioeconomic class play in shaping them.
- Require students to design projects that engage with the community at large. These projects may come in the form of a photo or video essay, podcast, documentary film, or blog.
- Faculty and a group of students may petition to link their HON 351 Proseminar course with a study-and-travel component or service learning/outreach experience.
FROM THE 5/15/09 CURRICULAR TEMPLATE FOR CITIZENSHIP—GLOBAL DYNAMICS: “Courses satisfying this requirement will focus attention on the student’s civic role and place in the world and the dynamic interaction between locale (place and people) and global processes (international and transnational). In order for UK students to be prepared for careers in a globalized world, they must understand and appreciate global cultural diversity and the impacts of globalization processes. This new knowledge and attitude will also lead to the student’s heightened awareness of her/his own culture and society. Issues like, but not limited to, environmental concerns (e.g., climate change, soil depletion, transboundary pollution), the built environment (e.g., architecture, urban planning, sustainable design), public health (e.g., sanitation, local-global disease transfer, nuclear and coal-fired energy risks), political and socio-economic structures and policies (e.g., social and political processes; diverse public policies; and social and governmental regulations) and the interaction of world cultures (including music, art, religions, literature and folklore) are among the topics that may be explored in the many possible courses fulfilling this part of the general education curricular framework.”

This course satisfies the objectives and outcomes delineated by the General Education: Citizenship/Global Dynamics, as well as those specific to the Honors Program, with its goal to providing its Honors students an integrative and interdisciplinary curriculum of core courses and where each course practices interdisciplinary approaches to teaching one’s specialty or discipline.

Prereq: Successful completion of Year-One and Year-Two HON courses.

LEARNING OUTCOMES:

- Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
- Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
- Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
- Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
- Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
- Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.

NOTE ALSO:
Along with HON395 (Honors Thesis/Capstone Project), HON351 and HON352 work fulfilling outcomes for Composition and Communication II, which provide students practice in composing and communicating ideas using speech, writing, and visuals in an active learning environment. In conjunction with fulfilling outcomes for Composition and Communication I (by way of Year-One courses) and the Graduation Writing Requirement (by Year-Two courses), the fulfillment of the outcomes for Composition and Communication II (by Year-Three courses) will have developed the Honors student’s proficiency in oral, written, and visual communication that s/he will be able to apply these skills to other disciplines and to contexts beyond the university.

THE LEARNING OUTCOMES SPECIFIC TO COMPOSITION AND COMMUNICATION II ARE FOR STUDENTS TO:

- Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course’s primary educational focus);
- Conduct significant research on a subject, using the resources of the UK Libraries;
- Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis;
- Refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style;
- Critique the work of peers and professionals;
- Revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public;
- Employ and evaluate interpersonal and small group communication skills.

TEXTS:
Texts and readings to be selected by individual professors depending on the focus of the course.

COURSE REQUIREMENTS MAY INCLUDE:
☐ Class attendance and active participation
☐ Response papers; group reviews of interpersonal interactions/simulations/role plays; and/or interpersonal and small group dynamics reflection papers;
☐ At least one venue by which students can practice using effective forms of visual/digital media: slide presentations, poster presentations, web sites, individual or group presentations, and the like;
☐ At least one major assignment produced from multiple drafts and at least one draft of which the professor has reviewed.
INFORMATION TO INCLUDE:
1. Assessment/Grading: Percentages to be determined by professor/instructor.
2. Brief descriptions of course requirements and how they will be graded,
3. Instructor course policies on:
   □ Attendance and absences
   □ Civility and conduct in the classroom
   □ Completion and submission of work
   □ Academic Integrity, Plagiarism, & Cheating
   □ Academic accommodations due to disability—here’s a standard description on this: “If you
     have a documented disability that requires academic accommodations, please see me as soon as
     possible during scheduled office hours. In order to receive accommodations in this course, you
     must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2,
     Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus
     disability services available to students with disabilities.”
   □ If applicable, group work and collaboration
4. Tentative Class Schedule: Again, to be determined by individual instructors, but must include:
   □ Dates for evaluation sessions, provision of drafts and final version, etc.
   □ Research, written, and oral components

What follows is a full-scale syllabus for a section of HON 351, which describes in detail how
it will embody the criteria for the new programs and exemplify the way it will meet the
goals set out in the generic description.
DATE: 11 Nov. 2009

TO: The Approval Committee

FROM: D. Kay Woods

RE: HON 351 PROSEMINAR CITIZENSHIP AND GLOBAL DYNAMICS
SUBTITLE: A COMPARATIVE STUDY OF RELIGIONS—KEEPING THE FAITH

So many world events hinge on religious practices and beliefs that it is incumbent on today’s global citizen to not only understand other cultures, but to also feel comfortable interacting with those who hold very different beliefs that their own. This course provides students opportunities to explore five religions via research, experience, and interaction. The information gained in this course should enable students to make informed choices—both on a personal level and in regard to those with whom s/he encounters as a global citizen.

