

**ACADEMIC STANDARDS COMMITTEE**  
**Request For Foundations Credit Form**

All of the information noted below must be included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the course area may result in the request being denied.

ECU Foundations Goals are available online at:

<http://author.ecu.edu/cs-acad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

A. Basics

(for items 1-16, for cross-listed courses provide two or more sets of information, as appropriate, under each category)

1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence):  
Humanities
2. Department in which the course will be taught:  
Religious Studies Program
3. Department Administrator's title, name and email:  
Derek Maher, Director, [maherd@ecu.edu](mailto:maherd@ecu.edu)
4. Course Prefix, Number and Name:  
RELI 2400 Religion and Film
5. Number of credit hours:  
3 s.h.
6. Prerequisites (if applicable):  
None
7. Course description as it will appear in the catalog: 2400. Religion and Film (3) (FC:HU) This course will introduce the student to five foundational religious belief systems via the analysis of selected films, with attention towards the belief systems and symbolism employed in the films.
8. School in which the course will be taught (if applicable):  
N/A
9. School director's name and email (if applicable):  
N/A
10. College in which the course will be taught:

College of Arts and Sciences

11. College dean's name and email:

Alan White [whiteal@ecu.edu](mailto:whiteal@ecu.edu)

12. Date approved by department curriculum committee and chairs initials:  
September 15, 2010

13. Date approved by department voting faculty and PC chairs initials:  
September 15, 2010

14. Date reviewed by department chair and his or her initials:  
October 15, 2010

15. Date approved by the Harriot College curriculum committee and chairs initials:  
October 26, 2010

16. Date forwarded to Academic Standards:  
October 28, 2010

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B. Using the Foundations Goals listed under the course's area:

1. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

The "Religion and Film" course is designed to introduce students to the range of religious worldviews through the film medium. The required textbook (*Theological Worlds*) provides an introduction to five different worldviews, each representing a different perspective on the human predicament and the solution that religion can bring to that problem. The second text (*Film Studies*), of which selected chapters will be used, introduces students to the language of film, thus enabling the students to articulate ideas and discuss the films with appropriate terminology. The additional articles assigned (e.g. Mercadante, Deacy) present alternative religious perspectives and will draw the students into the larger conversation of religious studies. Finally, the films themselves are texts that engage students in current cultural issues, in both

familiar contexts (e.g. "Crash," "The Straight Story") and in foreign contexts ("Red," "Water").

The selected films deal with foundational issues to the study of religion (such as: theodicy, the problem of evil, the human predicament, suffering, sacrificial love, and happiness), and students will engage these issues through the particular settings of each film. Special attention will be given to religious symbolism. Students will be introduced to such common symbols as the Christ figure, light and darkness, vision and blindness, and food and table, and they will learn to recognize their use and evaluate the impact of religious symbolism on film viewers.

2. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

The assigned work of the "Religion and Film" course guides the students through steps that will foster critical thinking about religious perspectives in current society. The film notes taken each week will provide impetus for the weekly discussions on the various films. By means of the framework of the five religious worldviews, the students will be equipped to engage in analysis of the religious imagery and allusions that are presented in the films. It is in the work of the critical essay and final exam that the students will put into practice the arts of critical analysis and evaluation, as they identify the particular worldview of selected films and discuss the meaning and impact of that view on society.

Students will learn some of the research methods used by scholars in Religious Studies such as: literary analysis (how does the plot develop, how are characters portrayed, etc.), religio-cultural analysis (how do such notions as honor/shame, social class, patriarchy, etc. provide meaning in context), and close reading of the film (attention to names, language and symbol repetition, use of lighting, editing, etc.).

3. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

The "Religion and Film" course is well framed to deal with this goal, as the images and belief systems that are presented in each of the films demand a response from the viewers on the state of society with respect to the religious perspective in the film. Therefore, discussions in class and the questions that will be pursued in the assignments are evaluative in nature. Students will learn first to recognize their own beliefs in the range of worldviews, then to

describe and critique worldviews that differ from their own, and finally, to appraise the impact of differing religious perspectives on society. The medium of film is particularly expedient for this type of academic work, as each film situates its worldview within a community to which the viewers can relate and which they can critique. This course will demonstrate to students how religious perspectives are not distinct from other aspects of society; rather, religious issues are interrelated with politics, economics, and environmental issues, to name a few.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.
- C. When the sample course syllabus does not contain a schedule outlining what will be taught when during the semester, provide this information here. If there is something not covered above that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.
  - D. Bring samples of course materials (textbooks, etc.) that will be used in the course to the Academic Standards Committee that hears the request for foundations credit for the course. The materials are expected to explicitly address all of the foundation goals for the course's area.
  - E. If the course is an upper-division course (3xxx or 4xxx), explain why students should get foundations credit for taking the course.

