

The University of North Carolina at Charlotte

College of Arts and Sciences

Master of Arts in Religious Studies

Request for Authorization to Establish

THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.

Date: May 15, 2002

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Religious Studies

CIP Discipline Specialty Number: 38.0201 Level: B M 1st Prof D

Exact Title of Proposed Program: Master of Arts in Religious Studies

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): M.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month January *year* 2003

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request. Not applicable

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EXECUTIVE SUMMARY

Description

The proposed degree program is a Master of Arts in Religious Studies, intended for students who want to continue the academic study of religion at the graduate level. Students will pursue the degree (a) to prepare for graduate work at the Ph.D. level; (b) to prepare for teaching at community colleges or for adjunct teaching at colleges or universities; (c) to prepare for professional work in non-academic positions; or (d) to enjoy continuing their liberal arts education at the graduate level.

Justification

The M.A. in Religious Studies has been identified in UNC Charlotte's 2000-05 and 2002-07 Academic Plans among the priority programs for development. The proposed program would add an important dimension to the University's graduate-level humanities offerings, enhance the commitment to liberal education, and support greater international understanding. The program will meet a significant societal need for liberally educated citizens who can elevate the level of knowledge, discussion, and debate. The program will enhance campus diversity, as African Americans have constituted more than 40 percent of the students in recent undergraduate Religious Studies concluding seminars.

The program anticipates cross-listing courses with those in the Master of Arts programs in Liberal Studies, English, History, and Sociology.

The number of undergraduate religious studies majors at UNC Charlotte has doubled within the last ten years. A limited survey of possible M.A. students found that over 70 individuals are strongly interested in the program. The University anticipates enrolling 10 students to the program at implementation, including eight part-time students. Within four years, those numbers should grow to 38 total students, including 30 part-time students. The evidence strongly suggests that this will not be a low-productivity program.

There are no similar religious studies programs in North Carolina. Other Master of Arts in Religious Studies programs are either a component of a Ph.D. program or maintain a more theological orientation, rather than an academic study of religion.

Program Requirements

The M.A. in Religious Studies will require 30 semester hours. Students will be required to take a foundation course and written comprehensive exams. Students must maintain a 3.0 GPA, accumulate no more than two grades of *C*, and receive no grades of *U*. Students choosing the thesis option will enroll for six semester hours and present an oral defense. Students not

choosing the thesis option will present a portfolio of four research papers upon which they will present a defense.

The Department of Religious Studies currently offers graduate-level courses that will meet requirements within the M.A. An additional ten new courses will be offered.

Faculty

This program will require no additional faculty positions, and will actually strengthen the undergraduate Religious Studies major by serving as a magnet for students who will eventually pursue the M.A.

Library and Facilities

The library holdings in religious studies are adequate, with particularly strong holdings in Judaica and Mahayana Buddhism. Facilities are adequate and the department will increase its office space as new buildings funded from the November 2000 referendum are constructed.

Administration

The program will be housed administratively in the Department of Religious Studies. The Chairperson of the Department of Religious Studies reports to the Dean of the College of Arts and Sciences.

I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The proposed degree program is a Master of Arts in Religious Studies. Thirty years ago there were M.A. programs only at seminaries and private institutions of higher learning such as Harvard, Yale, Chicago, and Duke. Today, as a result of two decisions of the Supreme Court, *Abington v. Schempp* and *Murray v. Curlett* (both 1963), allowing the teaching of religion *as an academic subject*, there is a large and growing number of graduate programs in religious studies in state institutions in the United States. The academic study of religion is now recognized as an important component of a comprehensive liberal arts education.

This program is intended for students who want to continue the academic study of religion at the graduate level. Students will pursue the M.A. in Religious Studies for one of the following reasons: to prepare for graduate work at the Ph.D. level, to prepare for teaching at community colleges or for adjunct teaching at colleges or universities, to prepare for professional work in non-academic positions, or to enjoy the rewards of continuing their liberal arts education at the graduate level.

B. List the education objectives of the program.

The program at UNC Charlotte would be a standard master's program in the academic study of religion with the following educational objectives:

1. Teach students how to do graduate-level research in the field of religious studies.
2. Prepare students to enter Ph.D. programs in religious studies or allied fields in other institutions.
3. Provide learning enrichment in the field of religious studies for those who seek it without the desire to pursue a Ph.D. degree.
4. Provide knowledge useful in vocational fields such as social work and counseling; technical and creative writing, i.e., broadcast and print journalism; law; religious education programs; international business; foreign service; etc.
5. Provide courses that could be utilized in other M.A. programs and concentrations at UNC Charlotte; for example, English, history, sociology, liberal studies, philosophy, psychology, and gerontology.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The following addresses the common use of (1) courses, and (2) faculty. We do not anticipate the use of any common facilities or other resources.

Currently there is a “Religious Ideas in Physical Form” core in the Liberal Studies Masters Program. Four faculty members in Religious Studies have offered courses in this core curriculum. If an M.A. in Religious Studies is approved, the department will have to eliminate participation in this core. However, we will continue to teach individual courses in Liberal Studies (LBST), and will be willing to cross-list RELS graduate courses with LBST.

The Department of Philosophy is currently planning a certificate in applied ethics. We anticipate that some of our M.A. students will be interested in taking courses in this program, especially in the areas of historical and theoretical ethics. We would welcome their students taking our courses that deal with the ethical traditions of the various religions.

We will allow our graduate students to take up to six credit hours in related courses outside the department, with the approval of the coordinator of graduate studies. We have already had faculty members from other departments, such as English, History, Philosophy, and Sociology and Anthropology, either teaching for Religious Studies or cross-listing their undergraduate courses. We expect similar results with these and other departments having graduate level courses.

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

This program would make a direct contribution to the institutional mission of UNC Charlotte in the areas of liberal arts education, international education, and the institution’s metropolitan-oriented programs.

The development of the full range of the liberal arts is of major importance to UNC Charlotte’s mission, and religious studies is an important part of a liberal education. It has been documented that religion, although extremely important to the history, culture, and politics of the United States, is rarely or poorly treated in the textbooks and classrooms of public education. An M.A. program in religious studies would help to correct this neglect.

UNC Charlotte has from its inception given special attention to international education. The Department of Religious Studies has always had a deep commitment to international studies and multi-culturalism in education, with faculty who specialize in the regions of East Asia, South Asia, Middle East, Africa, Europe, and

the Islamic world. We also offer comparative courses, presenting a broad understanding of diverse cultures that goes beyond the religious dimension. An M.A. program would allow us to extend this commitment to cross-cultural dialogue and to participate more actively in existing and projected programs on campus such as graduate liberal studies, international studies, and in post-baccalaureate work in women's studies and African and Afro-American studies.

Both the 2000-2005 and the 2002-2007 UNC Charlotte Academic Plans give priority status to planning an M.A. in Religious Studies.

2. Student demand

The number of our undergraduate majors has risen, doubling in the past ten years. We have 67 this semester. This suggests an increasing interest in religious studies that we believe will carry over into graduate education.

We completed a minimal survey of potential M.A. students, having contacted our former undergraduate majors, a selected number of supporters and attendees of the Witherspoon Lectures in Religious Studies, and the social studies coordinators in the Charlotte-Mecklenburg School System. We received over 70 replies expressing strong interest in an M.A. in Religious Studies, a number exceeding our own expectations.

3. Societal need

Some will seek the M.A. degree on their way to a Ph.D. so that they can teach in a college or university. Others will pursue the M.A. to qualify themselves to teach in a community college. Besides those who desire the M.A. in Religious Studies for professional reasons, we think there is a need for graduate study in religion to provide additional qualifications beyond the purely technical ones sought in many occupational fields. Religious studies should be an attractive avenue to acquire such qualifications. Still others will seek the M.A. for personal reasons so as to enrich their lives and foster the life of the mind.

Charlotte is located in a geographical area with strong historical ties to religion, providing an inherent interest and engagement in religious issues. We would argue that an M.A. would help to lift the level of knowledge, discussion and debate, producing citizens who are more liberally educated, open and tolerant of the many new expressions of religious belief which have increasingly enriched the culture of the region in recent years.

Some years ago, the Department of Religious Studies made a commitment to attract minorities to our undergraduate program. The effort has been successful. From a department which ten years ago had one or two minorities among our graduates, we now have a substantial percentage. For example, over 40 percent of the students in the concluding seminar (RELS 4600) the past two years have been African-American. The pattern will continue, since the percentage of African-Americans in our introductory course (RELS 2600) over the same time period has been equally high. We believe that we can do the same in an M.A. program, helping to educate future

leaders in minority communities, whether they end up in an “official” capacity as community leaders or in more informal ways as concerned and knowledgeable citizens.

- 4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors’ productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)**

An M.A. in Religious Studies would complement the following other programs already in place at UNC Charlotte: the M.A. programs in History, English, Liberal Studies, Gerontology, Sociology, Psychology, graduate work in the College of Education, and the International Studies Program. Although complementing such existing programs, a religious studies M.A. would be quite distinct. The Department has had notable success in increasing the number of its undergraduate majors (currently 67) and believes that it is in no danger of becoming a low-productivity program.

B. Discuss potential program duplication and program competitiveness

- 1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.**

a) public institutions

The University of North Carolina at Chapel Hill. Distance: 140 miles

b) private institutions

Duke University. Distance: 145 miles

Wake Forest University. Distance: 85 miles

- 2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.**

The M.A. in Religious Studies would be unique in the UNC System. The program at Chapel Hill does award an M.A., but only to those going on to get their Ph.D. It is not a free-standing master’s degree program. The Ph.D. at Chapel Hill is a very small and selective program, admitting approximately 10 students each year. We would see

our M.A. program as complementary to their program, allowing students to prepare for application to it as well as to Ph.D. programs elsewhere.

C. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Institution: The University of North Carolina at Chapel Hill
 Program Title: M.A. in Religious Studies

	1997	1998	1999	2000	2001
Enrollment	n/a	n/a	n/a	n/a	n/a
Degrees-awarded	--	--	--	--	--

UNC Chapel does not admit students for the M.A. program as a terminal degree, so their enrollment figures are not relevant for helping us project enrollments in our terminal M.A. program. All of their graduate students are on the track to receive the Ph.D.

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 2002-03	Year 2 2003-04	Year 3 2004-05	Year 4 2005-06
Full-time	2	5	6	7
Part-time	8	16	20	25
TOTALS	10	21	26	32

These projections are based on the number of students the faculty will be able to accommodate, the enrollment patterns of similar programs at UNC Charlotte (adjusted to the number of full-time faculty in each department), and enrollment patterns at some other standalone M.A. programs.

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 8 Part-time 30 Total 38

Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC web site for a list of disciplines comprising each of the four categories).

Year 1 (1/2 year)	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I		72	
Category II			
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I		312	
Category II			
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I		384	
Category II			
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I		468	
Category II			
Category III			
Category IV			

The assumption is that full-time students will average 24 semester hours per year and part-time students will average 12 semester hours per year. All of the courses are 3 semester hour courses, so the figures reflect a straight 3 to 1 ratio between semester hours and courses.

III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

The following universities offer free-standing M.A. programs in religious studies:

Arizona State University
 University of Colorado at Boulder
 University of Georgia
 University of Missouri at Columbia
 University of South Carolina
 University of South Florida

The following chart compares the proposed program with four free-standing M.A. programs at nationally respected universities. As the chart indicates our proposed program falls within the range of requirements for these programs.

	Arizona State University	University of Missouri	University of Colorado	University of South Carolina	UNC Charlotte
Total credits	30	30	30	30	30
Thesis	yes. 6 credits. (portfolio option)	yes. 6 credits. (portfolio option)	yes. up to 6 credits.	yes. 6 credits.	yes. 6 credits. (portfolio option)
Languages	relevant language (can be waived)	relevant language, with reading competency in French or German	relevant language (can be waived), with reading competency in French, German, or Spanish	reading knowledge of one foreign language	relevant language(s) normally required of Ph.D.-bound students
Required methods course	yes (6 hours)	yes	yes	yes (6 hours)	yes
Other required courses	9 hours	9 hours	areas specified, but not specific courses	no	no
Areas of concentration required	no	yes. 8 concentrations to choose from	no	12 credits in area of specialization	no
Oral defense	yes	no	no	no	yes
Comprehensive examination	no	no	yes	yes	yes
# of faculty	15	10	13	8	12
# of students	45	new program	30	25	—

- 2. List other institutions visited or consulted in developing this proposal. Also list any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.**

Two members of the department carefully studied the M.A. program at the University of South Carolina, visited the campus to gather further information, and spoke with most of the faculty. We also consulted with local seminaries in the region, especially Gardner-Webb and Gordon-Conwell. Both expressed positive interest in an M.A. in Religious Studies at UNC Charlotte. They foresaw possible interchanges of students, especially in the area of language study.

B. Admission. List the following:

- 1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).**

The Department of Religious Studies would follow the minimum admission requirements as established by the Graduate School at UNC Charlotte, including a transcript of all work attempted after high school, satisfactory scores on the Miller Analogies Test or the Graduate Record Examination, three letters of recommendation from qualified parties, and a student essay describing the applicant's reason for wanting to pursue an M.A. in Religious Studies.

- 2. Documents to be submitted for admission (listing or sample).**

See previous section.

C. Degree requirements. List the following:

- 1. Total hours required:** 30 semester hours
- 2. Proportion of courses open only to graduate students to be required in program (graduate programs only).**

Students would be required to take at least five of their ten courses at the 6000 level.

- 3. Grades required.**

Students must have a 3.0 GPA in order to graduate. An accumulation of three *C* grades will result in termination of the student's enrollment in the graduate program. A grade of *U* earned in any course will result in termination of the student's enrollment in the program.

4. Amount of transfer credit accepted.

Normally no more than six semester hours of transfer credit will be accepted.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)

All students will be required to take a foundation course, RELS 6101 Approaches to the Study of Religion. They may, but will not be required to, undertake the thesis option. Students who select the thesis option must enroll for a total of six semester hours of RELS 6999. All students must take written comprehensive exams and present an oral defense of their work. Those who write a thesis will defend it, and those who do not will present a portfolio of four research papers on which their defense will be based. Transfer credits from other institutions will be evaluated by a departmental committee.

6. Language and/or research requirements.

There will be no formal language requirements, but all students intending to continue on to a Ph.D. will be strongly urged, through advising, to study and acquire proficiency in a language appropriate to their field of study.

7. Time limits for completion.

Candidates must complete all requirements for the M.A. within six years of the end of their first semester in which they registered at UNC Charlotte.

D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

5000-level courses are graduate-level courses that allow selected advanced undergraduate to enrollment in the same course but at the 4000 level. 6000-level courses are for graduate students only.

Currently existing graduate courses (Note: The 5000-level courses are also open to advanced undergraduates at the corresponding 4000-level. The syllabi for the courses always clearly state the additional requirements for the graduate students, which is normally a requirement for a substantial research paper.)

- 5000. Topics in Religious Studies
- 5010. Major Figure in Religious Studies
- 5101. Religion and Modern Thought
- 5107. Early Judaism
- 5108. Medieval Judaism
- 5109. Modern Judaism
- 5110. Contemporary Jewish Thought
- 5201. Religion, Culture, and Morality
- 5215. The Artist as Visionary

6000. Topics in Religious Studies
6800. Directed Studies

New graduate courses

- * 6101. Approaches to the Study of Religion (*required)
- 6103. Material Christianity
- 6104. Religion and Art in Islam
- 6105. Religion, Art, and Architecture of East Asia
- 6111. Qumran and its Literature
- 6602. Seminar in the Religion of Ancient Israel
- 6603. Seminar in Early Judaism
- 6612. Seminar in Christian Origins
- 6622. Seminar in Religion and Modern Culture
- 6999. Thesis

IV. FACULTY

- A. List the names of persons on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.**

Richard A. Cohen
Kathryn V. Johnson
Jeffrey F. Meyer
John C. Reeves
Joanne M. Robinson
Edward B. St. Clair
James D. Tabor
Herman E. Thomas

[Note: The faculty vita are included as Appendix V.]

- B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.**

We will not require any additional faculty positions, but will need to maintain the 12 full-time positions (11 tenure track) we now have.

We think that the M.A. would actually strengthen our undergraduate major by offering a level of higher education to our best majors. Many have been disappointed that we did not have a graduate opportunity. In order to maintain our already considerable

contribution to the general education requirements at UNC Charlotte we will have to teach some larger classes with enrollments of 50 or more. We have already succeeded in doing this, and could do more with the help of the graduate assistants we anticipate getting if the M.A. is approved. As a department we have always had a strong commitment to the undergraduate General Education Program and will continue to do so.

C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

New faculty will be required only as the enrollments (both graduate and undergraduate) increase. The positions will be funded with enrollment increase monies.