ABOUT THE INSTRUCTOR:
As a historian who has taught ancient, medieval, and modern events, I appreciate how religion has shaped responses to events and people. My area of expertise is Late Antiquity, specifically regarding 4th century Christian women; however, my interest in religion as a tool of leaders, economists, and social reformers has led me to extensive reading in the field of inter-faith relationships. Further, I would like to see the University of Kentucky move forward in developing and using an inter-faith council to foster understanding and appreciation of religious diversity and its impact on the globalization process.

HOW THIS COURSE MEETS THE OUTCOMES FOR YEAR THREE

Launch the Honors student into the more challenging role of a public intellectual whose main activity is to interact with his/her academic, local, and global communities.

Interaction comes via visitation to religious services and participation in religious celebrations. Additionally, the group project requires students to meet and collaborate with members of the religion they are responsible for researching and presenting. It also requires students to become aware of celebratory practices and to schedule events for the class to either observe or engage in with members of the religious community. For example, the Muslim Student Union hosts Steadfast, the Hindu Student Union hosts Dawali, etc. Further opportunities include attendance at lectures scheduled at UK of guest speakers who represent religious or philosophical communities.

Focus on understanding the complexities of citizenship (local/global; private/public) and on fostering the process of making informed choices as engaged citizens living in a richly diverse, globally-interconnected, and multilingual world.

Class sessions dealing with controversies and conflicts within the faith provide students the opportunity to consider the plight of religious practitioners in both local and global settings.
Learning what obstacles exist to peace and global cooperation in light of cultural and religious traditions will provide a springboard for open discussion of how these issues/problems may be resolved.

Advance leadership skills through peer-mentoring duties; opportunities for professionalization; and opportunities for service-learning, outreach, and international travel.

Small groups of students are required to plan and execute a detailed presentation of the background, beliefs, and practices of each religion. They also must lead class discussions of conflicts and controversies, a discussion of sacred texts, a book discussion and debrief after visits to temples, mosques, synagogues, churches, or religious centers. They also are responsible for keeping the class assessed of opportunities to work with religious groups in accomplishing a community service. For example, they may become involved in developing the Peace House, work in a community kitchen or a charitable endeavor sponsored by one or more religious groups. At this time international travel is not part of this package, but many honors students travel and study abroad; therefore, this class should prepare them for interaction with diverse cultures and religions they encounter.

The Conference Paper Assignment provides students an opportunity to dry-run a conference delivery. Students will be informed of undergraduate conferences and journals for which their presentation would be suitable. It is expected that students will participate in such a conference or submit the paper for publication. The instructor will be available the following semester to aid in this process. Students will be required to keep their work as part of their working-portfolio, and once the paper/project has been formally delivered, documentation will be included.

**HOW THIS COURSE MEETS GEN. ED. REQUIREMENTS FOR GLOBAL DYNAMICS**

*Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.*

The research and presentation of background, beliefs, and practices informs students of the importance of cultural tradition and rituals in shaping belief systems and human behaviors. *Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.*

The requirement that students attend various religious services, celebrations, and campus events sponsored by religious/ethnic groups provides opportunity for students to interact in an environment outside their own and to learn from others what values and practices are important or special and why.

*Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.*
The Conflicts Within the Faith Assignment is designed to address ethical issues each religion faces. Students will learn how practitioners deal with conflicts both within the faith and in connection with others outside the faith. Discussions on how to best resolve these conflicts from a multi-cultural perspective should prove fruitful in helping students understand their responsibility as global citizens in creating an atmosphere where progress can be made and cooperation fostered.

*Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.*

This class may take its cues from world events as religious turmoil is common on a daily basis. Or, there may be discussions focused on a particular ethical issue or historical event that helps students understand those outside their cultural background. Students are required to step outside their comfort zone and to participate in a non-US religious based activity.

*Demonstrate an understanding of how local features (economic, cultural, social, political, and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.*

The article assignments, the reflection papers, and the novels are designed to place religious practices in a practical world. Questions of how people of various faiths cope with economic pressures, prejudice, or past histories arise from these assignments/class discussions. Students will gain an appreciation and understanding of how these factors affect individual behaviors as well as world-views.