Please direct any questions to the current Committee Chair, Professor Linda Wolfe at [wolfel@ecu.edu](mailto:wolfel@ecu.edu) or to the full Academic Standards Committee at [stc@ecu.edu](mailto:stc@ecu.edu).

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A. Basics

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1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence):

Humanities

2. Department in which the course will be taught:

Religious Studies Program

3. Department Administrator's title, name and email:

Derek Maher, Director, [maherd@ecu.edu](mailto:maherd@ecu.edu)

4. Course Prefix, Number and Name: RELI 3796 Paul and His Letters

5. Number of credit hours:

3 s.h.

6. Prerequisites (if applicable): RELI 2596 or 2696 or consent of instructor

None

7. Course description as it will appear in the catalog: 3796. Paul and His Letters (3) (FC:HU) P: RELI 2695 or 2696 or consent of instructor.

A survey of Paul, his letters, the socio-cultural setting of his communities, and foundational pauline Christology.




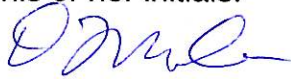
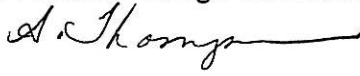
8. School in which the course will be taught (if applicable):

N/A

9. School director's name and email (if applicable):

N/A

10. College in which the course will be taught: College of Arts and Sciences

11. College dean's name and email: Alan White [whiteal@ecu.edu](mailto:whiteal@ecu.edu)
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B. Using the Foundations Goals listed under the course's area:

1. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

This course introduces the students to two foundational concepts in biblical studies: 1) the person and thought of Paul and 2) the content of the seven undisputed pauline letters. Paul is a major figure in the Christian tradition and the author of the earliest extant writings related to Jesus and the early Jesus groups. The Paul letters also contain elements of nascent Christology, which developed into a formal religion distinct from Judaism in the third and fourth centuries C.E., and is a precursor to all Christian denominations. Finally, Paul's letters, as personal correspondences, reveal glimpses of first-century urban life in the Roman Empire, revealing such insights as the place of women in society, the life and work of slaves, dining and burial practices, cultic practices, and the use of magic in first-century society. Paul's letters are primary documents of the relationship between the early Jesus groups and first-century Jewish communities. The discussion of how Paul imagines Judaism in relation to the life, death, and resurrection of Jesus is foundational to Jewish-Christian interreligious dialogue in the twenty-first century.

Students will be introduced to schools of thought on Paul and Judaism and will examine the evidence from the seven undisputed letters to construct Paul's view on the Jews, the Gentiles, the law and Christ.

2. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

Students will learn that some of the research methods used by scholars in Religious Studies are: 1) rhetorical criticism (which notes such conceits in the letters as: word repetition, direct quotation, sarcasm and irony, parenaesis, etc.); and 2) literary criticism, wherein Paul's use of language, recollection and story-telling, and biblical quotation is examined.

By means of the letters to Paul assignment, the students will reconstruct the historical situation of the churches in three different cities in the first-century Roman Empire. The voice and perspective of those churches will be reconstructed through a close reading of the pauline letters and through research on the issues identified in the letters. Students will learn to use the ATLA (American Theological Library Association) database and will be introduced to foundational works through the readings and class discussion. The final paper will be a research-based exegesis of a passage/issue in the pauline letters, which gives a history of interpretation followed by a thesis, supported by both primary and secondary readings.

3. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

More than any other writing in the Bible, the pauline letters reveal a particular correspondence to a selected audience. Therefore, these writings relate the thoughts of one of the giants of the early Jesus movement in very unique situations. One can learn, for instance, how Paul's views on marriage in Corinth, dining practices in Galatia, and work habits in Thessalonica. Within these seven letters of advice, instruction and correction, paradigms of religious belief, practice and community formation emerge, but attention to the context and purpose for the correspondence is essential for a responsible and informed interpretation of Paul's writings. It is the lack of attention to such details that have permitted people across the centuries to employ Paul's words in support of social atrocities such as slavery, the subjugation of women, and the Holocaust. The students will analyze the implications of the various perspectives on Paul's beliefs on women, the Jews and homosexuality and will recognize the impact of their interpretation for life in

twenty-first century society, not only in the religious realm, but also in political and economic arenas.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.
- C. When the sample course syllabus does not contain a schedule outlining what will be taught when during the semester, provide this information here. If there is something not covered above that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.
  - D. Bring samples of course materials (textbooks, etc.) that will be used in the course to the Academic Standards Committee that hears the request for foundations credit for the course. The materials are expected to explicitly address all of the foundation goals for the course's area.
  - E. If the course is an upper-division course (3xxx or 4xxx), explain why students should get foundations credit for taking the course. Although the focus in this course is on the primary literature (the seven undisputed pauline letters), the work within the course constructs a paradigm for work within all humanities courses. The students will learn about the primary texts through various methodologies, will enhance their understanding of the issues by means of secondary texts, class discussion and writing assignments, and then the students will work to construct a thesis that is part of the larger academic discussion, informed and supported through specific examples. Their final paper serves as a model for responsible formation of an opinion about a text which is informed by reflection, evaluation, conversation, and articulation.