D. Explain how the program will affect faculty activity including course load, public service and scholarly research.

The advising load for undergraduates is not a heavy load, so the faculty should be able to absorb the extra demands for advising. The course load for faculty members will remain the same as it is now, though some courses may need to be taught in larger sections. The members of the department are all committed to public service, so there is no expectation that the amount of public service will diminish. The department assumes that having a graduate program will actually increase research productivity with the help of graduate assistants.

V. LIBRARY

A. Provide a general statement as to the adequacy of present library holdings for the proposed program.

Religious Studies holdings in Atkins have been evaluated by the Humanities reference librarian as “adequate” (see attachment). Because of the bequests of Alice Tate, we have particular strengths in the areas of Judaica and Mahayana Buddhism. We have plans to seek extramural funding to enhance our library holdings, but believe we can in the meantime rely on electronic means of retrieving research materials, inter-library loans and similar means to gaining access to materials for research. The near proximity of major libraries in religion and theology, such as Davidson, Duke and UNC Chapel Hill, will also help students in their research needs.

B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?

The department does need more periodical subscriptions, but that is a chronic problem across most disciplines. We have sufficient funds to maintain our book holdings, and we

are particularly strong in the area of Judaism because of the private monies from the Tate Library Fund.

C. Discuss the use of other institutional libraries.

The UNC Charlotte Atkins Library provides excellent interlibrary loan service. In addition we are within a relatively easy commuting distance to Duke and UNC Chapel Hill, both of which have strong holdings in religious studies.

VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

We have adequate office space, a large, dedicated seminar room, and access of general purposes classrooms. This program will not require any additional specialized space.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Our current facilities will be adequate for the next ten years, apart from additional offices for new faculty. We will need some additional office space as new buildings are completed on this campus.

C. Discuss any information technology services needed and/or available.

Current information technology services and equipment are adequate. The department will be able to maintain and increase these capabilities through the annual operating budgets.

D. Discuss sources of financial support for any new facilities and equipment.

None will be needed beyond normal increases in annual operating budgets. Religious studies does not depend on specialized facilities and equipment.

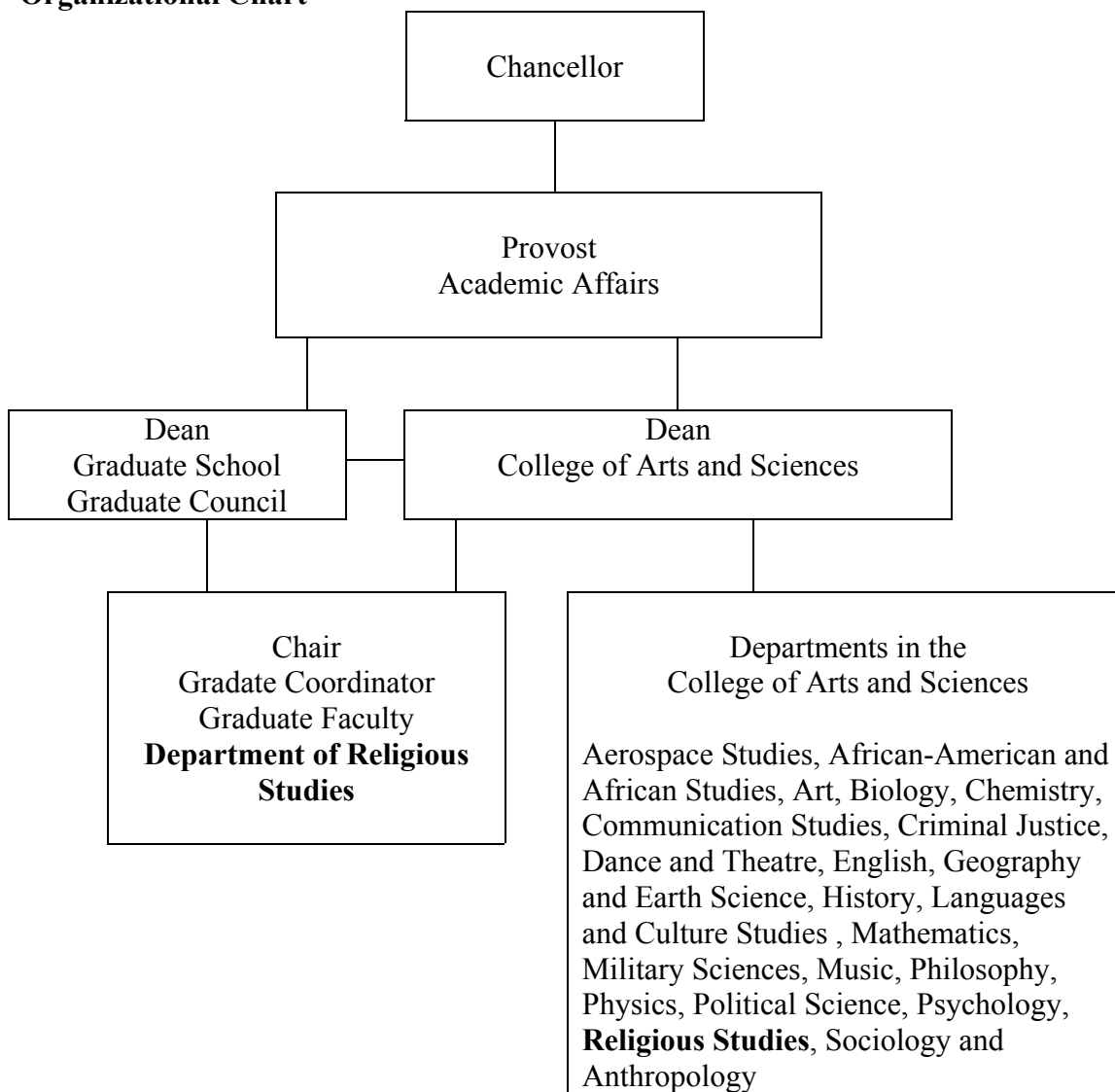
VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed program.

The Department of Religious Studies is administered by the department chairperson, who in turn reports to the dean of the College of Arts and Sciences. The department will select a faculty member to serve as the coordinator of graduate studies. This person will work with

the faculty, the department chairperson, and the dean of the Graduate School. Both the dean of the College and the dean of the Graduate School report to the provost.

Organizational Chart



VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

There are no specialized accrediting agencies for religious studies.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

We do not plan to require any specific non-Religious Studies courses but will urge students to take up to six credits outside the department as explained above in I.C.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

These points have already been made in the proposal: The department already has the faculty to support a solid M.A. program. The department will not require additional funds beyond the normal annual allocations driven by enrollment increases. There is a clear need for an M.A. program in the Charlotte region. Charlotte is one of the few metropolitan areas in the country that does not have a graduate program in the academic study of religion.

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. Use *SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds*. Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

No new faculty positions or SPA positions will need to be budgeted to implement this program during the first three years of operation. As noted earlier, enrollment increase funds generated after the first three years of the program will be sufficient. This also applies to equipment because religious studies is not an equipment-intensive discipline. The department may need additional funds for part-time adjunct faculty to teach some of the general education sections.

XII. EVALUATION PLANS

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons...qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

A. Criteria to be used to evaluate the proposed program (not in an order of priority).

- meeting our goals for number of students admitted and graduated
- ability of our students to do competent graduate level research, writing and presentation
- success of our students in gaining teaching positions up to the community college level
- admission of our students to Ph.D. programs

B. Measures to be used to evaluate the program:

- meet the stated benchmark of graduating at least five students each academic year
- quality of theses (or portfolios), comprehensive exams and oral defense. (All three of these will be judged by at least three faculty members)
- it is difficult to provide quantitative measures for occupational success, but we will be looking for a majority of our graduates to be able to improve their qualifications and/or to be able to gain admittance to recognized Ph.D. programs

C. Projected productivity levels (numbers of graduates):

	Year 1 (2002-2003)	Year 2 (2003-2004)	Year 3 (2004-2005)	Year 4 (2005-2006)	TOTALS
B					
M	0	2	5	8	15
I/P					
D					

D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

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University of South Carolina
Rutledge 308
Columbia SC 29208
(803) 777-2437
fax (803) 777-0213
e-mail blackburn@sc.edu

E. Plan for evaluation prior to sixth operational year.

The College of Arts and Sciences has a standard format for conducting self-studies of programs. The department will follow the College self-study format.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

XIV. STARTING DATE AND INSTITUTIONAL APPROVAL

Proposed date of initiation of proposed degree program: January 2003

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor  _____

Appendix A

Budget projections for the first three years
of operation

**Projected Funding for New Degree Program
M.A. in Religious Studies
Regular Term 2002-2003
(Based on 2001-2002 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

0 0 0
0

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 9.71%
Medical @ \$2,933

\$0
\$0
\$0

\$0

Total Positions Required	0.000
Instructional - Position Salary Rate (FY 02)	\$61,786
101-1310 Instructional Salary Amount	\$0
Other Academic Costs 44.89300%	0
Purpose 101 Total Academic Requirements	\$0
Purpose 151 Library 11.48462%	0
Purposes 152, 160, 170 180 General Instit Support 54.04980%	0
Neg Adj Factor 50.00000%	n/a
In-state SCHs	0
Financial Aid (in-state) 67.99800%	0
Total Requirements	\$0

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution	UNC Charlotte	Date	May 23, 2002
Program (API#, Name, Level)	38.0201, Religious Studies		
Degree(s) to be Granted	Master of Arts in Religious Studies	Program Year	2002-2003

ADDITIONAL FUNDING REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total
<u>101 Regular Term Instruction</u>					
1310 EPA Academic Salaries					0
1810 Social Security					0
1820 State Retirement					0
1830 Medical Insurance					0
2000 Supplies and Materials					0
2300 Educational Supplies					
2600 Office Supplies					
3000 Current Services					0
3200 Communications					
3400 Printing & Binding					
5000 Capital Outlay (Equipment)					0
5100 Office Equipment					
5200 EDP Equipment					
TOTAL Regular Term Instruction	\$0	\$0	\$0	\$0	\$0
<u>151 Libraries</u>					
TOTAL Libraries	\$0	\$0	\$0	\$0	\$0
<u>189 General Institutional Support</u>					
TOTAL General Inst. Support	\$0	\$0	\$0	\$0	\$0
TOTAL ADDITIONAL COSTS	\$0	\$0	\$0	\$0	\$0

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
M.A. in Religious Studies
Regular Term 2003-2004
(Based on 2002-2003 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I		72		643.72	171.44	138.41	0.000	0.420	0.000
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

0 72 0
72

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 9.71%
Medical @ \$2,933

\$1,985
\$2,520
\$1,232

\$5,736

Total Positions Required	0.420
Instructional - Position Salary Rate (FY 02)	\$61,786
<i>101-1310</i> Instructional Salary Amount	\$25,948
Other Academic Costs 44.89300%	11,649
<i>Purpose 101</i> Total Academic Requirements	\$37,597
<i>Purpose 151</i> Library 11.48462%	4,318
<i>Purposes 152, 160, 170 180</i> General Instit Support 54.04980%	20,321
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	0
Total Requirements	\$62,236

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte			<i>Date</i>	May 23, 2002	
<i>Program (API#, Name, Level)</i>	38.0201, Religious Studies					
<i>Degree(s) to be Granted</i>	Master of Arts in Religious Studies			<i>Program Year</i>	2003-2004	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
<u>101 Regular Term Instruction</u>						
1310 EPA Academic Salaries	0	25,948			25,948	
		25,948				
1810 Social Security		1,985			1,985	
1820 State Retirement		2,520			2,520	
1830 Medical Insurance		1,232			1,232	
2000 Supplies and Materials		2,000			2,000	
2300 Educational Supplies		1,000			1,000	
2600 Office Supplies		1,000			1,000	
3000 Current Services		2,000			2,000	
3100 Travel		600				
3200 Communications		600				
3400 Printing & Binding		800				
5000 Capital Outlay (Equipment)		1,913			1,913	
5200 EDP Equipment		1,038				
TOTAL Regular Term Instruction	\$0	\$37,597	\$0	\$0	\$37,597	
<u>151 Libraries</u>						
5000 Capital Outlay (Equipment)		4,318			4,318	
5600 Library Book/Journal		4,318				
TOTAL Libraries	\$0	\$4,318	\$0	\$0	\$4,318	
<u>189 General Institutional Support</u>						
2000 Supplies and Materials		5,000			5,000	
2600 Office Supplies		5,000				
3000 Current Services		5,000			5,000	
3200 Communications		2,500				
3400 Printing & Binding		2,500				
5000 Capital Outlay (Equipment)		10,321			10,321	
5100 Office Equipment		5,000				
5200 EDP Equipment		5,321				
TOTAL General Inst. Support	\$0	\$20,321	\$0	\$0	\$20,321	
TOTAL ADDITIONAL COSTS	\$0	\$62,236	\$0	\$0	\$62,236	

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
M.A. in Religious Studies
Regular Term 2004-2005
(Based on 2003-2004 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I		240		643.72	171.44	138.41	0.000	1.400	0.000
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

0 240 0
240

Fringes for faculty salaries
FICA @ 7.65%; \$6,617
Retirement @ 9.71% \$8,399
Medical @ \$2,933 \$4,106

\$19,121

Total Positions Required	1.400
Instructional - Position Salary Rate (FY 02)	\$61,786
<i>101-1310</i> Instructional Salary Amount	\$86,495
Other Academic Costs 44.89300%	38,830
<i>Purpose 101</i> Total Academic Requirements	\$125,325
<i>Purpose 151</i> Library 11.48462%	14,393
<i>Purposes 152, 160, 170 180</i> General Instit Support 54.04980%	67,738
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	0
Total Requirements	\$207,456

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte			<i>Date</i>	May 23, 2002	
<i>Program (API#, Name, Level)</i>	38.0201, Religious Studies					
<i>Degree(s) to be Granted</i>	Master of Arts in Religious Studies			<i>Program Year</i>	2004-2005	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1310 EPA Academic Salaries	0	86,495	0		86,495	
		86,495				
1810 Social Security		6,617			6,617	
1820 State Retirement		8,399			8,399	
1830 Medical Insurance		4,106			4,106	
2000 Supplies and Materials		6,000			6,000	
2300 Educational Supplies		3,000				
2600 Office Supplies		3,000				
3000 Current Services		6,000			6,000	
3100 Travel		2,000				
3200 Communications		2,000				
3400 Printing & Binding		2,000				
5000 Capital Outlay (Equipment)		7,709			7,709	
5100 Office Equipment		3,500				
5200 EDP Equipment		4,209				
TOTAL Regular Term Instruction	\$0	\$125,325	\$0	\$0	\$125,325	
151 Libraries						
5000 Capital Outlay (Equipment)		14,393			14,393	
5600 Library Book/Journal		14,393				
TOTAL Libraries	\$0	\$14,393	\$0	\$0	\$14,393	
189 General Institutional Support						
2000 Supplies and Materials		20,000			20,000	
2600 Office Supplies		20,000				
3000 Current Services		20,000			20,000	
3200 Communications		10,000				
3400 Printing & Binding		10,000				
5000 Capital Outlay (Equipment)		27,738			27,738	
5100 Office Equipment		10,000				
5200 EDP Equipment		17,738				
TOTAL General Inst. Support	\$0	\$67,738	\$0	\$0	\$67,738	
TOTAL ADDITIONAL COSTS	\$0	\$207,456	\$0	\$0	\$207,456	

NOTE: Accounts may be added or deleted as required.

Appendix B

Catalog Copy

Catalog Copy

RELIGIOUS STUDIES

Master of Arts Degree

Program of Study

The Master of Arts Program in Religious Studies is designed for students who want to pursue the degree for one of the following reasons: to prepare for graduate work at the Ph.D. level, to prepare for teaching at community colleges or for adjunct teaching at colleges or universities, to prepare for professional work in non-academic positions, or to enjoy the rewards of continuing their liberal arts education at the graduate level.

The program approaches the academic study of religion from critical and interdisciplinary perspectives, with an emphasis on the global and multicultural aspects of religion. The department offers courses in Asian, Middle Eastern, European, and American religious traditions from historical and contemporary perspectives.

Admission Requirements

In addition to the general requirements for admission to the Graduate School, the following are ordinarily required for admission to the M.A. in Religious Studies:

- 1) An undergraduate major in religious studies or a closely related program in the humanities or social sciences.
- 2) A satisfactory score on the Miller Analogies Test or the Graduate Record Examination.

Degree Requirements

The program requires a minimum of 30 semester hours of graduate credit, of which at least 15 hours must be in courses open only to graduate students. Up to 6 semester hours of graduate credit may be taken outside the Department of Religious Studies. If hours are taken outside the department, the student must submit a written request to the graduate coordinator, explaining how these hours will enrich his or her program.

Core Course

All M.A. candidates must take RELS 6101 (Approaches to the Study of Religion), normally in the first semester of course work.