*Demonstrate an understanding of at least two of the following as they pertain to the subject matter of the course: a) Societal, cultural and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance*

The introduction to each faith includes background/history and development, thus demonstrating how and why change over time occurred. The interactive activities and participation in services/celebrations provides students opportunity for civic involvement; the examination of ethical issues provides students an opportunity to compare how various cultures/faiths address such circumstances. The novels—all dealing with how individuals of particular religions deal with death—provide a cross cultural/cross faith comparison. And, a look at how each religion functions and fits within our global community should yield insight into power and resistance both within the religions themselves as well as the religious community in global context.

Kay Woods 3
HON 351-XXX PROSEMINAR: A COMPARATIVE STUDY OF RELIGIONS—
KEEPING THE FAITH
FALL 2010

TR TBA
Office Hours TBA
Phone: 859-321-1851

D. Kay Woods
POT 1163
Kwoods1059@aol.com

Course Description:

This course focuses on our modern encounter with traditional faiths. Important analytical paradigms that have been useful in interpreting religious belief and praxis will be explored and analyzed. Thus, the concept of “religious tradition” from antiquity to modern day will serve as the organizational focus of our study. The course is comprised of a thematic humanities approach in examining how religions are expressed and practiced. In addition to lectures, readings, and discussions, students will be required to visit at least three religious services that are foreign to their personal choice of faith or philosophy. Films and guest speakers will also supplement our religious studies.

Objectives:

- Students will develop an understanding of and tolerance for diverse religious beliefs.
- Students will analyze primary source materials as well as secondary commentaries and theories regarding religious growth and application both historically and in the modern world.
- Students will gain an understanding and appreciation of global cultural diversity and its implications to their own culture and society. The focus will be on understanding the complexities of citizenship in relation to religious practices within diverse communities.
- Students will engage in activities designed to provide a personal encounter with diverse cultures and religions. Students will serve as peer mentors to those outside their particular faith, and/or assume responsibility for contacting leaders of specific religions and setting up interactive experiences with said religious community.
- Students will research various religious traditions and present a visual/oral project sharing their learning experience. Because the scope of each religion is vast, two weeks (four classes) are devoted to each religion; thus, the presentations will be extensive.
- Students will raise questions about and discuss key issues involving religious issues and diversity.

Required Texts:


Any version of *The Holy Bible, The Qur'an, The Torah,* and *Bhagavad Gita* is crucial for class assignments, research, and discussion. These are the main sacred texts used for discussions. Group presenters may supply you with selections from other texts as well. You may purchase these or borrow them from various libraries or perhaps friends.

Articles and handouts are also assigned for each religion.

**Course Expectations:**

There will be three major assignments for this course. First, for the Spiritual Autobiography assignment, you will submit a 5-7 page essay that is a personal assessment of your spiritual growth at this time. This essay will be used as a baseline for where you are at the beginning of the class and to assess where you are at the end of the class. The value of this writing for me is that it serves as a baseline for your writing skills. Second, you will participate in a Group Project focusing on one of the major religions discussed in this class. We should have enough diversity so you will not be serving on a team presenting your own religion. Teams will be assigned later in the course. Third, you will prepare an individual presentation and research paper worthy of conference submission. In addition, you are required to attend at least four religious services not of your own faith, and to write a two-page response to these encounters. Likewise, you will submit a two-page response paper to the novels assigned for each of the major religions. The response papers are informal pieces of writing and will count toward your participation grade.

**Grading:**

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<td>Attendance/Participation</td>
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<tr>
<td>Spiritual Autobiography</td>
<td>10%</td>
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<tr>
<td>Group Project</td>
<td>30% (20% individual/10%group)</td>
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<tr>
<td>Conference Paper</td>
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Some extra credit may be earned by attending more than the minimum spiritual encounters; however, extra credit is only awarded when credit assignments are completed successfully.

**Course Outline:**

**Aug. 26**  R  **Foundations: Introductions, Questions, Questionnaires, and Overview**
- Religious Literacy Quiz and Questionnaire

**Aug. 30**  T  **Talking the Talk—Wisdom or Babble?**
The Vocabulary and Grammar of Religion
Read: Kurtz, GGV, Chapter 1
Discuss: Religion as a social construct.

Sept. 2 R Ancient Religions/Modern Ties: Cultural Connections
Intro. To Gwynne, WRP.
Comparative World Religions Chart
Discuss: Methodology—How various disciplines approach religious studies.

Assign group project—Presenting the Faith

Group meeting: Approximately 20 minutes will be allotted to group meetings. At this time I need to know how the group is organizing and who is assuming responsibility for what. There will be a form to fill out.

