

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	3275
Course Title	Religion and its Critics in Modern Thought
Transcript Abbreviation	Religion & Critics
Course Description	Religion and its critics in Western Culture since 1789. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	English 1110.xx Pre- or co-requisite & any History 2000-level course (or permission of instructor)
Exclusions	none

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	see syllabus
Sought concurrence from the following Fiscal Units or College	

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Schliermacher
- Feuerbach
- Marx
- Pius IX
- Kierkegaard
- Nietzsche
- James
- Durkheim
- Weber
- Freud
- Sartre
- Eliade
- Joyce
- Gide

Attachments

- History Assessment Plan.doc: GE Assessment Plan History

(GEC Course Assessment Plan. Owner: Breyfogle,Nicholas)

- syllabus - 3275.docx: Draft Syllabus History 3275

(Syllabus. Owner: Breyfogle,Nicholas)

Comments

- Cat Meyers and Val Williams, in consultation with Alexis Collier, approved the structure of this syllabus to satisfy the approval requirements of new History GE courses. *(by Breyfogle,Nicholas on 10/20/2011 05:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle,Nicholas	10/20/2011 05:24 PM	Submitted for Approval
Approved	Breyfogle,Nicholas	10/20/2011 05:25 PM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2011 07:32 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay	10/30/2011 07:32 PM	ASCCAO Approval

History 3275 Religion and its Critics in Modern Europe

Prof. Stephen Kern

Time: TR

Office Hours: T/R 30 min after class for 1 hour

Contact: Kern.193@osu.edu 292-7308. 242 Dulles Hall.

3 Credit Hours

Required Books:

Friedrich Schliermacher, *On Religion (selections)*

Soren Kierkegaard, *Fear and Trembling*

Fyodor Dostoevsky, "The Grand Inquisitor"

Peter Fritzsche ed., *Nietzsche and the Death of God*

Sigmund Freud, *The Future of an Illusion*

Christopher Dawson, *Christianity and European Culture*

Emilio Gentile, *Politics as Religion*

Daniel L. Pals, *Eight Theories of Religion*

COURSE DESCRIPTION

This course traces changing ideas about religion in European culture from the early nineteenth century to the present. It will begin with a survey of developments in the nineteenth century, beginning with the thought of the German romantic Schliermacher, followed by the rise of evangelical Protestantism, the affirmation of Christian faith in the Danish philosopher Kierkegaard, the challenge to religion in Darwin, and the critique of Judeo-Christian morality in Nietzsche. It will concentrate on religious thought in the secular, modernist period, roughly 1900-1950, in formal thought (Freud, Durkheim, James) and novels (Joyce, Lawrence, Gide).

The thematic focus will be on ways that leading intellectuals and artists struggled to analyze and distance themselves from religion in this period while at the same time remained immersed in its rhetoric, imagery, and narratives. It will also include an examination of how, in the spiritual void created by persistent secularism, intellectual and emotional needs formerly fulfilled by religion took a dark turn in the "sacralized politics" of Nazi Germany and the Soviet Union. It will conclude with an examination of religion and its critics in contemporary America. This course fulfills General Education goals.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "International Issues".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.

2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

International Issues (contains two subcategories: "Non-Western or Global," and "Western (Non-United States)")

Goals:

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

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Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the modern world.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human

history and how they shaped the world in the past and today.

5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

REQUIREMENTS AND PROCEDURES: Students write three papers based on the readings. Students are expected to have assigned readings completed before class meets on the day when those readings are indicated in the syllabus. The first paper should be 600-900 words (2-3 pages, double spaced); the next two, 1500-1800 words (5-6 pages). No late papers will be accepted unless a student is ill or requests an extension for a valid reason before the paper is due unless there is an emergency that makes such notification impossible.

SCHEDULE OF CLASSES:

1. Background. Ancient Judaism and Christianity
2. The Reformation: Luther and Calvin

3. Kant and Enlightenment Deism
4. Schliermacher, Modern Theology, and Romanticism

5. Hegel and Young Hegelians
6. Kierkegaard and True Christian Faith

7. Dostoevsky and The Grand Inquisitor
8. Karl Marx: Religion as an Opiate of the Masses

9. The Darwinian Challenge
10. John Henry Newman and the Oxford Movement

11. The Anthropology of Religion: E. B. Tylor
12. The Anthropology of Religion: J. G. Frazer

13. The Sociology of Religion: Emile Durkheim: Elementary Forms of Religion
14. The Sociology of Religion: Max Weber. Religion as Social Action

15. The Psychology of Religion. Sigmund Freud, Religion as an Illusion
16. The Psychology of Religion. Sigmund Freud, *Moses and Monotheism*

17. The Philosophy of Religion: William James's Pragmatism
18. The Philosophy of Religion: Bertand Russell: " Why I Am not a Christian"

19. World War I and Religion
20. Catholic Revival Between the World War

21. Religion in the Modernist Novel: James Joyce
22. Religion in the Modernist Novel: D. H. Lawrence

23. Religion in the Modernist Novel: Andre Gide
24. Religion in the Modernist Novel: Roger Martin du Gard

25. The Existential Critique of Religion: Jean-Paul Sartre and "Bad Faith"
26. Christianity and Dictatorship under Nazism

27. Religion in the Soviet Union
28. Religious thought in Contemporary America

Grading: First paper 25%, second paper 30%, third paper 35%, class participation 10%.

Grade distribution:

A: 92.6 and above	B-: 79.6-82.5	D+: 67.6-69.5
A-: 89.6-92.5	C+: 77.6-79.5	D: 62-67.5
B+: 87.6-89.5	C: 72.6-77.5	E: below 62
B: 82.6-87.5	C-: 69.6-72.5	

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Pre-requisites

English 1110.xx Pre- or co-requisite & any History 2000-level course (or permission of instructor).

Enrollment Requirement: All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Course Objectives/Learning Outcomes:

This course develops students' knowledge of how past events influence today's society and helps them understand how humans view themselves. Students acquire a perspective on history and an understanding of the factors that shape human activity. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for

future comparative understanding. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1) Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

- 2) Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

- 3) Both the GE and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in places outside the United States.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical

differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.