Language Requirement

Although students are not required to demonstrate proficiency in a foreign language, they are expected to be able to use whatever languages they need to pursue their research interests.

Comprehensive Examination

Each student must satisfactorily complete a written comprehensive examination based on his or her coursework.

Thesis/Writing Portfolio

Students have the option of preparing a master's thesis for 6 semester hours credit, or of compiling a portfolio of selected research papers written for courses in the program, without additional credit. In both cases the candidates must pass an oral examination based on their thesis or writing portfolio.

Appendix C

New Graduate Courses in Religious Studies

Proposal to Establish New Graduate Courses in Religious Studies

A. Proposal Summary and Catalog Copy

1. Proposal Summary

The Department of Religious Studies proposes to add ten new graduate courses for the M.A. in Religious Studies.

2. Proposed Catalog Copy

RELS 6101. Approaches to the Study of Religion. (3) This course provides students with critical tools for research, analytical thinking, and writing in the academic study of religion. The topics and individuals this course covers represent several major currents of thought in the field of religious studies. *(Fall)*

RELS 6103. Material Christianity. (3) Explores the ways in which individuals and societies throughout the Christian tradition have invested material objects with sanctity and power. *(Alternate years)*

RELS 6104. Religion and Art in Islam. (3) Explores the relationships between Islamic thought and the development of Islamic art and architecture. *(Alternate years)*

RELS 6105. Religion, Art and Architecture of East Asia. (3) A study of the religious ideas in physical forms in the cultures of China and Japan. The course focuses on the Confucian, Daoist, and Buddhist traditions. *(Alternate years)*

RELS 6111. Qumran and its Literature. (3) A study of the manuscripts recovered from the caves of Qumran. Attention given to their connections to Second Temple Judaism, early Christianity, and later developments in Islam. *(Alternate years)*

RELS 6602. Seminar in the Religion of Ancient Israel. (3) Current and seminal issues related to the study of the religion of ancient Israel. A general theme will be chosen which at times will be keyed to the pertinent archaeological evidence available for evaluating the complex scope of Israelite religiosity, but which at other times may selectively focus on narratological descriptions of religious behavior (e.g., the religious ideology of Deuteronomy). Extensive attention will be devoted to the comparative study of Israelite religion within its ancient Near Eastern context. *(On demand)*

RELS 6603. Seminar in Early Judaism. (3) Current and seminal issues related to the historical-critical study of early Judaism and its literature. A general theme will be chosen: a narrative source (Mishnah, Midrash, Talmud); a subdivision of texts (Jewish apocrypha and pseudepigrapha) or literary genres (apocalyptic literature); a single ancient text (1 Enoch; Avot de R. Natan); or a topical investigation (written and oral Torah; construction of authority in rabbinic Judaism; sectarian disputes within early Judaism; cultural impact of the Roman destruction of the Temple). *(On demand)*

RELS 6612. Seminar in Christian Origins. (3) Current and seminal issues related to the historical-critical study of the origins and development of earliest Christianity. A general theme will be chosen: an historical figure (John the Baptist, Jesus, Paul, James); an ancient text (a New Testament document; Gospel of Thomas; the Gnostic Nag Hammadi codices); or a topical investigation (Jesus and the Dead Sea Scrolls; the development of early Christian liturgy; the development of early Christian Christology; ancient Judaism and emerging Christianity). (*On demand*)

RELS 6622. Seminar in Religion and Modern Culture. (3) A seminar on issues related to the historical-critical study of the interaction between religion and modern culture. One or more general themes will be chosen: leading theorists, appropriate historical contexts, global contexts, or a topical investigation. (*Yearly*)

RELS 6999. Thesis. (3 or 6) May be repeated by permission, if taken for three hours credit. Six hours of Thesis may be taken during a single semester. Appropriate research and written exposition of that research is required. (*On demand*)

B. Justification

1. Need

These courses are designed primarily to meet the needs of students in the proposed M.A. program in Religious Studies. The department already has nine 5000-level courses that can be taken by graduate students and advanced undergraduates. All of the 5000-level courses have additional requirements for graduate students who have to write a substantial research paper. These new 6000-level courses will be open only to graduate students, and all students in the M.A. program will have to take a minimum of five of these 6000-level courses. Through faculty advising, we think that each student will actually take seven or eight 6000-level courses, rather than the minimum of five.

2. Prerequisites and corequisites

Graduate or post-baccalaureate standing.

3. Course numbering

Since undergraduates will not be allowed to enroll in these courses, the courses are all listed at the 6000-level.

4. Improvement of scope, quality, and efficiency of programs and instruction

These are the initial 6000-level courses that will be necessary for establishing the M.A. program. These courses in conjunction with the existing 5000-level courses will offer enough breadth to provide a program that grounds each student in different approaches to the academic study of religion. RELS 6101, Approaches to the Study of Religion, is the foundational course required of all students in the program. RELS 6999, Thesis, is obviously for those students who select the

thesis option. Students who select the thesis option must take a total of six semester hours of RELS 6999.

C. Impact

1. Students to be served

These courses are primarily for students in the M.A. in Religious Studies Program. These courses will also be open to students in other humanities graduate programs such as English and history.

2. Effect of this proposal on existing courses and curricula

a. One section of RELS 6101 (Approaches) will be offered every Fall, and RELS 6999 (Thesis) will be offered every semester. The other proposed courses will be offered either yearly or in alternate years.

b. These courses will not affect the content or frequency of offering of any other courses.

c. We anticipate enrollments of 9 to 12 students for each of these courses.

d. Offering these courses will not have an impact on the undergraduate courses we offer for our major. There will be a minor impact on our general education courses. In order to maintain our already considerable contribution to the general education requirements at UNC Charlotte we will have to teach some larger classes with enrollments of 50 or more. We have already succeeded in doing this, and could do more with the help of graduate assistants which we anticipate getting if the M.A. is approved. As a department we have always had a strong commitment to the undergraduate General Education Program and will continue to do so.

e. Two of these courses (RELS 6103 and 6105) were previously taught as topics courses with enrollments of approximately ten students each.

f. No other area of catalog copy would be affected.

D. Resources required to support proposal

1. Personnel

a. As indicated in the Request to Establish an M.A. in Religious Studies, the department will not need any additional faculty or staff support to offer these courses. Increases in the number of religious studies faculty members will be driven by increased enrollments in general education courses, as has been the case throughout the history of the Department of Religious Studies.

b. Here are the qualified faculty members who will be teaching each of the proposed courses:

6101. Approaches to the Study of Religion – Joanne Robinson, Jeffrey Meyer, James Tabor, and John C. Reeves

- 6103. Material Christianity – Joanne Robinson
- 6104. Religion and Art in Islam – Kathryn Johnson
- 6105. Religion, Art and Architecture of East Asia – Jeffrey Meyer
- 6111. Qumran and its Literature – John C. Reeves and James Tabor
- 6602. Seminar in the Religion of Ancient Israel – John C. Reeves
- 6603. Seminar in Early Judaism – John C. Reeves
- 6612. Seminar in Christian Origins – James Tabor
- 6622. Seminar in Religion and Modern Culture – Richard Cohen

2. Physical facility

No specialized facilities will be needed. Most of these courses will be taught in the department's seminar room.

3. Equipment and supplies

No new equipment will be needed.

4. Computers

All faculty members already have adequate computers.

5. Audio-Visual

The department already has all the audio-visual equipment needed for this program

6. Other resources

None

7. Funding

There will be an increase in spending for printing, primarily for class materials. Since these classes will be small, the department will be able to absorb these costs with the annual increases in the budget.

E. Consultation with the Library and other departments

1. Library consultation

- a. The department submitted the M.A. proposal to Atkins Library on November 16, 2001.
- b. Judith Van Noate, the reference librarian for religious studies, evaluated the holding as "adequate" for an M.A. program. Her written report of January 10, 2002, is attached.

2. Consultation with other departments

We consulted the Department of Philosophy about connections to the master's program in ethics that they are considering.

F. Initiation and consideration of the proposal

This proposal was approved by the Department of Religious Studies on November 12, 2001.

G. Attachments

Appendix III. Report of library consultation

Appendix IV. Outlines of course syllabi

Appendix D

Atkins Library Consultation Report



UNC Charlotte
J. Murrey Atkins Library Memorandum

To: Edward B St. Clair, Chair Department of Religious Studies
From: Judith Van Noate, Humanities Librarian
Date: 1/10/2002
Re: Course Proposal, M.A. in Religious Studies

Date of initiation of consultation with Library Reference Personnel: 11/16/2001

Proposal No: _____

Request to Establish an M.A. in Religious Studies
Course proposal attached

SUMMARY OF REFERENCE LIBRARIAN'S EVALUATION OF HOLDINGS:

- 1. Holdings are superior.
- 2. Holdings are adequate.
- 3. Holdings are adequate only if department purchases additional holdings.
- 4. Holdings are inadequate.

Check one:

_____ XXX _____

Evaluator:
Judith Van Noate

Comments:

The library has an adequate print and electronic resources collection to support the curriculum in this program. The content of some of the proposed courses is currently included in classes offered by other departments. The collection for religious studies varies in levels of strength from comprehensive in some areas to minimally adequate in others. The department and the library will need to continue collection assessment and development to support this curriculum as it is fleshed out. The library currently subscribes to ATLA (American Theological Library Association) database, and also provides access to scholarly articles through Project Muse, NC Live Databases, and other online sources.

Evaluator's Signature:

Date:
January 10, 2002

Appendix E

Outlines of Syllabi for Proposed New Courses

Religious Studies 6101
Approaches to the Study of Religion
The University of North Carolina at Charlotte

Instructors (rotated among the following):

Jeffrey Meyer, Professor of Religious Studies
John C. Reeves, Blumenthal Professor of Judaic Studies
Joanne Robinson, Assistant Professor of Religious Studies
James Tabor, Professor of Religious Studies

Course Description:

RELS 6101. Approaches to the Study of Religion. (3) This course provides students with critical tools for research, analytical thinking, and writing in the academic study of religion. The topics and individuals this course covers represent several major currents of thought in the field of religious studies. (*Fall*)

Prerequisites: None

Objectives:

1. To develop graduate-level skills for research in the academic study of religion
2. To develop the writing skills necessary to present research findings in clear
3. To understand and apply basic theories of religion
4. To understand the history of the development of the academic study of religion

Instructional Methods:

This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed on writing papers, making oral presentations, and participating in seminar discussions.

Means of Student Evaluation:

Seminar participation. Regular, substantive contribution and attendance in class is expected of all members of the seminar. (15%)

Weekly papers. Each student will be responsible for writing weekly reading summaries. (20 %)

Book review of one of the following. S. Kakar, *Shamans, Mystics, and Anomie*; Gananath Obeyesekere, *Medusa's Hair*; Clifford Geertz, *The Interpretation of Cultures*; Victor Turner, *The Forest of Symbols*; C. Levi-Strauss, *The Savage Mind*
Evans-Pritchard, *Theories of Primitive Religion*. (15 %)

Report on a recent article in a major journal in the field. (10 %)

Synthesis paper. Guidelines and a list of possible topics will be distributed early in the semester. All written assignments must follow MLA style, as outlined in the *MLA Handbook for Writers of Research Papers*. (25 %)

Oral presentations. Each student will be responsible for presenting background information and major issues pertinent to one of the readings assigned for one class meeting. In addition, each student will give an in-depth presentation of his or her synthesis paper at the end of the semester. (15 %)

Course Policies

All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required. This course uses a letter grading system of A, B, C, U.

Texts (for purchase or available on Reserve in Atkins Library)

Daniel Pals, *Seven Theories of Religion*

Lessa and Vogt, eds., *Reader in Comparative Religion: An Anthropological Approach* (3rd ed)

Durkheim, Emile, *The Elementary Forms of Religious Life* (trans. Karen Fields)

Sigmund Freud, *Totem and Taboo*

Wayne Booth, et al, *The Craft of Research*

Course Outline

Week One: Introduction

Week Two: "Religion" as a Category

Jonathan Z. Smith, "Religion, Religions, Religious," in *Critical Terms for Religious Studies*

Sam Gill, "The Academic Study of Religion"

Week Three: Originative Authors

Durkheim, Emile, *The Elementary Forms of Religious Life*, selections

Max Weber, *From Max Weber*, ed. Gerth and Mills (selections, pp. 129-56 and 267-359)

Week Four: Psychoanalytical Theory

Sigmund Freud, *Totem and Taboo*

Carl Jung, *Psychology and Religion: West and East* (selections)

Albert E. Kroeber, "Totem and Taboo," in Lessa and Vogt (pp. 20-27)

Background Reading: Pals, Chapter 2

Week Five: Sociological Theory

Peter Berger, *The Sacred Canopy*
Luckmann, *The Invisible Religion*
Tylor, "Animism," in Lessa and Vogt (pp. 9-19)
Background Reading: Pals, Chapter 3

Week Six: Social Psychology

William James, *The Varieties of Religious Experience*, excerpts
Parsons on "Religious Perspectives in Sociology and Social Psychology," in Lessa and Vogt (pp. 62-66)

Week Seven: Modern Philosophical Approaches

Immanuel Kant, from *Religion Within the Limits of Reason Alone*, excerpt
Friedrich Schleiermacher, "On the Essence of Religion," excerpt
Paul Tillich, from *Dynamics of Faith*, excerpt

Week Eight: Symbolism

Geertz, "Religion as a Cultural System," in Lessa and Vogt (pp. 167-78)
Leach, "Two Essays Concerning the Symbolic Representation of Time," in Lessa and Vogt (pp. 108-116)
Background Reading: Pals, Chapter 7

Week Nine: Symbolic Classification

Levi-Strauss, "The Bear and the Barber," in Lessa and Vogt (pp. 181-189)
Douglas, "Pollution" and "The Abominations of Leviticus," in Lessa and Vogt (pp. 196-205)

Week Ten: Ritual

Turner, "Betwixt and Between: The Liminal Period in Rites de Passage," in Lessa and Vogt (pp. 338-347)
Horton, "Ritual Man in Africa," in Lessa and Vogt (pp. 347-58)

Week Eleven: Experience

Robert Sharf, "Experience," in *Critical Terms*
Wayne Proudfoot, *Religious Experience*, excerpts

Week Twelve: Myth

Mircea Eliade, *The Sacred and the Profane*
Wendy Doniger O'Flaherty, "Other Scholars' Myths" in *Other People's Myths: The Cave of Echoes*
Background Reading: Pals, Chapter 5

Week Thirteen: Critiques

Karl Marx, *The Marx-Engels Reader*, ed. Tucker (selections)
Mary Daly, *Gyn/Ecology*, excerpts
Background Reading: Pals, Chapter 4

Week Fourteen: The Future of Religion

Stark and Bainbridge, *The Future of Religion*, excerpts
Other reading TBA

Week Fifteen: Student presentations

Week Sixteen: Student presentations

Religion and Philosophy of Religion

Two of sections in Alston book, e.g. Arguments for the Existence of God
Criticisms of Theism
Immortality
Religious Experience
Revelation
Faith
Religion and Science
Others -- to be read for book reviews

Religious Studies 6103
Material Christianity
The University of North Carolina at Charlotte

Instructor: Joanne Maguire Robinson

Course Description:

RELS 6103. Material Christianity. (3) Explores the ways in which individuals and societies throughout the Christian tradition have invested material objects with sanctity and power. (*Alternate Years*)

Prerequisites: None

Objectives:

1. To understand the importance of material objects in the formation of the Christian tradition.
2. To understand the role of architecture on Christian religious sensibilities.
3. To understand the role of “found” objects such as bones, other relics, and contemporary commercial products.
4. To develop the ability to use theoretical models in the analysis of pictorial representations.

Instructional Methods:

This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed on writing papers, making oral presentations, and participating in seminar discussions.

Means of Student Evaluation:

Seminar participants will be required to read all assigned material in advance of class and to bring each text (either in book or copy form) to class on the appropriate day. Students are expected to make at least one substantial contribution to each class discussion. Each student will be assigned as discussion leader for one class, as scheduled during the second class meeting. Discussion leaders are responsible for identifying major issues and problems in the text(s) and for proposing ideas and questions for discussion. (20%)

Two book reviews. One of these will be based on the book, article, or chapter for which the student is assigned as discussion leader (due on the day of presentation); the other will be based on the student’s choice from a distributed bibliography or from another source approved by the professor. (10% each)

One midterm take-home paper addressing theoretical issues raised in class discussion. (25%)

One final research paper, to be presented to the class in preliminary form at mid term. Students will present their results and submit the final paper in the final week of classes. In-class presentations must be accompanied by visual aids. (35%)

All written assignments must follow MLA style, as explained in the *MLA Handbook for Writers of Research Papers*.

Course Policies

All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required.

This course uses a letter grading system of A, B, C, U.