Sept. 7 T Ethics and Religion
Read: Kurtz, GGV, Chapter 4
Discuss: How does a peoples' ethos both unite and divide them culturally, socially, and spiritually?

Religious Autobiography Due Today

Sept. 9 R Modernism and Multiculturalism: Religious Reform and Reformers
Read: Kurtz, GGV, Chapters 5 and 6
Discuss: How has our modern world shaped religious practices? How have religious encounters shaped our modern world?

Sept. 14 T Religious Conflict in the 21st Century
Read: Kurtz, GGV, Chapter 7
Discuss: What is the fate of the five major religions discussed in this course? Have religions made our world a better place?

Sept. 16 R GETTING READY FOR THE KICK-OFF
Discuss any problems your project is presenting. Hinduism—be ready to present. Check out the technology etc.

Sept. 21 T HINDUISM PRESENTATION: The Background, Beliefs, Practices
Be sure to bring WRP to class as a reference. Take notes and prepare to fill out the peer evaluation form. Prepare a list of questions you would like answered by the group. Be reading The Namesake by Jhumpa Lahiri.

Handout: Final assignment: The Research Paper: Preparing for a Conference—w/brief discussion
Sept. 23  R  HINDUISM CONT.':  The Sacred Texts
Come to class prepared to discuss the readings assigned by the group.

Sept. 26  SUNDAY: VISIT BHARATIYA TEMPLE AND CULTURAL CENTER
9:30-1:30 or 5:00-8:00 -  Review etiquette guidelines before attending.
Write a two-page reflection of this experience; bring it to class Tuesday.

Sept. 28  T  HINDUISM CONT.': CONFLICTS WITH THE FAITH
Bring an article to class to share. The article should address some aspect
of ethical dilemma faced by practitioners of the Hindu religion. The
group will monitor the discussion and field questions.

Sept. 30  R  HINDUISM FOLLOW-UP AND BOOK DISCUSSION
Read:  The Namesake  by Lahiri and write a two-page response paper.
Consider how the precepts and practices of Hinduism are incorporated into
the novel. How does Hinduism help the characters cope with life’s
curves/disappointments?

Oct. 5  T  BUDDHISM PRESENTATION—Background, Beliefs, Practices
Be sure to bring WRP to class as a reference. Take notes and prepare to
fill out the peer evaluation form. Prepare a list of questions you would
like answered by the group. Be reading Breakfast with Buddha by
Merullo.

Oct. 7  R  BUDDHISM CONT.'  The Sacred Texts
Come to class prepared to discuss the readings assigned by the group.

OCT. 9  SATURDAY—CAFÉ SHAMBHALA OPEN 9:00-12:00 FOR MEDITATION
Write a two-page reflection; bring it to class Tuesday.

Oct. 12  T  BUDDHISM CONT.': CONFLICTS WITH THE FAITH
Bring an article to class to share. The article should address some aspect
of ethical dilemma faced by practitioners of Buddhism. The
group will monitor the discussion and field questions.

Oct. 14  R  BUDDHISM FOLLOW UP AND BOOK DISCUSSION
Read:  Breakfast With Buddha  by Roland Merullo. Write a two-page
reaction paper.  Consider the value of viewing your life through someone else’s eyes.

Oct. 19  T  JUDAISM PRESENTATION: Background, Beliefs, Practices
Be sure to bring WRP to class as a reference. Take notes and prepare to
fill out the peer evaluation form. Prepare a list of questions you would
like answered by the group. Be reading Who By Fire by Diana Spechler.

Oct. 21  R  JUDAISM CONT.': The Sacred Texts
Come to class prepared to discuss the readings assigned by the group.

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<td>OCT. 22</td>
<td>FRIDAY</td>
<td>VISIT EITHER OHAVAY ZION SYNAGOGUE OR TEMPLE ADATH ISRAEL</td>
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| Oct. 26 | T | JUDAISM CONT’?: CONFLICTS WITH THE FAITH |
|         | | Bring an article to class to share. The article should address some aspect of ethical dilemma faced by practitioners of Judaism. The group will monitor the discussion and field questions. |

| Oct. 28 | R | JUDAISM FOLLOW UP AND BOOK DISCUSSION |
|         | | Read: *Who By Fire* by Diana Spechler. Write a two-page reaction paper. Consider the consequences of family rescue and blame, and how religious ethics factor into one’s duties, responsibilities, and family ties. |

| Nov. 2  | T | ISLAM PRESENTATION Background, Beliefs, Practices |
|         | | Be sure to bring *WRP* to class as a reference. Take notes and prepare to fill out the peer evaluation form. Prepare a list of questions you would like answered by the group. Be reading *If I Should Speak* by Umm Zakiyyah. |

