



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**COMPARATIVE RELIGION  
REL6430 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either Freshman or Sophomore year.

**Catalog Description:**

**REL6430 - COMPARATIVE RELIGION (3 hrs)**

**[KRSN REL1010]**

A survey of the world's major religious systems, with an emphasis on the non-Western traditions. Provides the student an opportunity to develop an understanding of the world's various religious texts, beliefs and practices, to note similarities and difference among religions, and to develop an appreciation for religious diversity.

**Prerequisites:**

None

**Controlling Purpose:**

This course is designed to help the student develop an understanding of the major religious systems of the world, their similarities and differences, and to develop an appreciation for religious diversity.

**Learner Outcomes:**

Upon completion of this course, the student will become familiar with the various theories for the origins of religion, and the definitions of religion as a cultural phenomenon. The student will also become familiar with the cultural context, history, primary texts, beliefs and practices of the worlds major religious systems, with an emphasis on the non-Western traditions. The student will develop the analytical tools to study religion in a comparative, holistic and evolutionary way.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the

less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.

- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: THE RELIGIOUS RESPONSE</b>						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the various theories for the origin of religion
						Define religion
						Recognize and apply Wallace's minimal categories of religious behavior
						Describe and apply Wallace's revitalization model
						Define the levels of organization in religion
						Distinguish between ethnocentric and culturally relative view of religion

<b>UNIT 2: INDIGENOUS SACRED WAYS</b>						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Barriers to understanding another religion
						How cultural diversity effects a religion
						Indigenous systems of thought about spiritual realities
						Religious leaders and religious rites
						Other contemporary issues

**UNIT 3: MIDDLE EASTERN COMPLE**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the primary texts of Zoroastrianism, Judaism, Christianity, and Islam
						Define and describe the doctrines, beliefs and practices of Zoroastrianism and Judaism
						Outline the cultural context and history of Zoroastrianism
						Define and describe the similarities, differences and continuities among these religions

**UNIT 4: INDIAN COMPLEX**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the primary texts of the Hindus, the Sikhs, the Jains and the Buddhism
						Define and describe the doctrines, beliefs and practices of the Hindus, the Sikhs, the Jains and the Buddhism
						Outline the cultural context and history of Hindus, the Sikhs, the Jains and the Buddhism
						Define and describe the similarities, differences and continuities among these religions

## UNIT 5: CHINESE COMPLEX

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the primary texts of Taosim and Confucianism
						Define and describe the doctrines, beliefs and practices of the Taosim, Confucianism and the Shinto
						Outline the cultural context and history of Taosim, Confucianism and the Shinto
						Define and describe the similarities, differences and continuities among these religions

## UNIT 6: NEW RELIGIOUS MOVEMENT

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify what constitutes a new religious movement, and understand theory of new religious formations
						Define and describe such movements as millenarianism, utopianism, mysticism, naturist, occult, and metaphysical study, in terms of text, doctrines, beliefs, and behaviors
						Define and describe universal religions
						Recognize the value and importance of interfaith dialogue

### Projects Required:

### Textbook:

Contact Bookstore for current textbook.

### Materials/Equipment Required:

### Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.