Texts:

Peter Brown, *The Cult of the Saints: Its Rise and Function in Latin Christianity* (Chicago: U of Chicago P, 1981)

Colleen McDannell, *Material Christianity: Religion and Popular Culture in America: Religion and Popular Culture in America* (New Haven: Yale UP, 1995)

David Morgan, *Protestants and Pictures: Religion, Visual Culture, and the Age of American Mass Production* (New York: Oxford UP, 1999)

Other sources available on reserve, as noted in the course outline.

Course Outline:

Week 1: Introduction

Week 2: Thinking About "Stuff"
"Why We Need Things," by M. Csikszentmihalyi, from *History from Things: Essays on Material Culture* [on reserve]
"Image," by Margaret R. Miles, in *Critical Terms for Religious Studies*, ed. Mark C. Taylor [book on reserve under RELS 2600]
"The Things They Carried," by Tim O'Brien, in *You've Got to Read This*, pp. 421-37 [on reserve]
"Parker's Back," by Flannery O'Connor, in *God: Stories*, pp. 167-85 [on reserve]

Week 3: Thinking About Material Christianity
Colleen McDannell, *Material Christianity*, Chapters 1 and 2

Week 4: The Christian Body, Part I:
Peter Brown, *The Cult of the Saints: Its Rise and Function in Latin Christianity*

- Week 5: The Christian Body, Part II:
 Caroline Walker Bynum, "Material Continuity, Personal Survival and the Resurrection of the Body: A Scholastic Discussion in its Medieval and Modern Contexts," from *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion* [on reserve]
- Week 6: Adorning the Christian Body
Material Christianity, Chapter 7
- Week 7: Christian Space
 Otto von Simson, *The Gothic Cathedral: The Origins of Gothic Architecture and the Medieval Concept of Order*, Part I (pp. 3-58) [on reserve]
Material Christianity, Chapter 4
 *** Student project proposals due
 *** Take-home midterm paper question distributed
- Week 8: Discussion of student project proposals and research issues
 *** Midterm paper due
- Week 9: Images of Jesus
 "The Practice of Visual Piety", Chapter One of David Morgan's *Visual Piety: A History and Theory of Popular Religious Images* [on reserve]
 David Morgan, *Protestants and Pictures*, Chapter Eight
- Week 10: Religion in the Marketplace:
Protestants and Pictures, Chapter 1
Material Christianity, Chapter 3
- Week 11: Teaching Children
Protestants and Pictures, Chapters 6 and 9
- Week 12: Miracles and kitsch
Material Christianity, Chapters 5 and 6
- Week 13: Destruction and Censorship
 "Idolatry and Iconoclasm", Chapter 14 of David Freedberg's *The Power of Images: Studies in the History and Theory of Response* [on reserve]
 Readings on the Brooklyn Art Museum controversy (to be distributed)

Week 14: Recent trends
Material Christianity, Chapter 8
*** Second book review due

Week 15: Film: *Andrei Rublev* (1966)

Week 16: Final discussion
*** Research papers due

Religious Studies 6104
Religion and Art in Islam
The University of North Carolina at Charlotte

Instructor: Dr. Kathryn Johnson

Course Description:

RELS 6104. Religion and Art in Islam. (3) Explores the relationships between Islamic thought and the development of Islamic art and architecture. (*Alternate years*)

Prerequisites: None

Objectives:

To understand the elements within the artistic and architectural traditions that are uniquely “Islamic.”

To understand how the Islamic worldview is reflected in calligraphy, book making, painting, and in the use of space in architecture and planned landscapes.

To understand how religious meaning is conveyed through the use of symbolism in the Islamic tradition.

Instructional Methods:

This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings.

Means of Student Evaluation:

1. Attend Class. You should plan to attend every class prepared to contribute to discussions of the subject(s) we are exploring that week. Please arrive on time as a courtesy to others.
2. Midterm Essays. (30%) Essay questions will be distributed in class. You will have one week to prepare three essays on the questions chosen.
3. Research Project. (40%)The project you select should reflect your particular interests in the field. Please sign up for an appointment so that we can discuss your project. Class members will present their results during the final week of class.
4. Final Exam. (30%)Final essay questions will be distributed during the last week of class and due on the official date of the final exam.

Course Policies:

All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required.

This course uses a letter grading system of A, B, C, U.

Texts for Purchase:

Brend, *Barbara. Islamic Art.* Cambridge: Harvard University Press, 1991.

Denny, F. *An Introduction to Islam.* New York: Macmillan, 1994.

Texts on Reserve:

Abu Lughod, Janet *Cairo: 1001 Years of the City Victorious.* Princeton: Princeton University Press, 1971.

Campo, J.E. *The Other Side of Paradise.* Columbia: University of South Carolina Press, 1991.

von Denffer, A. *'Ulum al-Our'an.* Leicester, England: The Islamic Foundation, 1994.

Hayes, J. *The Genius of Arab Civilization.* Cambridge: M.I.T. Press, 1983.

Kostof, Spiro. *A History of Architecture.* New York: Oxford University Press, 1985.

Schimmel, A. *Mystical Dimensions of Islam.* Chapel Hill: University of North Carolina Press, 1975.

A list of sites to visit on the Internet will be distributed in class.

Outline of Topics

1. An Introduction to Islamic Doctrine and Practice and A Brief History of Islam
2. The Word: The Qur'an and Calligraphy
3. The Mosque
NOTE : Field Trip to the Islamic Center (date and time TBA)
4. Public Space: The Islamic City
5. Private Space: The Home

Religious Studies 6105
Religion, Art, and Architecture of East Asia
The University of North Carolina at Charlotte

Instructor: Jeffrey F. Meyer, Professor of Religious Studies

Course Description:

RELS 6105. Religion, Art, and Architecture of East Asia. (3) A study of the religious ideas in physical forms in the cultures of China and Japan. The course focuses on the Confucian, Daoist, and Buddhist traditions. (*Alternate Years*)

Prerequisites: None

Objectives:

1. Basic familiarity with the historical context of East Asian cultures, especially China and Japan.
2. Understanding of those aspects of Confucian, Daoist and Buddhist religions that have influenced and inspired the creation of religious art in Asia, in particular the themes of “nature,” the divine, and the human.
3. The ability to express in oral presentation and writing an analysis of how religion, which deals with immaterial elements, can be expressed in physical forms, especially painting, sculpture and gardens.

Instructional Methods:

This class meets once a week for three hours. Each class meeting will normally be divided into three parts: lecture, discussion/student presentation, and the use of visual materials (the last includes viewing of films, slides and actual paintings, as well as learning some elementary Chinese calligraphy).

Means of Student Evaluation

Students will bring a one page summary of the assigned reading to class. Students will be assigned as discussion leaders for each of the class readings. It will be their responsibility to identify major issues and problems and to propose ideas for discussion.

There will be two take home tests. The student research project, 15 to 20 pages long, must follow MLA style.

Students are expected to attend class regularly, to prepare by reading assignments thoughtfully, to contribute to the success of the class. This last requirement, usually called “class participation,” may take a number of forms: class activity like raising interesting points, asking questions, stimulating discussion, etc. But you may also contribute in other ways: tracking media materials relevant to our topics, preparing audio

or visual materials, bringing web materials, etc. It will be up to each student to let me know how they plan to contribute.

If a student needs to miss a class, please let me know, by phone or email. Even if you miss class you are responsible for materials presented, for obtaining any handouts or being aware of any schedule changes. Tests must be handed in on time. If for some good reason you cannot, you must let me know ahead of the due date/time or your work will not be accepted. The student research projects will be explained at the end of the first class meeting.

In assigning a final grade, requirements will be weighted as follows:

Reading summaries 20%, each of the two take-home tests 20%, research paper 30%, classwork, including attendance, participation and summaries 10%.

Course Policies:

All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is expected. The course uses a letter grading system of A, B, C, U.

Probable Texts and Materials (in UNC Charlotte Bookstore)

Thorp and Vinograd, *Chinese Art and Culture*
Kwo Da-Wei, *Chinese Brushwork in Calligraphy and Painting*
Philip Cave, *Creating Japanese Gardens*
Various Class handouts
Chinese brush, ink and paper

Course Schedule.

Overview of the Course. Description of hands-on projects.
Introduction to the Chinese Language and calligraphy.

Early China. Dynasties as structure for Chinese history. Geography.
Oracle bones and turtle shells. Gods, ghosts, ancestors.
Readings: Thorp/Vinograd 20-25; 55-81;108-114.

Imperial China, the Qin (Ch'in) and Han dynasties.
The buried army of the first Qin emperor.
Confucianism, family/society and ancestor "worship"
The Classic of Filial Piety (handout)
Readings: Thorp/Vinograd 129-147.

The Structure of Homes and Cities. Slides
The *Analects* and other Confucian classics (handout)
Readings: Thorp/Vinograd 172-82.

Taoism as Chinese “counter-culture”

The figure of Lao Tzu (Laozi). The *Tao Te Ching (Daodejing)* (handout)

Chinese landscape painting as an expression of Taoism. Slides
Readings: Thorp/Vinograd 185-86; 209-218; 242-257.

Taoism (continued). *Chuang Tzu (Zhuangzi)* (handout)

Landscape painting and the idea of nature in China and the West. Slides.

Taoism as expressed in Chinese gardens. Readings: Thorp/

Vinograd 282-285; articles by Wing-Tsit Chan and Christopher Jencks (handouts). Slides of Suzhou gardens. Mid-term test Will be distributed.

Buddhism comes to China. Sculpture.

Conflicts with Chinese culture. Artistic expression.

Readings: Thorp/Vinograd 160-171; 195-209.

Take-home TEST DUE.

Ch’an (Japanese: “Zen”) Buddhism. The practice and object of meditation.

The “ultimate” in Zen as expressed in painting and calligraphy.

Readings: Thorp/Vinograd 272-277; handout.

A Comparison of Chinese and Japanese gardens. Read the introductory material

In Cave, pages 9-23, and chapter 2 (pages 26-67) on his summary of traditional Japanese garden styles.

Gardens of Japan: Pure Land and Zen influence. The design principles

Elements of Japanese gardens. Reading: Cave 70-87

Initial Reports research projects to be presented.

Application of the principles of Japanese garden design.

Reading: Cave 90 -131, on the physical elements of Japanese gardens: Rocks, water elements, hills, paths, lanterns, etc. Preliminary research presentations and critiques.

Student Reports on Research Projects. Final test will be distributed.

FINAL TEST DUE.

Religious Studies 6111
Qumran and its Literature
The University of North Carolina at Charlotte

Instructor: John C. Reeves, Blumenthal Professor of Judaic Studies

Course Description:

RELS 6111. Qumran and its Literature. (3) A study of the manuscripts recovered from the caves of Qumran. Attention given to their connections to Second Temple Judaism, early Christianity, and later developments in Islam. (*Alternate Years*)

Prerequisites: At least one year of biblical or rabbinic Hebrew and at least one semester of biblical Aramaic, or permission of the instructor.

Objectives: Our principal aims are three: 1) to acquire familiarity with some significant Qumran texts; 2) to ponder the existence of and explanations for presumable Qumran 'survivals' in the literatures of subsequent religious communities; and 3) to develop skill in the practice of responsible comparative study.

Instructional Methods: This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed upon oral recitation, grammatical analysis, informed thematic contributions from secondary readings, and synthesis of the data obtained from a first-hand confrontation with the primary sources and assigned comparative resources.

Means of Student Evaluation: Preparation of the assigned texts (Hebrew or Aramaic) accompanied by diligent class attendance and participation form the basic requirements for this course (75%). In addition, each participant shall prepare a seminar paper that dwells upon the comparative analysis of a particular motif or distinctive interpretation found within Qumran and one or more 'external' traditions. These papers will be presented for general class discussion and critique during our final sessions, as well as being evaluated by the instructor for a formal grade (25%).

Course Policies: All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required. This course uses a letter grading system of A, B, C, and U.

Texts:

Discoveries in the Judaean Desert (38 vols.; ed. E. Tov, et al.; Oxford: Clarendon Press, 1955-2002).

The Dead Sea Scrolls Study Edition (2 vols.; ed. F. García Martínez and E.J.C. Tigchelaar; Leiden: Brill, 1997-98).

Outline of Course Content:

The exegetical manuscripts recovered from the caves of Qumran provide a valuable window through which we may view the intellectual dynamism of Second Temple Judaism. Many scholars are now recognizing that the Qumran material attests a more complex religio-historical scene than had heretofore been assumed by earlier generations of researchers. It is also becoming increasingly clear that certain 'Qumranic' or 'sectarian' themes, motifs, and/or interpretative solutions recur in later literary works, sometimes as much as a millennium later! Such attestations, if they are genuine, bear witness to an enormously influential and robust tradition of biblical exegesis and expansion that was repeatedly exploited and transmitted by subsequent religious communities in the Near East. Qumran affords us a glimpse of a portion of this material.

The present course shall be devoted to the intensive study of a series of important literary and religious texts that have been recovered from Qumran. Primary emphasis shall be given to the comparative analysis of these texts and their contents alongside related materials gleaned from apocryphal, pseudepigraphical, rabbinic, Christian, gnostic, Karaite, and Muslim traditions.

Unless otherwise indicated, we shall proceed with the following texts, in the order listed:

- 4Q252 Genesis commentary
- 11Q Melchizedek
- 1Q Genesis Apocryphon
- 1 Enoch (selections)
- Testament of Levi
- Testament of Amram
- 4QMMT
- 11Q Temple
- Damascus Covenant (CD + Cave 4 supplements)
- 1Q Serekh ha-Yahad (+ Cave 4 supplements)
- 1Q Peshar Habakkuk
- 1Q Milhamah (+ Cave 4 supplements)

Religious Studies 6602
Seminar in the Religion of Ancient Israel
The University of North Carolina at Charlotte

Instructor: Dr. John C. Reeves, Blumenthal Professor Religious Studies

Course Description:

RELS 6602. Seminar in the Religion of Ancient Israel. (3) Current and seminal issues related to the study of the religion of ancient Israel. A general theme will be chosen which at times will be keyed to the pertinent archaeological evidence available for evaluating the complex scope of Israelite religiosity, but which at other times may selectively focus on narratological descriptions of religious behavior (e.g., the religious ideology of Deuteronomy). Extensive attention will be devoted to the comparative study of Israelite religion within its ancient Near Eastern context. (*On demand*)

Prerequisites: None.

Objectives: (1) To expose students to the primary, original sources, in up-to-date scholarly translations, which are necessary for the study of the religion of ancient Israel; (2) to give attention to the main secondary studies related to a given theme or topic which govern contemporary scholarly discourse; and (3) to give students a genuine experience of higher level work in the academy.

Instructional Methods: This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed upon writing papers, making oral presentations, and participating in seminar discussions. Some themes may necessitate varying weightings of these media of instructional delivery.

Means of Student Evaluation: Attendance is required. Seminar participants will be required to read all assigned material in advance of class and to bring each text (either in book or copy form) to class on the appropriate day. They will also be expected to contribute in an informed manner to the topic under discussion (collectively 50-75%). They may (depending upon theme chosen) serve as discussion leaders for specified portions of one or more classes (10-15%), they may be assigned short seminar papers for oral presentation (10-15%), but they will invariably be responsible for one final research paper which will be formally presented within class during the final weeks of the semester (25%).

Course Policies: All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required. This course uses a letter grading system of A, B, C, and U.

Texts:

- Z. Zevit, *The Religions of Ancient Israel: A Synthesis of Parallax Approaches* (London and New York: Continuum, 2001).
H. Ringgren, *Israelite Religion* (Philadelphia: Fortress Press, 1966).
S. Niditch, *Ancient Israelite Religion* (Oxford: Oxford University Press, 1997).

Y. Kaufmann, *The Religion of Israel: From its Beginnings to the Babylonian Exile* (Chicago: University of Chicago Press, 1960).

Outline of Course Content:

The chosen theme may occasion slight variations in format, but in general the seminar is divided into three main parts:

1. An historical overview of the topic or theme, guided by the professor; introduction to the main texts and sources, survey of the main secondary sources. Students will receive reading assignments and may present short reports during this part of the course (Six weeks)
2. A discussion of each student's chosen research topic, with a preliminary survey of the main issues and possibilities of treatment. At this point students actually begin their research, and the order of discussion of the topics will determine the order of the seminar paper presentations. (Four weeks)
3. A presentation of finished research in formal seminar style (Five weeks)

Religious Studies 6603
Seminar in Early Judaism
The University of North Carolina at Charlotte

Instructor: Dr. John C. Reeves, Blumenthal Professor of Judaic Studies

Course Description:

RELS 6603. Seminar in Early Judaism. (3) Current and seminal issues related to the historical-critical study of early Judaism and its literature. A general theme will be chosen: a narrative source (Mishnah, Midrash, Talmud); a subdivision of texts (Jewish apocrypha and pseudepigrapha) or literary genres (apocalyptic literature); a single ancient text (1 Enoch; Avot de R. Natan); or a topical investigation (written and oral Torah; construction of authority in rabbinic Judaism; sectarian disputes within early Judaism; cultural impact of the Roman destruction of the Temple). (*On demand*)

Prerequisites: None.