| Nov. 4  | R | ISLAM CONT’?: The Sacred Text |
|         | | Come to class prepared to discuss the readings assigned by the group. |

| Nov. 5  | FRIDAY | VISIT THE MOSQUE ON RUSSLE CAVE ROAD |
|         | Service begins at 1:30 |

| Nov. 9  | T | ISLAM CONT’?. CONFLICTS WITH THE FAITH |
|         | | Bring an article to class to share. The article should address some aspect of ethical dilemma faced by practitioners of Islam. The group will monitor the discussion and field questions |

| Nov. 11 | R | ISLAM FOLLOW UP AND BOOK DISCUSSION |
|         | | Read: *If I Should Speak* by Umm Zakiyyah |
|         | | Consider Dee’s spiritual fate. |

| Nov. 16 | T | CHRISTIANITY PRESENTATION Background, Beliefs, Practice |
|         | | Be sure to bring *WRP* to class as a reference. Take notes and prepare to fill out the peer evaluation form. Prepare a list of questions you would like answered by the group. Be reading *The Shack* by William P. Young. |

| Nov. 18 | R | CHRISTIANITY CONT’?. The Sacred Text(s) |
|         | | Come to class prepared to discuss the readings assigned by the group. |

| Nov. 12, 13, 14 | F, SA, SN | ATTEND ONE OF THE FOLLOWING CHRISTIAN |
CHURCH SERVICES: FIRST PRESBYTERIAN (chosen b/c it is one of the oldest and most traditional Churches in Lexington); Quest (chosen b/c it is non-traditional and informal); Christ the King Catholic Church (chosen b/c it is a traditional Roman Catholic church); Panagia Pantovasilissa Greek Orthodox Church (chosen because it is the "other" Catholic church).
If you are "Christian," you must attend a service different from your normal experience.

<table>
<thead>
<tr>
<th>Nov. 16</th>
<th>T</th>
<th>CHRISTIANITY CONT. ' CONFLICTS WITH THE FAITH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bring an article to class to share. The article should address some aspect of ethical dilemma faced by practitioners of Christianity. The group will monitor the discussion and field questions.</td>
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<table>
<thead>
<tr>
<th>Nov. 18</th>
<th>R</th>
<th>CHRISTIANITY FOLLOW UP AND BOOK DISCUSSION</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Read: <em>The Shack</em> by William P. Young. Consider the possibilities proposed by the author regarding the Trinity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nov. 23</th>
<th>T</th>
<th>DEBRIEFING/REFLECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Come to class prepared to discuss any remaining questions concerning religions studied and to reflect on what we have learned about human behavior and belief systems. Time will be allotted to discuss the up-coming conference paper/presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nov. 25</th>
<th>R</th>
<th>THANKSGIVING—ENJOY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Nov. 30</th>
<th>T</th>
<th>GETTING READY FOR THE CONFERENCE—</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This class session affords an opportunity for peer review and last-minute questions. It also provides time to test any technology you may need to aid in the presentation of your paper. Because I am allotting an extra day to prepare, our time frame will be tight. Therefore, adherence to the time limit of 12-15 minutes will be strictly enforced. Be sure to time your work.</td>
</tr>
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<tr>
<th>Dec. 2</th>
<th>R</th>
<th>Conference Paper Presentations</th>
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</table>

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<tr>
<th>Dec. 7</th>
<th>T</th>
<th>Conference Paper Presentations</th>
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<tr>
<th>Dec. 9</th>
<th>R</th>
<th>Conference Paper Presentations</th>
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| Dec. TBA | | Final Day of Conference All papers due in publishable format. |

Kay Woods 9
ASSIGNMENT: SPIRITUAL AUTOBIOGRAPHY

Compose a 5-7 page essay discussing your spiritual and/or religious encounters to date. In essence, what do you believe and why do you believe it? In clarifying your thinking and position on these questions be sure to include your definition of religion. Do not use a dictionary or other resource. Determine what religion means to you and why you embrace it or eschew it. Avoid religious or philosophical jargon and rhetoric. Do not parrot parental or others’ ideas about your faith/philosophy. This assessment is about you—how you feel, what precepts you have chosen to govern your life, what rituals you find most comforting/useful, what signs/symbols you use to create your spiritual identity. This is a personal spiritual history addressing those factors that bind you to your faith or philosophy. Be concrete in your analysis and in your examples. Be sure your thesis communicates your belief and the basis for that belief.