Please direct any questions to the current Committee Chair, Professor Linda Wolfe at [wolfel@ecu.edu](mailto:wolfel@ecu.edu) or to the full Academic Standards Committee at [stc@ecu.edu](mailto:stc@ecu.edu).



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Religious Studies Program
3. Department Administrator's title, name and email:  
Derek Maher, Director, [maherd@ecu.edu](mailto:maherd@ecu.edu)
4. Course Prefix, Number and Name:  
RELI 3896 Life and Teachings of Jesus
5. Number of credit hours:  
3 s.h.
6. Prerequisites (if applicable):  
RELI 2596 or 2696 or consent of instructor
7. Course description as it will appear in the catalog: 3896. Life and Teachings of Jesus (3) (FC:HU) P: RELI 2695 or 2696 or consent of instructor. A survey of Jesus, the first and second century writings about his life and work, and various christological perspectives in the early church.
8. School in which the course will be taught (if applicable):  
N/A
9. School director's name and email (if applicable):  
N/A
10. College in which the course will be taught: College of Arts and Sciences

11. College dean's name and email:

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The focus in this course is upon the historical person, Jesus of Nazareth, from whom no extant writings exist. Therefore, the work of the student is to analyze documents about Jesus that were written by different communities in unique geographic and cultural settings for what they can reveal about Jesus' life and teachings. Four of the primary texts about Jesus are preserved in the New Testament (Matthew, Mark, Luke, and John), but extra-canonical works such as the Gospel of Thomas will also be examined for their perspectives on Jesus. Four works will serve as secondary texts for this course. First, a biography by J.D. Crossan, one of the foremost historical Jesus scholars, will provide an introduction to the life and work of Jesus; second, Frederick Murphy's introductory textbook will guide students through the process of critical examination of the written evidence about Jesus; third, the volume by Meyer and Hughes encourages the students to imagine the range of christological beliefs, through differing perspectives about Jesus; and finally,

Burton Throckmorton's classic *Gospel Parallels*, facilitates comparison of the Synoptic Gospels accounts by juxtaposing parallel passages and footnoting Old Testament passage references, manuscript variants, etc. Each of these works has a wealth of bibliographic information that allows for further research and reading.

2. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

Historical Jesus studies have traditionally utilized a wide-range of critical methodologies, four of which will be highlighted in this course. Students will learn that some of the foundational research methods used by scholars in the study of Jesus are: (1) literary criticism, (2) redaction criticism, (3) source criticism and (4) textual criticism. Students will learn what each methodology involves and will have some practice in applying methodologies. For example, the students will analyze the texts from a literary perspective, paying attention to the arc of the plot of the different biblical texts, the portrayal of the characters, etc.; the Synoptic Gospels will be examined through the use of redaction criticism in order to begin to determine the christological differences in their accounts; and textual criticism will be used to identify variant manuscript readings and to analyze the impact of a manuscript decision for translation. Throckmorton's text is particularly useful for textual and redactional criticism, whereas the Crossan text will apply most readily to the literary perspective.

The assignments are intended to foster students' critical thinking skills through journaling and in preparation for their class presentations. Library instruction will be given for use of the ATLA (American Theological Library Association) database and the final paper will be written in stages, allowing for reflection, assessment, and feedback from the professor and classmates before moving towards a final draft.

3. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

The writings of the Bible have been described by the Greek word *pharmakon*, which means both "medicine" and "poison." This has proved an apt designation historically, as Jesus' teachings have been appropriated both for humanitarian and for destructive purposes. Because of the weight afforded Jesus' writings by Western culture, it is a foundational aspect of this course to provide students with accepted boundaries for using biblical writings. Even

as the biblical texts are situated in particular historical settings, the students will be asked to observe how the historical settings of Jesus' interpreters throughout the centuries are tied to various Christologies through historical eras. By observing how artists' portrayals of Jesus reflect their Christological perspective, the students will apply introspection about how their own belief system has been constructed.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.
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- E. If the course is an upper-division course (3xxx or 4xxx), explain why students should get foundations credit for taking the course.

Although the focus in this course is on the primary literature (the four canonical gospels), the work within the course constructs a paradigm for work within all humanities courses. The students will learn about the primary texts through various methodologies, will enhance their understanding of the issues by means of secondary texts, class discussion and writing assignments, and then the students will work to construct a thesis that is part of the larger academic discussion, informed and supported through specific examples. Their final paper serves as a model for responsible formation of an opinion about a text which is informed by reflection, conversation, and articulation.

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