Objectives: (1) To expose students to the primary, original sources, in up-to-date scholarly translations, which are necessary for the study of early Judaism; (2) to give attention to the main secondary studies related to a given theme or topic which govern contemporary scholarly discourse; and (3) to give students a genuine experience of higher level work in the academy.

Instructional Methods: This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed upon writing papers, making oral presentations, and participating in seminar discussions. Some themes may necessitate varying weightings of these media of instructional delivery.

Means of Student Evaluation: Attendance is required. Seminar participants will be required to read all assigned material in advance of class and to bring each text (either in book or copy form) to class on the appropriate day. They will also be expected to contribute in an informed manner to the topic under discussion (collectively 50-75%). They may (depending upon theme chosen) serve as discussion leaders for specified portions of one or more classes (10-15%), they may be assigned short seminar papers for oral presentation (10-15%), but they will invariably be responsible for one final research paper which will be formally presented within class during the final weeks of the semester (25%).

Course Policies: All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required. This course uses a letter grading system of A, B, C, and U.

Texts:

The Cambridge History of Judaism, Volume Three: The Early Roman Period (ed. W. Horbury, et al.; Cambridge: Cambridge University Press, 1999).

The Study of Ancient Judaism (2 vols.; ed. J. Neusner; Atlanta: Scholars Press, 1992).

H.L. Strack and G. Stemberger, *Introduction to the Talmud and Midrash* (Minneapolis: Fortress Press, 1992).

Outline of Course Content:

The chosen theme may occasion slight variations in format, but in general the seminar is divided into three main parts:

1. An historical overview of the topic or theme, guided by the professor; introduction to the main texts and sources, survey of the main secondary sources. Students will receive reading assignments and may present short reports during this part of the course (Six weeks)
2. A discussion of each student's chosen research topic, with a preliminary survey of the main issues and possibilities of treatment. At this point students actually begin their research, and the order of discussion of the topics will determine the order of the seminar paper presentations. (Four weeks)
3. A presentation of finished research in formal seminar style (Five weeks)

Religious Studies 6612
Seminar in Christian Origins
The University of North Carolina at Charlotte

Instructor: James D. Tabor, Professor of Religious Studies

Course Description:

RELS 6612. Seminar in Christian Origins. (3) Current and seminal issues related to the historical-critical study of the origins and development of earliest Christianity. A general theme will be chosen: an historical figure (John the Baptist, Jesus, Paul, James); an ancient text (a New Testament document; Gospel of Thomas; the Gnostic Nag Hammadi codices); or a topical investigation (Jesus and the Dead Sea Scrolls; the development of early Christian liturgy; the development of early Christian Christology; ancient Judaism and emerging Christianity). (*On demand*)

Prerequisites: None

Objectives:

Students will concentrate on primary, original sources, in up-to-date scholarly translations, but also give attention to the main secondary studies related to a given theme or topic. The main objective is for the students to enter into the academic arena at a high level, and be able to responsibly and competently engage in the main issues that are at issue in current research. Students are expected to make some contribution of their own, as reflected in an original research paper, that makes use of primary as well as secondary sources. The professor will consult with members of the seminar regarding their chosen foci. During the last third of the semester, students will present to the class the results of their research, leading a round-table discussion of their work in full academic style. The objective here is to give students a genuine experience of higher level work in the academy.

Instructional Methods:

This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed on writing papers, making oral presentations, and participating in seminar discussions.

Means of Student Evaluation:

Attendance and seminar participation (20%)
Oral presentation of research project (20%)
Research paper on topic selected in consultation with the instructor (60%)

Course Policies:

All work must be done in conformity with the University Academic Integrity Policy.

Regular attendance is required.

This course uses a letter grading system of A, B, C, U.

Texts for Current Issues in the Study of the Dead Sea Scrolls:

James Charlesworth, editor, *Jesus and the Dead Sea Scrolls*

Geza Vermes, *The Dead Sea Scrolls in English* (4th edition)

James Vanderkam, *The Dead Sea Scrolls Today*

Michael Wise, *The First Messiah*

Course Outline:

The seminar is divided into three main parts:

1. An historical overview of the topic or theme, guided by the professor; introduction to the main texts and sources, survey of the main secondary sources. Students will receive reading assignments and present short reports during this part of the course (Six weeks)
2. A discussion of each student's chosen research topic, with a preliminary survey of the main issues and possibilities of treatment. At this point students actually begin their research, and the order of discussion of the topics will determine the order of the seminar paper presentations. (Four weeks)
3. A presentation of finished research in formal seminar style (Five weeks)

Religious Studies 6622
Seminar in Religion and Modern Culture
The University of North Carolina at Charlotte

Instructor: Richard A. Cohen, Isaac Swift Distinguished Professor of Judaic Studies

Course Description:

RELS 6622. Seminar in Religion and Modern Culture. (3) A seminar on issues related to the historical-critical study of the interaction between religion and modern culture. One or more general themes will be chosen: leading theorists, appropriate historical contexts, global contexts, or a topical investigation. (*Yearly*)

Prerequisites: None

Objectives:

Students will concentrate on primary texts to understand one or more theoretical approach to a given theme or topic. The primary objective is for students to become keenly aware of the inner dialectic between the form of approach and the content examined, between method and subject matter, in the academic study of the relationship between religion and culture. Students are expected to make some contribution of their own, as reflected in an original research paper, making use of primary as well as secondary sources. Topics will be chosen in consultation with the professor. During the last third of the semester, students will present to the seminar the results of their research, leading a round-table discussion of their work in an academic style. The aim is give students a genuine experience of the discipline and creativity of higher level work in the academy.

Instructional Methods:

This is a weekly seminar that requires all students to be actively engaged in the analysis of the assigned readings. Emphasis is placed on writing papers, making oral presentations, and participating in seminar discussions.

Means of Student Evaluation:

Attendance and seminar participation (20%)
Oral presentation of research project (20%)
Research paper on topic selection in consultation with the instructor (60%)

Course Policies:

All work must be done in conformity with the University Academic Integrity Policy. Regular attendance is required.
This course uses a letter grading system of A, B, C, U.

Texts:

Sigmund Freud, *The Future of an Illusion*

Hannah Arendt, *The Human Condition*

Eric Hobsbawm and Terrence Ranger, eds. *The Invention of Tradition*.

Jonathan Z. Smith, *Imagining Religion: From Babylon to Jonestown*

Other readings on reserve in the library

Course Outline:

The seminar is divided into three main parts:

1. Theoretical overview guided by the professor; introduction to primary readings; survey of secondary sources. Students will read assignments and present short reports (six weeks).
2. While continuing the discussions begun in part one, students will also choose and discuss their research topics and begin specialized readings for them (four weeks).
3. Presentations of finished research in formal seminar style (five weeks).

Religious Studies 6623
Seminar in Philosophy and Religion
The University of North Carolina

Instructor: Richard A. Cohen, Isaac Swift Distinguished Professor of Judaic Studies

Course Description:

The seminar explores the central intellectual and spiritual issues related to actual historical and/or possible theoretical relationships between philosophy and religion, e.g., conflict, accommodation or reduction between reason and revelation, sign and symbol, secular and sacred, or logic and myth. One or more general themes will be chosen: leading theorists (e.g., Plato, Kant, Hegel, Strauss, Levinas); appropriate historical contexts (e.g., ancient, medieval, modern, contemporary); or topical investigations (epistemology, ontology, ethics, aesthetics, theology, cultural studies).

Objectives and Requirements:

Students will concentrate on primary texts to understand, compare and contrast at least two intellectual-spiritual approaches to the relationship between philosophy and religion. Students are expected to become aware of the inner dialectic linking the form of an approach to the significance of the content examined, that is, to grasp the inner relation between method and subject matter. Students are expected to show evidence of their understanding in an original research paper of at least twenty pages, making use of primary as well as secondary sources. Topics will be chosen in consultation with the professor. During the last third of the semester, students will present to the seminar the results of their research, leading a round-table discussion of their work in an academic style. The aim is give students a genuine experience of the discipline and creativity of higher level work in the academy.

Grading and Course Policy:

The final grade in the course will be based primarily on two considerations: participation throughout the seminar, and a grade on the research paper. Regular class attendance and participation in classroom discussion are therefore expected.

Course Sequence:

The seminar is divided into three main parts:

1. Theoretical overview guided by the professor; introduction to primary readings; survey of secondary sources. Students will read assignments and present short reports (six weeks).
2. While continuing the discussions begun in part one, students will also choose and discuss their research topics and begin specialized readings for them (four weeks).
3. Presentations of finished research in formal seminar style (five weeks).

The weekly schedule above is open to modification based on course content and class size.

Appendix F

Faculty Vita

RICHARD A. COHEN, Ph.D.
Isaac Swift Distinguished Professor of Judaic Studies

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University of North Carolina at Charlotte
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Education

Ph.D., philosophy State University of New York at Stony Brook, 1980.
M.A., philosophy State University of New York at Stony Brook, 1976.
philosophy Universite de Paris, Paris-Sorbonne, 1974-1975.
B.A., philosophy Pennsylvania State University, University Park, 1972.
B.A., political science Pennsylvania State University, University Park, 1972.

Specialization

Modern and Contemporary Continental
Philosophy and Jewish Thought, Ethics,
Levinas

Competence

History of Philosophy

Teaching

2001 Summer: *Scholar-in-Residence, John Cabot University, Rome, Italy.*

1999 Spring: *Visiting Professor, Department of Jewish Philosophy, Tel Aviv University, Ramat Aviv, Israel.*

1994 Fall to present: **Isaac Swift Distinguished Professor of Judaic Studies; Professor of Religious Studies; Coordinator (and creator) of Judaic Studies Minor (1999); University of North Carolina at Charlotte, Charlotte, NC.**

1994 Spring: *Visiting Professor, Department of Jewish Thought, Hebrew University of Jerusalem, Jerusalem, Israel.*

1989 Fall to 1994 Spring: Aaron Aronov Chair of Judaic Studies; Associate Professor of Religious Studies; Director (and creator) of Judaic Studies Minor (1991); University of Alabama, Tuscaloosa, AL.

1988 Fall to 1989 Spring: Associate Professor of Humanities, Shawnee State University, Portsmouth, OH.

1985 Fall to 1988 Spring: Assistant Professor of Philosophy, Loyola College, Baltimore, MD.

1980 Fall to 1985 Spring: Assistant Professor of Philosophy, Pennsylvania State University, Scranton, PA.

Books

Ethics, Exegesis and Philosophy: Interpretation after Levinas.

Cambridge: Cambridge University Press, 2001.

Elevations: The Height of the Good in Rosenzweig and Levinas.

Chicago: University of Chicago Press, 1994.

Levinas and Spinoza. In process (Amsterdam: J. C. Gieben, proposed).

Levinas: rencontres philosophiques (French; forthcoming)

Books Translated, Edited and/or Introduced

Ricoeur As Another: The Ethics of Subjectivity. Edited by Richard A. Cohen and James L.

Marsh. Albany: SUNY Press, 2002 (forthcoming). (See, Cohen, Exegesis, 2001.)

In Proximity: Emmanuel Levinas and the Eighteenth Century edited by Melvyn New, Robert

Bernasconi and Richard A. Cohen. Lubbock: Texas Tech University Press, 2001.

Ninety-five Poems and Hymns by Judah Halevi by Franz Rosenzweig. Edited and introduced by Richard

A. Cohen. Translated by Eva Jospe, Thomas Kovach and Gerda Schmidt. Albany: SUNY Press, 2000.

New Talmudic Readings by Emmanuel Levinas. Translated and introduced by Richard A.

Cohen. Pittsburgh: Duquesne University Press, 1999. (See, Cohen, Exegesis, 2001.)

Discovering Existence with Husserl by Emmanuel Levinas. Edited and introduced by Richard A.

Cohen; co-translated with Michael Smith. Evanston: Northwestern University Press, 1998. (See, Cohen, Exegesis, 2001.)

Time and the Other by Emmanuel Levinas. Translated, edited, and introduced by Richard A. Cohen.

Pittsburgh: Duquesne University Press, 1987. (See, Cohen, Elevations, 1994.)

Face to Face with Levinas. Edited and introduced by Richard A. Cohen. Albany: State

University of New York Press, 1986.

Ethics and Infinity by Emmanuel Levinas. Translated and introduced by Richard A. Cohen.

Pittsburgh: Duquesne University Press, 1985. (See, Cohen, Exegesis, 2001.)

Books Introduced

Otherwise than Being or Beyond Essence by Emmanuel Levinas. Translated by Alphonso

Lingis. Foreword (pp. xi-xvi) by Richard A. Cohen (1998). Pittsburgh: Duquesne University Press, 1981. (See, Cohen, Exegesis, 2001.)

The Theory of Intuition in Husserl's Phenomenology, Second Edition, by Emmanuel

Levinas. Translated by Andre Orianne. Preface (pp. ix-xxxi) by Richard A. Cohen (1998). Evanston: Northwestern University Press, 1995. (See, Cohen, Exegesis, 2001.)

Curriculum Vitae

KATHRYN VIRGINIA JOHNSON

Associate Professor of Religious Studies
The University of North Carolina at Charlotte

EDUCATION

University of North Carolina at Chapel Hill 1970-74 A.B.
Harvard University 1975-85 Ph.D.

PERSONAL

Born: June 13, 1952 in Charlotte, North Carolina

PROFESSIONAL EXPERIENCE

Harvard University, 1979-80
 Tutor/Research Assistant, 1979-80
Delta Business Services International, Cairo, Egypt 1980-81
 Assistant to the President for Social Policy Research, 1980-81
University of North Carolina at Charlotte, 1981-82
 Instructor, English Language Training Institute, 1981-82
Harvard University, 1984-85
 Teaching Fellow (The Religion and Culture of Islam), 1984-85
University of North Carolina at Charlotte, 1987-present
 Part-time Lecturer, 1987-88
 Lecturer, 1988-89
 Assistant Professor, 1989-97
 Associate Professor, 1997-present

UNIVERSITY AND COMMUNITY SERVICE

University Service:

Department-

Various Departmental Task Force assignments
Lectures on Islam and the Middle East, Native American
 religions and gender issues in the study of
 religion in courses taught by colleagues
Chair Search Committee, 1991-92
Secretary for Department Meetings, 1994-95
Chair Review Committee, 1994-95

Review Committee, 1994-95
Witherspoon Lecture Committee, 1995-96
Witherspoon Lecture Committee, 1996-97
Religious Studies 3131 (Islam) taped for broadcast on Cable 22
Faculty Council Representative, 1996-97
Curriculum Committee, 1998-2000

College-

Arts and Sciences Council Representative, 1989-1990
Adjunct Faculty, History Department (courses on Modern Middle East and Iran), 1987-present
Graduate History Forum, 1990 and 1991
Arts and Sciences Alternate 1990-91 and 1991-92
Faculty Council Representative, 1992-93
Faculty Council Alternate, 1993-94
International Engineering Curriculum Committee, 1992-93
International Studies Major Curriculum Committee, 1993-95
National Security Education Undergraduate Scholarship Selection Committee, 1993-95
Political Science Peer Evaluation, 1994-95
National Security Education Undergraduate Scholarship Selection Committee Chair, 1995-96
University Honors Thesis Committee, 1996-97
MALS Faculty, fall, 1997
College of Arts and Sciences Curriculum Committee, 1999-2000
UNCC Merit Scholarship Selection Committee panel chair, spring 2000
Adjunct Faculty, American Studies, fall semester (fall, 2000-present)
International Studies Faculty, 2001-2002

University-

Instructor, Honors Program, 1987-present
Honors Curriculum Development Committee, 1987-present
Honors Senior Thesis Approval Committee, 1988-present
UNC Charlotte Representative to Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS), 1990-present
Honors Scholarship Selection Committee, 1990-91
Racial Harassment Committee, 1990-present
UNC Charlotte Representative to National Council on U.S. Arab Relations
Adviser, Muslim Student Association, 1994-95
COGE Committee to Evaluate Goal III (values)
Native American Academy, chair, 1999-present

Instructor, International Engineering Curriculum,
1995-present
International Studies Advisory Committee, 1996-present
Cross Cultural Training, 1996-present
Explore UNCC panels on minority concerns 1997-98
Multicultural Center Advisory Board, 2000-present
UNCC Honorary Degree Selection Committee, 2000-2001

Community Service:

Volunteer Work-

Adviser to the Mint Museum for the Ramesses II exhibit, 1987-89
Creator and Fund Raiser for the Mint Museum's program to provide free tickets to
community organizations and schools during the Ramesses exhibit, 1988
Consultant and Translator (Arabic, Persian) for individuals and community agencies referred
by International House, 1987-present
Guest Lecturer for Charlotte-Mecklenburg schools on the Middle East, 1987-present
Pro bono legal consultant in the area of documentation to establish political refugee status in
the U.S. and certified translation of court documents. Individuals are referred by area
attorneys and Amnesty International, 1987-present
Member of the Intergroup Relations Subcommittee of the Charlotte-Mecklenburg
Community Relations Committee, 1991-95
Board Member of the Arab American Association, 1993-present
Mayor's Special Task Force to Evaluate the Community
Relations Committee, 1994-1995
U.S. Islamic Education Committee, 1995-present
Adviser to the Mint Museum for the Israeli-Palestinian Film Festival, fall 1996

Workshops Conducted-

Created materials for and taught a workshop on Egypt for 200 Charlotte-Mecklenburg
teachers, 1988
Wrote portion of Mint Museum manual dealing with ancient Egyptian civilization and taught
a six-hour workshop for 3,000 volunteers based upon these materials, 1988
Taught a two-hour workshop on Egypt for fifty members of the North Carolina Center for the
Advancement of Teaching, 1988
Created materials and taught a three-hour public workshop on Egyptian customs and cuisine,
1988
Developed material and taught a two-hour workshop for Mint Museum staff, city officials,
and volunteers on diplomatic etiquette and Egyptian social customs in preparation for the
arrival of the Egyptian diplomatic delegation, 1988
Designed and taught an evening workshop on Egyptian culture, food, and history for family
members of the Charlotte YWCA, 1988
Participated in a workshop for 100 secondary school teachers in the Charlotte-Mecklenburg
system on the culture and history of the Middle East sponsored by the Arab American Affairs
Council and International Studies, 1990

Taught two orientation sessions of two hours length on Saudi Arabia and the Middle East for 300 Naval and Marine Reserve officers on January 13th and 16th, 1991
Instructor in UNC-CH Program in the Humanities and Human Values summer program for 100 N.C. secondary school teachers, 1991
Planned and participated in orientation and job search workshop sponsored by International House, 1992
Developed material and presented a two-hour professional workshop on "The Islamic City" at the annual meeting of the Middle East Studies Association, November 13, 1993
Participated in workshop for Gaston County secondary school teachers preparing to leave for the Middle East on National Endowment for the Humanities Program, June 16, 1994
Prepared materials and led a two-hour professional seminar on Muslim patients with Imam Yahya Hendi of the Islamic Center of Charlotte for the staff of Carolinas Medical Center, July 17, 1995
Prepared materials and led training for twelve member U.S.I.A. team before departure to Middle East, April 29, 1996
Workshops on scholarship/grant information for Native American students, tribal governments, and community organizations, 1966-present
Workshop for Charlotte-Mecklenburg School system high school teachers, June 12, 2001
Training for Carolinas Medical Center medical and professional staff working with patients from the United Arab Emirates, 1996-present
Training for hospice staff working with Muslim/Middle Eastern families and clients, 1999-present

Public Lectures-

Lectures on the Middle East to area public school classes, 1987-present
Lecture on "Ramesses II and Egyptian Civilization" for the annual MENSA meeting, 1988
Lecture on "Ramesses the Great: An Unauthorized Biography", International House, 1988
Lecture on "Ancient Egyptian Lives", Friends of the Mint and the Mint Auxiliary, 1988
Lecture for Stanford University Club of the Carolinas, 1989
WFAE Radio, a forty-five minute show on Ramesses the Great and Egypt, 1988
NBC Radio (Dallas, Texas) a one-hour call-in talk show on Egypt, 1989
Cable TV, "One on One", an hour-long show on current events hosted by D.G. Martin dealing with Iran and Salman Rushdie's *The Satanic Verses*, 1989
Lecture series presented for the following congregations: Myers Park Baptist, Myers Park United Methodist, Saint Andrews Presbyterian, First Presbyterian, Covenant Presbyterian, and Temple Israel, 1987-89
Lecture series on Islam presented for the following congregations: Myers Park Methodist, Myers Park Presbyterian, and Saint Martin's Episcopal, 1990
"The Crisis in the Gulf: An Overview", presented at the University Forum on the Gulf Crisis, August 30, 1990
Lecture on "Pirates and Peacemakers: Iraq and the U.S. Role in the Middle East", presented to the Carolina Council on World Affairs, September 24, 1990
Vision Cable, "One on One", a one hour show on the Gulf crisis hosted by D.G. Martin, taped September 26, 1990
Lecture on "The Gulf Crisis: Risks and Opportunities", presented to the Metrolina World Trade Association, October 10, 1990

Lecture on "The Role of Islam in the Middle East", International House, October 11, 1990
WBT Radio, ten minute interview with Mike Collins on the Gulf crisis taped for the
"afternoon drive time"(5:00p.m.) news, taped January 9, 1991
WSOC FM Radio, "Between the Lines", a thirty minute current events show hosted by Mark
Rumsey with Dr. Robert Jones of Belmont Abbey, taped January 10, 1991
WSOC-TV, "Eyewitness News", January 16, 1991
WSOC FM Radio, two hour live news coverage with Mark Rumsey and Ed Spencer during
the early hours of Desert Storm, January 16, 1991
WSOC FM Radio, news interview with Jerry Bignotti, January 17, 1991
WCNC (Channel 36) "5:00 News", January 17, 1991
WTVI (Channel 42) "Jerry Hancock Show", a thirty minute weekly current events program,
taped January 18, 1991 with Ed Williams of the Charlotte Observer and Dr. Jack Perry of
Davidson College
WSOC FM Radio, hourly news, January 18, 1991
WBTV (Channel 3) "Evening News", January 21, 1991
Lecture on "Understanding the Current Crisis", International House, January 22, 1991
Lecture on "The U.S. Role in the Gulf", presented to the UNCC International Student
Association, January 23, 1991
Lecture on "Arab Politics and the Gulf Crisis", presented at the UNCC Campus Forum
sponsored by the Peace Academy and International Studies, January, 1991
WSOC FM Radio, hourly news, February 15, 1991
WSOC FM Radio, "Between the Lines", a thirty minute interview with Mark Rumsey,
taped February 18, 1991
Lecture on "Islam and the Gulf Crisis", presented at the request of Tim Auman at a
Campus Ministries meeting, February 28, 1991
WCNC (Channel 36), "Evening News", March 1, 1991
WSOC-TV (Channel 9) "6:00 News", March 5, 1991
WCNC (Channel 36) "Evening News", March 6, 1991
WCNC (Channel 36), interview with Tom Miller for his weekly current events show (ten
minute segment), March 8, 1991
"Dialogue on Islam", panelist for National Conference of Christians and Jews series on Islam
which was co-sponsored by UNCC, March 19, 1991
Lecture on "The Role of Ethnicity in the Collapse of Iraq and the U.S. Reaction", presented
to the Graduate History Forum, March 30, 1991
"Islam in the Middle East", panelist for the second in the three-part series on Islam sponsored
by the NCCJ and UNCC, April 9, 1991
Radio 1110, news interview with Brad Schultz, taped April 10, 1991
Lecture on "Understanding the Gulf War", The Shepherd's Center, May 9, 1991
Lecture on "The Palestinian-Israeli Conflict", The Shepherd's Center, May 9, 1991
Lecture on "What Really Happened in the Gulf", Carolina Council on World Affairs,
May 20, 1991
Lecture on "The Aftermath of the Gulf War", for the B'nai Brith, May 22, 1991
Cable Channel 30, one hour television news analysis show hosted by C.J. Underwood,
with Dr. Robert Jones of Belmont Abbey College and Dr. Harry Chernotsky, taped
September 10, 1991
WBT Radio, one hour call-in show with Henry Boggin, broadcast September 20, 1991

WFAE Radio, one hour news analysis show hosted by Kathy Merritt, taped
December 19, 1991

Lecture on "The Middle East After Desert Storm: Prospects for Peace", Great Decisions
1992. Presented for the Senior Scholars and at the Jewish Community Center,
February 25, 1992

Cable Channel 30, one hour news analysis program with Dr. Robert Jones of Belmont Abbey
College and Dr. Harry Chernotsky, taped May 20, 1992

Talk on "What Professors Do", for Long Creek Elementary School, January 12, 1993

Lecture on "Understanding the Islamic Tradition", Covenant Presbyterian Church,
January 17, 1993

Lecture on "Lent and Ramadan: Seasons for Remembering God's Mercy", for the Arab
American Association of Charlotte, February 21, 1993

Lecture on "Middle Eastern Women", International House, June 10, 1993

Lecture on "Understanding Islam", St. Stephen's Methodist Church, October 10, 1993

Lecture on "Middle East Update", Charlotte World Affairs Council, October 12, 1993

Lecture on "The Prophet Muhammad", Program for the Humanities, UNC Chapel Hill,
February 4, 1994

Lecture on "Islam and Politics", Great Decisions Series, March 29, 1994

Lecture on "The Islamic Understanding of Human Nature: Original Sin or Original
Opportunity?" St. Patrick's Catholic Church, April 6, 1994

Lecture on "Islamic Fundamentalism", Fayetteville Community College, Fayetteville, N.C.,
May 20, 1994

Respondent to Under Secretary of State, Robert Pelletreau, Town Meeting on U.S. Foreign
Policy, Charlotte, N.C., September 20, 1994

Lecture on "Islam", Jewish Community Center, two hour unit presented as a part of
"The Long Journey" course, October 17, 1994

Lecture on "Palestinian-Israeli Relations", at the Jewish Community Center,
October 22, 1996.

Lecture on "Islam", at Christ's Church, Charlotte, N.C., November 17, 1996.

Lecture on "U.S. Policy in the Gulf", part of the Great Decisions 1997 series, presented at the
Jewish Community Center and for Senior Scholars on March 4, 1997.

Lecture on "The Islamic Creation Account: Original Sin or Original Responsibility?" two-
hour lecture at King College, Bristol, Tenn., March 10, 1997

Informal talk on "Islamic Doctrine and Practice for the Confirmation Class of Temple Bethel,
March 27, 1997

Lecture on "The Crisis in the Gulf", First Presbyterian Church, February 15, 1998

Lecture on "Islam", Myers Park Baptist Church, March 1, 1998

Lecture on "Islamic Mysticism", Charlotte Friends Meeting, January 16, 2000

Lecture on "Lead a Full Life...leave a Legacy", sponsored by Hospice of the Carolinas,
February 1, 2000

Presentation on "Cultures of the Southeast: How They Enrich our Lives" sponsored by
Hospice of the Carolinas, February 19, 2000

Lecture on "Middle East Politics" part of the Great Decisions 2000 series, April 3, 2000

Lecture on "Southeast Indian Religion" part of the World Heritage Celebrations, Great Aunt
Stella Center, March 24, 2001

Consulting Activities-

- Consultant to Shotwell, International for the preparation of printed and broadcast material used during the Ramesses II exhibit, 1987-89
- Consultant to WBT-TV (Charlotte) for the preparation and on-location filming of Sarah James' hour long special on Ramesses II, and contributing writer, 1988
- Consultant to WBT-TV's "P.M. Magazine" staff for the preparation of all segments filmed on location in Egypt, 1988
- Consultant to WSOC-TV (Charlotte) for the on-location filming and preparation of a week-long mini-series on Egypt, 1988
- Consultant to Richard Maschal of *The Charlotte Observer* (provided background and editing) for his series on Egypt and the special section on Ramesses II which appeared in October, 1988
- Consultant to Jo Ann Rhetts of *The Charlotte Observer* in the preparation of a series on Middle Eastern food, 1988
- Consultant to The Mint Museum (gave interviews to reporters referred by the Mint's publicity director before and during the exhibit's four-month stay in Charlotte and during its move to Dallas, Texas), 1987-89
- Consultant to Theatre Charlotte during its production of "Murder on the Nile", 1988
- Consultant to International House (because IH serves as the local resource for the international community, its consultants provide a variety of services ranging from administering aptitude tests to Arabic-speaking children to translation work for the state and federal court system), 1986-present
- Consultant to WSOC-TV, WBT-TV and WFAE Radio in Charlotte for background on Middle East news stories and community resources, 1987-present
- Consultant to General Systems, Inc. (a North Carolina firm exporting local manufactured and agricultural products to Egypt and Saudi Arabia), 1989-90
- Consultant to the Ministry of Agriculture of the Arab Republic of Egypt (an AID project to improve dairy production in Damanhur, Egypt), 1990-91
- District Attorney's Office/Charlotte Mecklenburg Police, on call in cases requiring language skills or cultural knowledge of Middle East, ongoing
- Charlotte Mecklenburg Schools, provide training to teachers and staff and assist in situations where knowledge of Islam or the Middle East facilitates resolving problems with students and families, ongoing
- Educational consulting to tribal governments in N.C and Oklahoma, I aid tribal offices of education and students in finding scholarships and grants for students through a Web site hosted by UNC Charlotte <http://www.uncc.edu/kvjohnso> , 1996-present

PUBLICATIONS AND RESEARCH

Chapters in Books-

"The Gift of the Garden" in

Articles in Refereed Journals-

- "Jalal al-Din Rumi's Use of Alchemical Imagery", in *Islamic Culture*, vol. 70, no.1, January 1996, pp. 1-25.
- "A Mystic's Response to the Claims of Philosophy:
Abu'l Majd Majdud Sana'i's Sayr al-'Ibad ila al-Ma'ad" in *Islamic Studies*, Vol. 34, No.3, 1995, pp.253-295.
- "The Unerring Balance of the Law: 'Abd al-Wahhab al-Sha'rani's Reconciliation of Sanctity (Wilayah) and the Shari'a", (62 pages) volumes I and II of *Islamic Quarterly*, 1997.
- "Sanctity and the Shari'a: An Egyptian Mystic's Analysis of the Role of the Saints (Awliya') as Guardians of the Revelation ", (70 pages) *Islamic Studies*
- "A Consumer's Guide to Magic in the Popular Islamic Tradition", (71 pages) submitted to *Muslim World*
- "Royal Pilgrims: Mamluk Accounts of the Pilgrimage to Mecca of the Khawand al-Kubra (Senior Wife of the Sultan", *Studia Islamica*, 91:107-131, 2000
- "'Abd al-Wahhab al-Sha'rani: A Brief Study of the Life and Contributions of a Sixteenth Century Egyptian Mystic" (46 pages) , *Islamic Culture*,

Book/Film Reviews

- "Review of Hani Lachine's 'al-Aragouz", Fall, 1992 *Bulletin of the Middle East Studies Association*
- "Review of Hanna Elias' 'al-Jabal', Fall 1992 *Bulletin of the Middle East Studies Association*
- "Remaking Islam?", Spring 1993 *Bulletin of the Middle East Studies Association*
- "Covered: Hijab in Cairo", Spring 1996 *Bulletin of the Middle East Studies Association*

Other Articles Published-

- "Ramesses Comes to Charlotte", *Spirit Square Magazine*, fall 1988.
- "Ramesses the Great" (video, co-written with Cheryl Palmer for the Mint Museum of Charlotte, narrated by K. Johnson), 1988
- "Ancient Egyptian Civilization" chapter of an educational manual prepared and copyrighted by the Mint Museum, 1988
- Edited "Religion and Religions: The Problem of Living in a Multi-Religious World" (The First Annual Loy H. Witherspoon Lecture in Religious Studies which was presented by Dr. Seyyed Hossein Nasr) for publication by the Department of Religious Studies, 1990
- Edited and prepared text of English narration for three Arabic and Persian language films for use by scholars; these are currently housed in the Middle East Studies Association Collection at UNC Chapel Hill.

Web Site-

Maintain the largest Web site providing information on scholarships/grants for Native American students, tribal governments and community organizations in the U.S. The Native American Scholarship Database and accompanying materials are funded by the National Science Foundation and SUCCEED

Papers Presented-

1987

"Militant Islam in Egypt", presented as a part of the Dean Rusk Program in International Studies Lecture Series at Davidson College. (by invitation)

"The Future of U.S. Egyptian Relations", two lectures given for the Charlotte Great Decisions Program. (by invitation)

"Egypt and the United States", a one-hour television program with Senator Terry Sanford hosted by D.G. Martin.

1988

"Ancient Egyptian Religion", lecture and panel discussion during the Queens College Symposium on Ancient Egypt. (by invitation)

"Human Rights in the Middle East", presented at the Davidson College Amnesty International Conference hosted by the Dean Rusk Program in International Studies. (by invitation)

1989

"Religious Justification of Violence in Islam", Southern Sociological Society. (by invitation)

"A Consumer's Guide to Magic and the Supernatural in the Popular Islamic Tradition", Southeast Regional Middle East and Islamic Studies Seminar. (by invitation)

"Human Rights in Iran", presented at the Amnesty International Conference hosted by Davidson College. (by invitation)

1990

"Images of the Arabs in the Media", American Arab Affairs Council.