The paper should include the following:

Introduction
Define religion
Establish your position/belief
Provide at least three reasons why you adhere to or are questioning this faith/philosophy (i.e. your thesis)

Body
Give a brief description of your faith/philosophy—what are the basic tenants of this belief?
Development of your first reason why.
Development of the second reason.
Development of the third reason.
(Development of any other reasons included in your thesis)
Each of the above should include concrete evidence/examples
You may cite a holy book or philosophical text—be sure to credit it properly.

Conclusion
Given your grounding or floundering in the belief addressed above, what do you hope to gain from this comparative religions study?

The paper should be typed; double spaced; .12 font New Times Roman; name, class/section, instructor, date in upper right hand corner single spaced; pages numbered at bottom right; black ink only; no cover page. Be sure your paper is fully developed and is error free. This paper will help me assess your writing skills; you will be judged on its quality. Therefore, use formal language, correct grammar and sentence structure, and check for spelling errors. Your work should be titled, and the title should reflect the nature of your paper—not the title of the assignment.
RELIGIOUS LITERACY QUIZ

1. Name the four Gospels. List as many as you can.

2. Name a sacred text of Hinduism.

3. What is the name of the holy book of Islam?

4. Where according to the Bible was Jesus born?

5. President George W. Bush spoke in his first inaugural address of the Jericho road. What Bible story was he invoking?

6. What are the first five books of the Hebrew Bible or the Christian Old Testament?

7. What is the Golden Rule?

8. "God helps them who help themselves": Is this in the Bible? If so, where?

9. "Blessed are the poor in spirit, for theirs is the kingdom of God": Does this appear in the Bible? If so, where?

10. Name the Ten Commandments. List as many as you can.
11. Name the Four Noble Truths of Buddhism.

12. What are the seven sacraments of Catholicism? List as many as you can.

13. The First Amendment says two things about religion, each in its own “clause.” What are the two religion clauses of the First Amendment?

14. What is Ramadan? In what religion is it celebrated?

15. Match the Bible characters with the stories in which they appear. Draw a line from one to the other. (Some characters may be matched with more than one story or vice versa.

   Adam and Eve   Exodus
   Paul  Binding of Isaac
   Moses  Olive Branch
   Noah  Garden of Eden
   Jesus  Parting of the Red Sea
   Abraham  Road to Damascus
   Serpent  Garden of Gethsemane
1. Which of the following was your childhood faith/philosophy?

   Christianity  Hinduism  Buddhism  Judaism  Islam  Agnostic  Atheist
   Other________________________

2. Of the above, with what particular denomination/school/philosophy were you affiliated?

3. Were you a devout practitioner; a regular practitioner; an occasional practitioner; non-practicing?

4. If your religious/philosophical affiliation has changed since childhood, with what religion/philosophy do you associate currently?

5. Identify the religious leader(s) or philosopher(s) you admire most.____________________________________________________
   ________________________________
   ________________________________

6. How do you define religion?

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

7. Of the religions/philosophies listed in question #1, of which one are you the least informed?________________________

8. Other than your own of the religions/philosophies listed in question #1, which one interests you most?________________________
9. Do you believe there is a Heaven? If so, describe your idea of Heaven. If not, why not?

10. Do you believe in Hell? If so, describe your concept of Hell. If not, why not?

11. What do you think the Deity you worship looks like? What physical attributes do you ascribe to him/her? If you do not believe in a Deity, what do you think of existing renditions of Deities?

12. What is your favorite teaching affiliated with your religion/philosophy?

13. What is the most significant spiritual/existential experience you have had?
14. Do you regularly read the holy book or dogmatic literature associated with your
religion/philosophy? ________________ If so, what book and/or version do you
use? ____________________________________

15. Do you pray or meditate? ________________ Under what circumstances
__________________________________________________________________________
__________________________________________________________________________

16. What ritual associated with the practice of your religion or philosophy has most
significance for you? ________________________________________________________
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

17. What celebration associated with your religion/philosophy means the most to you?
__________________________________________________________________________
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

18. Why do you practice this religion/philosophy?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

19. What is the greatest crisis to your spiritual growth?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Kay Woods 15
20. What do you expect to gain from this class?
ASSIGNMENT: GROUP ACTIVITY/PRESENTATION

Based on your answers to the opening-day questionnaire and my brief perusal of your spiritual autobiography, I have paired you with others whom I believe to have skills and diverse opinions/experiences that will complement your own. Your group is responsible for presenting crucial information about the religion/faith to which you have been assigned. Your task is to prepare the class for the religious encounter scheduled as an extracurricular activity and to direct class discussion concerning precepts and practices of said religion. Your group is in charge of three class periods, two to prepare the class and one as a follow-up and book discussion. In the course of preparing the class you should:

- Introduce basic beliefs, rituals, and sacred texts crucial to practicing this religion.
- Provide an analysis of symbols/images important to the practitioner.
- Explain/demonstrate how at least one festival/celebration is conducted
- Monitor the discussion of ethical issues important to this culture/faith and be prepared to answer questions generated by students’ articles.
- Select passages from the sacred text(s) for students to read and to discuss. Know what authorities say about these passages before you come to class. You may have to field some questions.
- Assign key readings from Gwynne’s *World Religions in Practice*.
- Use visuals or activities that engage the class in learning. Avoid encyclopedic presentations. Make the information memorable and meaningful.
- Conduct a book discussion on how the assigned novel demonstrates the religion under scrutiny.

Divide the labor, meet often and keep a log of your meetings and progress. You will submit an evaluation of your group upon final execution of the assignment. Begin by using the basic text, *World Religions in Practice* combined with either Chapter 2 or Chapter 3 of *Gods in the Global Village*.

You may use additional resources, but when you do be sure to include them as part of the bibliography you generate for this project and essay. Classmates of the faith to which you are assigned may be consulted, but under no circumstances expected to provide you with materials or to create the presentation(s). When using a classmate as a consultant, be sure to give him/her credit in your bibliography.
Congratulations! You have been selected to participate in the first annual conference sponsored by the Kentucky Interfaith Commission. It is the goal of the Commission to foster a greater degree of understanding of cultural differences and toleration of diverse beliefs and practices. Therefore, the theme of this conference is: *Religion, Spirituality, and Ethical Issues.* Audio/visual enhancements are encouraged as we have facilities that accommodate such presentations. We at the Interfaith Center have resources available for your use; however, you must set up an interview to gain access to these resources. Please fill out the following application and submit it no later than **October 5, 2010.**

Name: ______________________________________________________

Topic: ______________________________________________________ *(may be a tentative title)*

Thesis: ______________________________________________________

________________________________________________________________

________________________________________________________________

Possible Meeting Times: Check your calendar and provide us with two possible interview dates to be scheduled between October 5 and October 21.

Preference ___________________ Alternate _______________________

You will be notified as to where and when your appointment has been scheduled. Be prepared to discuss the focus of your research and how you see your paper developing. As organizer of the conference, I will be happy to answer any questions you may have at this time. I look forward to working with you and to your participation in our conference.

Best,

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep.</td>
<td>The group is completely ready to present and is well rehearsed</td>
<td>The group seems fairly prepared; some rehearsal evident</td>
<td>The group is somewhat prepared; needed to rehearse</td>
<td>The group does not seem prepared or ready to present</td>
</tr>
<tr>
<td>Org.</td>
<td>Content well organized; Presentation easily followed</td>
<td>Content well organized</td>
<td>Content logically organized but some points difficult to follow</td>
<td>No real organization; lots of random facts audience confused</td>
</tr>
<tr>
<td></td>
<td>Demonstrates depth and complexity of ideas; analytical, insightful</td>
<td>Ideas are represented by elaborate and relevant details; significance</td>
<td>Unelaborated ideas minimal evidence; redundancy</td>
<td>Minimal info; limited development; few details</td>
</tr>
<tr>
<td></td>
<td>And relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Uses enhancements that show considerable work and creativity; made</td>
<td>Uses enhancements to generate interest; shows creativity; made presentation better</td>
<td>Uses enhancements that made the presentation better</td>
<td>Used few if any enhancements used</td>
</tr>
<tr>
<td>Originality</td>
<td>presentation memorable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Evidence of scholarly research; sources are reliable and detailed</td>
<td>Some evidence of research; sources are generally reliable</td>
<td>Some evidence of research most sources are not reliable—most are Internet sites</td>
<td>Little research evident and no reliable sources (all Internet if used)</td>
</tr>
<tr>
<td></td>
<td>(all published)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bib.</td>
<td>Bibliography is comprehensive for all graphics and info; formatted</td>
<td>Bib. is provided for most graphics and info; formatted correctly</td>
<td>Bib. is provided for some graphics and info; attempts to follow a format; some errors</td>
<td>Bib. is sparse; not presented in desired format; style not recognizable</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exemplary</td>
<td>Good</td>
<td>Acceptable</td>
<td>Unacceptable</td>
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<tr>
<td>Delivery</td>
<td>Speaks clearly/distinctly 100% of the time; enthusiastic and keeps audience engaged</td>
<td>Speaks clearly/distinctly 95-100% of the time; sometimes engages audience</td>
<td>Speaks clearly/distinctly 85-90% of the time; does not generate much interest</td>
<td>Mumbles or rushes words; cannot be understood; audience bored</td>
</tr>
<tr>
<td>Body Lang.</td>
<td>Stands straight; maintains eye contact and appears confident</td>
<td>Stands straight; maintains eye contact; some nervous habits</td>
<td>Sometimes stands straight; some eye contact w/ audience; nervous</td>
<td>Slouches and/or does not make eye contact; fidgets</td>
</tr>
<tr>
<td>Time</td>
<td>Time requirements are respected</td>
<td>Time requirements respected (30 sec. leeway)</td>
<td>Time requirements inconsistent (up to 5 min. over)</td>
<td>Presentation less than required time or excessive (5 min or more)</td>
</tr>
</tbody>
</table>

