

APPROVED

Arts & Sciences  
Request for  
General Education  
Designation

For Administrative Use Only

10-14-05  
Date Reviewed

10-14-05  
Date Approved

To Banner

\_\_\_\_ (initials)

To DoF Webpage

JG (initials)

Course Subject, Number, Title: REL 126  
(SUBJ NUM)

New Testament  
(TITLE)

Faculty Member Jill Gorman

GER: D

1. How will your syllabus explain how your course meets the goals of the general education requirement?

**Goal 1:** For good or bad, Christianity has exercised an incredible amount of influence over Western society and culture. This course will examine the how Christian ideas, such as the configuration of gender roles, developed within the growing Christian communities that wrote the New Testament texts. This will be done in an effort to understand, appreciate, and critically evaluate these ideas, and to understand them within the historical context in which they grew.

**Goal 2:** The syllabus states that the students primarily will be critically analyzing and evaluating the gospels and the letters of Paul as historical documents and primary sources (in contrast to reading these documents with static theological meanings).

**Goal 3:** The syllabus indicates that students will be learning about the Greco-Roman world in which the New Testament writers lived. It states that they will then be evaluating the diverse texts within the New Testament collection as texts which represent particular and distinct understandings about Jesus, morality, and the configuration of social roles. Further, the syllabus indicates that at the end of the course, students will examine various contemporary theological and political narratives which are based on these early Christian texts with an understanding that no narrative is definitive or final.

2. Describe the assessment mechanisms that will be used in this course to evaluate fulfillment of the general education goals.

**Assessment (Goals 1 and 2):** In an exam, students will be asked to compare and contrast two New Testament writers' representation of women's roles. In this essay, students will be expected to explain how these gender roles are consistent with, or divergent to, other gender roles within Greco-Roman society. ~~A minimum of 80% of the students will receive a grade of C- or better on this essay.~~

**Assessment (Goals 1 and 3):** In a focus paper (4-6 pages), students will write about a way in which a key idea or theme expressed by a text in the New Testament is then used by someone in the subsequent Western tradition. The student will evaluate the historical interpretation by both the New Testament thinker and the subsequent thinker. ~~A minimum of 75% of the students will make a C- or better in performing this task.~~