"Sanctions or War: Strategies for Resolving the Gulf Crisis", Davidson College Forum on the Gulf Crisis Sponsored by the Dean Rusk Center.

1991

"Egyptian Popular Islam", presented by invitation at UNC Chapel Hill.

"The Moral/Religious Background of Students from the Middle East", North Carolina Association of Foreign Student Advisers.

"Teaching the Lessons of Desert Storm", North Carolina School Superintendents Conference (North Carolina Department of Public Instruction).

1992

"Understanding Islam", "Sunni and Shi'i Interpretations of Islamic Theology and Law",

"Islam in America" and "An Introduction to Islamic Art and Architecture." Three lectures and materials distributed at a conference sponsored by UNC-CH for North Carolina teachers of world civilization courses.

"Faith and Practice in Islam", UNC-CH conference sponsored by the Program in the Humanities.

"What Christians Need to Know about Islam", keynote address at a conference sponsored by the North Carolina Council of Churches and the Islamic Center of Raleigh to promote understanding among the clergy and staff of both faiths.

1993

"Evolution or Revolution: The Islamist Dilemma in Egypt", presented to the North Carolina Religious Studies Association.

1995

"Teaching Islam to Undergraduates: Text, Methodology, and the Living Tradition" presented to SERMEISS, October 13, 1995.

1996

"Minority Conflicts in the Middle East" chair of panel to be convened as part of the 1996 Knight Professorship Lectures On International Issues in Honor of Dr. Harold Josephson, October 14, 1996.

"Muslim Perspectives on Illness and Death" lecture presented to physicians and health care professionals at Carolinas Medical Center, December 6, 1996

1997

"A Muslim Christian Dialogue" Panel at SERMEISS, March, 1997

"After Eden: The Islamic Understanding of the Relationship of Humanity and God ", invited lecture at Kings College, Bristol, Tennessee, March 10, 1997.

1999

"RealIndianReligion.com:Selling Native American Spirituality on the Internet", paper presented at the Third Native American Symposium at Southeastern Oklahoma State, November 12, 1999

"The Native American Scholarship Database", paper presented at the same conference.

2000

"Spiritual Values and Education" invited paper at the Oklahoma Higher Education Directors Association in Oklahoma City, December 8, 2000

2001

"Sometimes the Old Ways Work: A Traditional Pattern for Mentoring College Students", invited paper at United South and Eastern Tribes (USET) Directors

of Education meeting, January 29, 2001

Funded Research-

Summer, 1972:

U.S. Department of Education fellowship to study Arabic at the University of Tunis; travel and all expenses awarded.

Summer, 1973:

U.S. Department of Education fellowship to study Egyptian history and Arabic at the American University in Cairo; travel and all expenses awarded.

1975-78:

National Defense Foreign Language Fellowship in Arabic; full tuition and living expenses at Harvard awarded.

1990:

Curriculum and Instruction Development Grant at UNC Charlotte; \$5700 awarded to develop course on social justice and human rights for the Honors Program. This is currently taught as Honors 3702 (Social Justice and Human Rights)

1992:

Research and Travel Grant from UNC Charlotte; \$4100.00 awarded to prepare dissertation for publication.

1993:

Grant to internationalize Religious Studies 1101; \$1500.00 and \$500.00 for the purchase of materials.

1995:

Participant on team which received a \$180,000.00 U.S.I.A. contract to train Jordanian, Syrian and Palestinian administrators through the UNC Charlotte Political Science Department.

1996:

Along with Gregory Starrett of Anthropology, received \$8200 research grant from UNC Charlotte to investigate the content, use, and impact on traditional forms of scholarship of high-tech Islamic educational materials.

1996:

Academic Improvement Grant application submitted by the Native American Academy committee to design interdisciplinary minor in Native American Studies at UNC Charlotte.

1997

\$2,000 NASA grant (with H. Phillips) to provide scholarship information to Native

American students

1998

\$10000 SUCCEED grant(with H. Phillips) to revise the three volume manual of resources on the Internet, and maintain the Native American Scholarship Database Web site

HONORS AND AWARDS

Certificate of Distinction in Teaching, Harvard University Danforth Center, 1985
Best Practices Award, SUCCEED (National Science Foundation), 1999

PROFESSIONAL AFFILIATIONS

Middle East Studies Association

National Council on U.S. Arab Relations

Southeast Regional Middle East and Islamic Studies Seminar

VITA

Jeffrey F. Meyer
Professor of Religious Studies
UNC-Charlotte
Charlotte, NC 28223
(704) 687-4602; jfmeyer@email.uncc.edu

I. EDUCATION

1962 - BA in Philosophy, Duns Scotus College, Detroit, Michigan
1965 - MA in English Literature, University of Dayton
1968 - MA in History of Religions, University of Chicago
1973 - PhD in History of Religions, University of Chicago

II. TEACHING

Have taught LBST 6000 – Art, Architecture and Religion in E. Asia 3 times
LBST 6600 – Concluding Seminar once
RELS 6800 – Independent Study 3 times

III. UNIVERSITY AND COMMUNITY SERVICE

Planned MA in Religious Studies 1998-2001
MA in Liberal Studies Advisory Board, 1998-
Interim Coordinator in MA in Liberal Studies, Spring 2000

IV. PUBLICATIONS AND RESEARCH

A. Books/Monographs

Peking as a Sacred City. Taipei: Orient Cultural Service, 1976. Vol. 76 of Asian Folklore and Social Life Monographs, ed. Lou Ts'u-k'uang and Wolfram Eberhard.

The Dragons of Tiananmen: Beijing as a Sacred City. Columbia: University of South Carolina Press, 1991. (a revision and expansion of the previous entry)

Myths in Stone: Religious Dimensions of Washington, D.C. Berkeley: University of California Press, 2001.

B. Chapters in Books

"Traditional Peking: the Architecture of Conditional Power" in The City as a Sacred Center, ed. Bardwell Smith and Holly Reynolds, vol 46 of the International Studies in Sociology and Sociology and Social Anthropology, general editor K.Ishwaran. Leiden: E.J. Brill, 1987.

"The Archaic Religion of China," in Asian and European Archaic Spirituality, ed. Charles Long. Crossroads Press, World Spirituality Series (publication date uncertain).

"A Subtle and Silent Transformation: Moral Education in Taiwan and the People's Republic of China," in The Revival of Values Education in Asia and the West, eds. William E. Cummings, S. Gopinathan, Yasumasa Tomoda. Oxford: Pergamom Press, 1988.

"Ordering Space in the Three Teachings: House, Temple, and Garden," article solicited for a book on Chinese religions by Dr. Cheu Hock-tong of the University Kebangsaan, Malaysia. (to be published 2001)

"The Right Place is Here, The Right Time is Now: Taiji as Mental and Physical Therapy," in Mind-Body Maturity: The Psychology of Sports, ed. Louis Diamant. New York: Hemisphere Publishing Co., 1991.

"The Chinese Buddhist Monastic Temple as Cosmogram," in Sacred Architecture in the Traditions of India, China and Japan, Cosmos 8, ed. Emily Lyle (Annual of the Society for Traditional Cosmology). University of Edinburgh Press, 1992, pp. 71-92.

"Concord and Conflict in the Confucian Tradition," in Joseph Gittler, ed., Research in Human Social Conflict 2: Ideas of Concord and Discord in Selected World Religions (Stamford, CT: JAI Press, 2000), 59-80.

"Salvation in the Garden: Daoism and Ecology," in Daoism and Ecology, ed. Norman Girardot, Liu Xiaogan, James Miller (Cambridge: Harvard Univeristy Press, 2001).

C. Articles in Refereed Journals:

"Feng-shui of the Chinese City," History of Religions, vol. 18, no. 2, Nov. 1978, pp. 138-55.

"The Sacred Truth Society (Sheng Li She), Studies in Religion/Sciences Religieuses, Vol. 11, no. 3, Summer, 1982, pp.285-98.

"The Buddhism of the Yun-kang Caves," in the annual Visible Religion, vol.III, 1984, pp. 131-58.

"Teaching Morality in Taiwan: Teachers Attitudes," Comparative Education Review, vol. 32, No. 1, February, 1988, pp. 20-38.

"Moral Education in Taiwan: the Message of the Textbooks," China Quarterly, No. 114 (June, 1988), pp. 267-84.

"The Image of Religion in Taiwan Textbooks," Journal of Chinese Religions, #15, Fall, 1987, pp. 44-50.

"Moral Education in the People's Republic of China," Moral Education Forum, vol. 15, # 2 (Summer, 1990), pp. 3-26.

"Rural villages and Buddhist Monasteries: Contrasting Spatial Orientations in China," Architecture & Compoment (Architecture and Behavior) special issue: "Layout of Sacred Places," ed. Rana P. B. Singh, vol. 9, #2 (1993), 227-238.

"The Miracles of Wutaishan: the Ambiguity of Place in Buddhism," National Geographical Journal of India. Special Festschrift Volume in honor of Arne Naess, vol. 39, 1993. Also published in The Spirit and Power of Place: Human Environment and Sacrality, ed. Rana P. B. Singh. Essays dedicated to Yi-fu Tuan. (Varanasi: NGSI, 1994).

"The Buddhist Cosmogram in Twentieth Century Taiwan," Cosmos 10, no. 2 (December, 1994), 177-182.

"The Eagle and the Dragon: Comparing Washington and Beijing," Washington History, Vol. 8, No. 2 (Fall/Winter 1996-97), 4-21.

JOHN C. REEVES

Dept. of Religious Studies
UNC-Charlotte
Charlotte, NC 28223
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jcreeves@email.uncc.edu
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EDUCATION:

B.A.	1976	University of North Carolina at Chapel Hill	American Studies
M.Div	1982	Southeastern Seminary, Wake Forest	Biblical Studies
M.Phil.	1986	Hebrew Union College-Jewish Institute of Religion	Hebraic and Cognate Studies
Ph.D.	1989	Hebrew Union College-Jewish Institute of Religion	ANE/Bible/Early Judaism

PROFESSIONAL ORGANIZATIONS:

American Academy of Religion, American Oriental Society, Association for Jewish Studies, International Association of Manichaeic Studies, Society for Judaeo-Arabic Studies, Society of Biblical Literature Series Editor, *Early Judaism and its Literature*, Society of Biblical Literature, 1997-
Co-chair, Pseudepigrapha Group program unit, Society of Biblical Literature, 2001-
Member of Steering Committee for the Pseudepigrapha Group, Society of Biblical Literature, 1996-2001
Member of Steering Committee for the Manichaeism Group, Society of Biblical Literature, 1993-2000

PROFESSIONAL EXPERIENCE:

2001-	Blumenthal Professor of Judaic Studies and Professor of Religious Studies, University of North Carolina at Charlotte
1996-2001	Blumenthal Professor of Judaic Studies and Associate Professor of Religious Studies, University of North Carolina at Charlotte
1993-1996	Associate Professor of Religious Studies, Winthrop University, Rock Hill, SC
1990-1993	Assistant Professor of Religious Studies, Winthrop University, Rock Hill, SC
1992 (fall)	Visiting Assistant Professor of Religious Studies, University of North Carolina at Chapel Hill
1989-1990	Visiting Assistant Professor of Religious Studies, Winthrop University, Rock Hill, SC
1986-1987	Teaching Fellow, Hebrew Union College-Jewish Institute of Religion, Cincinnati, Ohio
1983-1989	Research Fellow to Dr. Ben Zion Wacholder, Professor of Talmud and Rabbinics, Hebrew Union College-Jewish Institute of Religion, Cincinnati, Ohio

PUBLICATIONS:

Books Authored

Shahraṣṭānī's Kitāb al-milal wa al-niḥal On the Dualist Sects: Text, Translation, and Commentary (Corpus Fontium Manichaeorum; Turnhout: Brepols, forthcoming).

Heralds of That Good Realm: Syro-Mesopotamian Gnosis and Jewish Traditions (NHMS 41; Leiden: E.J. Brill, 1996).

Jewish Lore in Manichaean Cosmogony: Studies in the Book of Giants Traditions (Cincinnati: Hebrew Union College Press, 1992).

Books Edited

Pursuing the Text: Studies in Honor of Ben Zion Wacholder on the Occasion of his Seventieth Birthday (JSOTSup 184; ed. with J. Kampen; Sheffield: Sheffield Academic Press, 1994).

Tracing the Threads: Studies in the Vitality of Jewish Pseudepigrapha (SBLEJL 6; Atlanta: Scholars Press, 1994).

Articles

"Theodore bar Konai's *Scholion*, Book 11," in W. Haase (ed.), *Aufstieg und Niedergang der römischen Welt, Band II.22: Gnosticism* (Berlin: Walter de Gruyter, forthcoming).

"Adam Meets the Evil Archon: The Biblical Roots of a Persian Religion," *Bible Review* 17.4 (August 2001), 34-41, 51-52.

"Enoch," "Giants, Book of the," "Manichaeans," "Noah," in *Encyclopaedia of the Dead Sea Scrolls* (2 vols.; ed. L. H. Schiffman and J. C. VanderKam; Oxford: Oxford University Press, 2000), 1.249; 1.309-311; 1.505-507; 2.612-613.

"Scriptural Authority in Early Judaism," in *Living Traditions of the Bible: Scripture in Jewish, Christian, and Muslim Practice* (ed. J.E. Bowley; St. Louis: Chalice Press, 1999), 63-84.

"Reconsidering the Prophecy of Zardūšt," in *A Multiform Heritage: Studies in Early Judaism and Christianity in Honor of Robert A. Kraft* (Scholars Press Homage Series 24; ed. B.G. Wright; Atlanta: Scholars Press, 1999), 167-182.

"Ezra, Book of," in *Encyclopaedia Iranica* (ed. E. Yarshater; New York: Bibliotheca Persica Press, 1999), IX.2: 130-131.

"*Manichaica Aramaica*: Adam and the Magical Deliverance of Seth," *Journal of the American Oriental Society* 119 (1999), 432-439.

"Exploring the Afterlife of Jewish Pseudepigrapha in Medieval Near Eastern Religious Traditions: Some Initial Soundings," *Journal for the Study of Judaism in the Persian, Hellenistic and Roman Period* 30 (1999), 148-177.

"Enoch, Books of," in *Encyclopaedia Iranica* (ed. E. Yarshater; Costa Mesa, CA: Mazda Publishers, 1998), VIII.5: 453-455.

"Manichaean Citations in the Prose Refutations of Ephrem Syrus," in *Emerging from Darkness: Studies in the Recovery of Manichaean Sources* (NHMS 43; ed. P. Mirecki and J. BeDuhn; Leiden: E.J. Brill, 1997), 217-288.

"An Enochic Citation in *Barnabas* 4:3 and the *Oracles of Hystaspes*," in *Pursuing the Text* (cf. *supra*) (Sheffield: Sheffield Academic Press, 1994), 260-277.

"Jewish Pseudepigrapha in Manichaean Literature: The Influence of the Enochic Library," in *Tracing the Threads* (cf. *supra*) (Atlanta: Scholars Press, 1994) 173-203.

"Utnapishtim in the Book of Giants?" *Journal of Biblical Literature* 112 (1993), 110-115.

"The Feast of the First Fruits of Wine and the Ancient Canaanite Calendar," *Vetus Testamentum* 42 (1992), 350-361.

"An Enochic Motif in Manichaean Tradition," in A. van Tongerloo - S. Giversen (eds.), *Manichaica Selecta: Studies Presented to Professor Julien Ries on the Occasion of his Seventieth Birthday* (Louvain: International Association of Manichaean Studies, 1991), 295-298.

"The Elchasaite Sanhedrin of the *Cologne Mani Codex* in Light of Second Temple Jewish Sectarian Sources," *Journal of Jewish Studies* 42 (1991), 68-91.

"An Illustration from the Apocrypha in an Eighteenth Century Passover Haggadah," (with Lu Waggoner) *Hebrew Union College Annual* 59 (1988), 253-268.

- "The Meaning of *Moreh Sedeq* in Light of 11Q Torah," in É. Puech and F. García Martínez (eds.), *Études Qumrâniennes: Mémorial Jean Carmignac* (Paris: Gabalda, 1988), 287-298.
- "What Does Noah Offer in 1QapGen X,15?" *Revue de Qumrân* 12 (1986), 415-419.