**Overall**

- Excellent
- Very Good
- Good
- Poor

**Comments:**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Thesis contains purpose + argument clearly focused w/ Evidence of voice and tone</td>
<td>Thesis focuses on a general purpose; voice &amp; tone are evident</td>
<td>Thesis is vague but attempt is made to maintain purpose and to communicate w/ audience</td>
<td>No thesis; limited awareness of audience &amp;/or purpose</td>
</tr>
<tr>
<td></td>
<td>Reader gains sig. insight; depth &amp; complexity of ideas are supported by engaging evidence, pertinent details, analysis, reflection &amp; insight</td>
<td>Reader gains some insights. Information adds elaborated and relevant details; analysis may be weak</td>
<td>Reader gains few insights. Information is unelaborated and/or redundant; Information is obvious/informative</td>
<td>Reader is confused. Information is limited and/or unrelated to topic. Paper is underdeveloped</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Compelling evidence supports claims; attribution is clear and fairly represented</td>
<td>Evidence generally supports claims; attribution is clear and fairly represented</td>
<td>Evidence is sparse; some claims seem unsubstantiated; attribution is unclear or absent</td>
<td>Unsubstantiated claims leave the reader confused about the source of ideas</td>
</tr>
<tr>
<td></td>
<td>Ideas logically support purpose &amp; argument; ideas flow smoothly and are clearly linked; text is easily followed; good use of transitions</td>
<td>Ideas logically support purpose &amp; argument; ideas are usually linked; readers can usually follow the reasoning</td>
<td>Writing follows a logical formula but sometimes fails to make sense; but a reader can be fairly sure about writer's intent</td>
<td>Writing is not logically organized; reader cannot follow and loses interest</td>
</tr>
<tr>
<td><strong>Org.</strong></td>
<td>Consistent; formal and appropriate for scholarly writing.</td>
<td>Formal for the most part; is OK for academic writing</td>
<td>Not consistently formal or appropriate for scholarly writing</td>
<td>Informal; uses slang; not appropriate for scholarly writing</td>
</tr>
<tr>
<td><strong>Tone</strong></td>
<td>Writing is compelling hooking readers and sustaining interest</td>
<td>Writing is engaging but has some dry spots, but keeps reader attention</td>
<td>Writing is dull and nonengaging; readers find it difficult to maintain interest</td>
<td>Writing has little spark; readers lose interest and stop reading</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Sentence Structure</strong></th>
<th>Sentences are varied in length and structure; smoothly flow one to another</th>
<th>Some variety in length and structure; generally a smooth read</th>
<th>Sentences are awkward and distracting for the reader</th>
<th>Errors in sentence are a major distraction to the reader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocab.</strong></td>
<td>Word choice is precise and accurate; demonstrates elevated vocab.</td>
<td>Word choice is generally good; effort to expand vocab. is evident</td>
<td>Word choice is adequate but limited; some words misused</td>
<td>Words are misused; the reader is confused</td>
</tr>
<tr>
<td><strong>Grammar Etc.</strong></td>
<td>Text is free or almost error free</td>
<td>Text contains a few errors, but none are a major distraction</td>
<td>Text contains many errors; the reader is distracted</td>
<td>There are so many errors the meaning is obscured; the reader is frustrated</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Chicago, APA, or MLA is used effectively and correctly</td>
<td>Chicago, APA, or MLA is used with minor errors</td>
<td>There are frequent errors in style and documentation; but style is identifiable</td>
<td>Format and documentation are not recognizable</td>
</tr>
<tr>
<td><strong>Docu.</strong></td>
<td>Student followed directions to the letter</td>
<td>Student followed most directions</td>
<td>Student attempted to follow directions but failed to execute correctly</td>
<td>Most directions not followed; sloppy work</td>
</tr>
</tbody>
</table>

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