Reviews

- Review of J.D. BeDuhn, *The Manichaean Body: In Discipline and Ritual* (Baltimore and London: The Johns Hopkins University Press, 1999), in *Church History* (forthcoming).
- Review of Y. Amit, *Judges: Introduction and Commentary* (Hebrew) (Mikra LeYisrael; Tel Aviv and Jerusalem: Am Oved Publishers and the Magnes Press, 1999), in *Catholic Biblical Quarterly* (in press).
- Review of N. Deutsch, *Guardians of the Gate: Angelic Vice Regency in Late Antiquity* (Brill's Series in Jewish Studies 22; Leiden: E.J. Brill, 1999), in *Jewish Quarterly Review* (in press).
- Review of S.N.C. Lieu, *Manichaeism in Central Asia and China* (NHMS 45; Leiden: E.J. Brill, 1998), in *Church History* 69 (2000), 155-157.
- Review of L.T. Stuckenbruck, *The Book of Giants from Qumran* (TSAJ 63; Tübingen: J.C.B. Mohr, 1997), in *Jewish Quarterly Review* 90 (1999-2000), 223-226.
- Review of G.G. Stroumsa, *Hidden Wisdom: Esoteric Traditions and the Roots of Christian Mysticism* (Leiden: E.J. Brill, 1996), in *Journal of the American Oriental Society* 119 (1999), 548.
- Review of Daniel J. Lasker and Sarah Stroumsa, *The Polemic of Nestor the Priest. Qiṣṣat Mujādalat al-Usquf and Sefer Nestor Ha-Komer: Introduction, Annotated Translations and Commentary* (2 vols.; Jerusalem: Ben-Zvi Institute, 1996), in *Journal of the American Oriental Society* 119 (1999), 346-347.
- Review of James H. Charlesworth (ed.), *Qumran Questions* (Sheffield: Sheffield Academic Press, 1995), in *Religious Studies Review* 24.2 (1998), 206.
- Review of James C. VanderKam, *Enoch: A Man for all Generations* (Columbia: University of South Carolina Press, 1995), in *Religious Studies Review* 23.2 (1997), 193.
- Review of Baudouin Decharneau, *L'ange, le devin et le prophete: Chemins de la parole dans l'oeuvre de Philon d'Alexandrie dit "le Juif"* (Bruxelles: Éditions de l'Université de Bruxelles, 1994), in *Catholic Biblical Quarterly* 58 (1996), 704-705.
- Review of Richard G. Marks, *The Image of Bar Kokhba in Traditional Jewish Literature* (University Park: Pennsylvania State University Press, 1994), in *Religious Studies Review* 22 (1996), 172.
- Review of Saul M. Olyan, *A Thousand Thousands Served Him: Exegesis and the Naming of Angels in Ancient Judaism* (Tübingen: J.C.B. Mohr, 1993), in *Association for Jewish Studies Review* 21 (1996), 384-386.
- Review of Robert H. Eisenman & Michael Wise, *The Dead Sea Scrolls Uncovered* (Rockport, MA: Element Books, 1992), in *Shofar: An Interdisciplinary Journal of Jewish Studies* 14 (1996), 178-181.
- Review of L. H. Schiffman, *The Eschatological Community of the Dead Sea Scrolls* (Atlanta: Scholars Press, 1989), in the *Journal for the Study of the Pseudepigrapha* 13 (1995), 107-108.
- Review of Minhah le-Nahum: *Biblical and Other Studies Presented to Nahum M. Sarna in Honour of his 70th Birthday* (Sheffield: JSOT Press, 1993), in *Catholic Biblical Quarterly* 57 (1995), 203-205.
- Review of Jeremy Cohen, "Be Fertile and Increase, Fill the Earth and Master It": *The Ancient and Medieval Career of a Biblical Text* (Ithaca: Cornell University Press, 1989), in *Bible Review* 9:5 (1993), 61.
- Review of H.-J. Klimkeit, *Hymnen und Gebete der Religion des Lichtes: Iranische und türkische liturgische Texte der Manichäer Zentralasiens* (Opladen: Westdeutscher Verlag, 1989), in the *Journal of the American Oriental Society* 112 (1992), 690-691.
- Review of A. E. Sekki, *The Meaning of Ruah at Qumran* (Atlanta: Scholars Press, 1989), in the *Journal for the Study of the Pseudepigrapha* 9 (1991), 117-118.
- Review of Jack Finegan, *Myth and Mystery: An Introduction to the Pagan Religions of the Biblical World* (Grand Rapids: Baker, 1989), in the *Journal of the American Oriental Society* 111 (1991), 828-829.

GRADUATE FACULTY CURRICULUM VITAE

Joanne Maguire Robinson, Assistant Professor
Department of Religious Studies
The University of North Carolina at Charlotte
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EDUCATION

Ph.D., University of Chicago, 1996
M.T.S., Harvard Divinity School, 1990
B.A. *summa cum laude*, Connecticut College, 1988

PERSONAL

Date of birth: August 15, 1966

Place of birth: Waltham, MA

PROFESSIONAL EXPERIENCE

Positions held:

Assistant Professor of Religious Studies, UNC Charlotte, 1996-present

Graduate Teaching experience:

Material Christianity (LBST 6000/RELS 4000) – 2 semesters

PUBLICATIONS AND RESEARCH

Books:

Nobility and Annihilation in Marguerite Porete's 'Mirror of Simple Souls.' Western Esoteric Traditions Series. Albany: State University of New York Press, 2001.

John of Ford's 'The Life of Blessed Wulfric, Anchorite of Haselbury.' Translated by Eugene A. Green and completed with Introduction and Notes by Beverly M. Kienzle and Joanne Maguire. Under contract with Cistercian Publications. Delayed by publisher due to backlog.

Articles in books:

"Mapping a 'Cyberlimen': A Test Case for the Use of Electronic Discussion Boards in Religious Studies Classes." *Religion and the Internet : Research Prospects and Promises*. Edited by D. Cowan and J. Haddon. Religion and Social Order. 8. New York: JAI, 2000: 325-44.

"Point, Click, and See Mary: The Apocalyptic Madonna in Cyberspace," to be published in a volume of papers under contract with Oxford University Press. Awaiting page proofs.

Articles in refereed journals:

Maguire, Joanne. "The Paradox of Unlikeness in Marguerite Porete and Achard of St. Victor." *Magistra* 4:1 (Summer 1998): 79-105.

Papers presented:

"The Very Special Living: Anchorites as Relics and Anchorholds as Reliquaries," delivered at the International Medieval Congress 2000 at the University of Leeds, U.K., July 2000.

"Weaving Through the Web: A Test Case for the Use of Electronic Discussion Boards in Religious Studies Classes," delivered in an "Academic Teaching and the Study of Religion" session of the American Academy of Religion Annual Meeting in Boston, MA, November 1999.

"Point, Click, and See Mary: The Apocalyptic Madonna in Cyberspace," delivered by invitation at a symposium sponsored by the Center for Millennialism Studies, Boston University, Boston, MA, February 1999.

"'He Beareth Not the Sword in Vain': The Rhetoric of Apocalyptic Violence," delivered in "History of Christianity" section of the American Academy of Religion Annual Meeting in Orlando, FL, November 1998.

"The Militant Madonna: Millennial Warnings in Modern America," delivered in "Millennialism Studies Group" of the American Academy of Religion Annual Meeting in Orlando, FL, November 1998.

"Mirroring Social Systems in Marguerite Porete's Mirror of Simple Souls," delivered at the Triennial Conference on the History of Women Religious, Chicago, IL, June 1998.

"The Gift of Nobility: Hadewijch and Marguerite Porete on Grace," delivered (*in absentia*) in "Theology of Grace in the Middle Ages" session of the 33rd International Congress on Medieval Studies, Kalamazoo, MI, May 1998.

"Eriugenean Echoes in the Mirror of Simple Souls," delivered at the 32nd International Congress on Medieval Studies, Kalamazoo, MI, May 1997.

"Willing Nothing, Knowing Nothing, Having Nothing," delivered at the Annual Meeting of the American Academy of Religion, New Orleans, LA, November 1996.

"Likeness and Unlikeness in Achard of St. Victor and Marguerite Porete," delivered at the 30th International Congress on Medieval Studies, Kalamazoo, MI, May 1995.

Research in process:

Book proposal nearing completion for a project on "waiting" as an element of religious experience in Christianity, particularly as an issue in mysticism, prayer, conversion, and apparitions. Texts to be examined include early martyrdom accounts; Augustine of Hippo's *Confessions*; Benedict's *Rule*; a selection of mystics, ranging from Hadewijch of Antwerp to Meister Eckhart to Simone Weil; gospel songs of American slaves; accounts of modern Marian apparitions; and contemporary memoirs. This work dovetails with an ongoing project on religious autobiography. Currently seeking extramural funding to support research assistance.

Two chapters and introduction and conclusion for a collaborative book contracted with Eugene V. Gallagher with University of California Press (Doug Avala, editor) on the influence of the Bible on "new" religious movements (tentatively titled *Abraham's Grandchildren*). My contributions will relate to the role of biblical revelation among the Taborite chiliasts of the early fifteenth century and the rise of Sabbetai Sevi in the seventeenth century.

Book reviews (published and submitted):

Review of *Theology as the Road to Holiness in Saint Bonaventure*, by Charles Carpenter, published in *Reviews in Religion and Theology* 7:3 (Fall 2000): 350-51.

Review of *American Madonna: Images of the Divine Woman in Literary Culture*, by John Gatta, in *Anglican Theological Review* 81:1 (Winter 1999): 175-76.

Review of *The Burden of the Flesh: Fasting and Sexuality in Early Christianity*, by Teresa M. Shaw, published in *Reviews in Religion and Theology* 6:4 (November 1999): 397-99.

Review of *Laughing Gods, Weeping Virgins: Laughter in the History of Religion*, by Ingvild Gilhus, published in *Anglican Theological Review* 81:3 (Summer 1999): 492-93.

Joint review of *Clashing Symbols: An Introduction to Faith and Culture*, by Michael Paul Gallagher, and *Seeing Through the Media: A Religious View of Communications and Cultural Analysis*, by Michael Warren, published in *Anglican Theological Review* 81:2 (Spring 1999): 348-49.

Review of *Visual Piety: A History and Theory of Popular Religious Images*, by David Morgan, in *Anglican Theological Review* 80:4 (Fall 1998): 649-50.

Review of *The Julian Mystique: Her Life and Teachings*, by Frodo Okulam, in *Religious Studies Review* 24:4 (October 1998): 429.

Review of *Nuns as Artists: The Visual Culture of a Medieval Convent*, by Jeffrey Hamburger, in *Anglican Theological Review* 80:3 (Summer 1998): 426-27.

Review of *Sacred Games: A History of Christian Worship*, by Bernhard Lang, in *Religious Studies Review* 24:3 (July 1998): 270.

Review of *Meister Eckhart and the Beguine Mystics*, edited by Bernard McGinn, in *Religious Studies Review* 24:3 (July 1998): 311.

Review of *The Unknown God: Negative Theology in the Platonic Tradition: Plato to Eriugena*, by Deirdre Carabine, in *Anglican Theological Review* 80:2 (Spring 1998): 100-101.

HONORS AND AWARDS

Junior Faculty Summer Research Fellowships, UNC Charlotte, 1997, 1998, and 1999
Junior Fellow, Institute for the Advanced Study of Religion, University of Chicago, 1994-95

Century Fellow, University of Chicago, 1991-95

Winthrop Scholar (Junior year election to Phi Beta Kappa), Connecticut College, 1987

Honors and Distinction in Religious Studies and Distinction in Art History, Connecticut College, 1988

Phi Beta Kappa Scholarship Award, 1988

Graduate Fellowship Award, Connecticut College, 1988

Award for Excellence in Art History, Connecticut College, 1988

PROFESSIONAL AFFILIATIONS

American Academy of Religion

American Society of Church History

The Medieval Academy

Society for the Promotion of Eriugenean Studies

The Eckhart Society

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Academic Education

1963-66 Abilene Christian University, B.A., May 1966 (Majors: Greek & Religion/Bible)
1969-71 Pepperdine University, M.A., June, 1971 (Early Christianity; Ancient Judaism)
1972-74 University of Chicago, M.A., June, 1974
1974-81 University of Chicago, Ph.D., August, 1981 (New Testament & Early Christian Literature)

Academic Appointments

1981-85 University of Notre Dame, South Bend, IN
Assistant Professor; (Christianity and Judaism in Antiquity)
1985-89 College of William and Mary, Williamsburg, VA
Visiting Assistant Professor; (Christian Origins; Bible)
1989-Present University of North Carolina at Charlotte, NC
Assistant Professor, 1989-91;
Associate Professor, 1992-1998;
Professor, since May, 1998 (Christian Origins; Ancient Judaism)

Teaching Areas and Courses:

Christian Origins/Jesus/Paul/Hellenistic Religions
Ancient Judaism/Dead Sea Scrolls
Introduction to Religious Studies; Humanities Core Courses
Contemporary Apocalyptic Movements

Awards and Grants

Noyes-Cutter Greek Prize, University of Chicago, 1975
NEH Grant for "Teaching the Ancient World Conference," 1982
NEH Summer Seminar, Yeshiva University (Louis Feldman), 1985
College of William and Mary Summer Research Grants, 1986 & 1987
NEH Travel to Collections Grant, 1987
Phi Beta Kappa: 1989 Award for Outstanding Scholarship
University of North Carolina Summer Research Grants 1990, 1991,

1992

Reunion Institute: Research Grants, 1990, 1991, 1992

Original Bible Project Grant 1994-95

Bank of America Award for Teaching Excellence Finalist

Publications (selected)

Books:

Why Waco? Cults and the Battle for Religious Freedom in America (Berkeley: University of California Press, 1995). Co-authored with Eugene Gallagher, Connecticut College.

A Noble Death: Suicide and Martyrdom Among Ancient Jews and Christians (San Francisco: HarperCollins, 1992). Co-authored with Arthur Droge, University of Chicago.

Things Unutterable: Paul's Ascent to Paradise in its Greco-Roman, Judaic, and early Christian Contexts, Studies in Judaism (Lanham, MD: University Press of America, 1986).

Chapters in Books:

"The Waco Tragedy: An Autobiographical Account of One Attempt to Avert Disaster," in *From the Ashes: Making Sense of Waco*, edited by James R. Lewis (Rowman & Littlefield, 1993)

"Religious Discourse and Failed Negotiations: The Dynamics of Biblical Apocalypticism," in *Armageddon in Waco: Critical Perspectives on the Branch Davidian Conflict* (Chicago: University of Chicago Press, 1995 [forthcoming]).

"What the Bible Really Says About the Future," in *What the Bible Really Says*, edited by Morton Smith and Joseph Hoffmann (San Francisco: HarperCollins, 1993), pp. 33-51.

"Resurrection and Immortality: Paul and Poimandres," in *Christian Teachings: Studies in Honor of Lemoine G. Lewis*, edited by Everett Ferguson (Abilene Christian University Press, 1981), pp. 72-91.

Scholarly Articles:

"4Q521 'On Resurrection,' and the Synoptic Tradition: A Preliminary Study," with Michael Wise, *Journal for the Study of the Pseudepigrapha* 10 (1992): 149-162.

"Israel and the Plan of God: Luke's Understanding of the Future of Israel," *Journal of the Radical Reformation* 2 (1993): 22-38.

"A Pierced or Piercing Messiah: The Verdict is Still Out on 4Q285," *Biblical Archaeology Review* 18:5 (1992), pp. 58-59.

"The Messiah at Qumran: A New Dead Sea Scroll Fragment (4Q521)," with Michael Wise, *Biblical Archaeology Review* 18:5 (1992), pp. 60-65.

"Heaven, Ascent to," in the *Anchor Bible Dictionary* 3:91-94 (New York: Doubleday & Co, 1992).

"Martyr, Martyrdom," in the *Anchor Bible Dictionary* 4:574-79 (New York: Doubleday & Co, 1992).

"Reflections on the Hebrew Bible and the New Testament," *Journal of Reform Judaism* (Summer, 1990), pp. 35-38.

"Returning to the Divinity: Josephus's Portrayal of the Disappearances of Enoch, Elijah, and Moses," *Journal of Biblical Literature* (108/2 (1989): 225-38.

"Psychologizing Paul: Essay Review of Gerd Theissen's *Psychological Aspects of Pauline Psychology*," *Religious Studies Review* 15 (1989) January: 38-40.

Miscellaneous articles in the *Harpers Bible Dictionary*

PROFESSIONAL ACTIVITIES

Regular book reviews in a wide variety of scholarly journals: *Journal of Biblical Literature*; *Critical Review of Books in Religion*; *Religious Studies Review*; *Journal of Religion*; *History of Religions*.

Numerous refereed papers and invited lectures at professional meetings and academic institutions: American Academy of Religion; Society of Biblical Literature; North American Patristics Society; SCRAM (Study of the Culture and Religion of the Ancient Mediterranean); North Carolina Association of Religious Studies; University of Chicago; Emory University; University of North Carolina at Chapel Hill; University of California at Berkeley and Davis; Connecticut College; College of William and Mary; Appalachian State University; Winthrop College; Monmouth College, Amherst College; Lynchburg College; Hastings College.

Media consultant on various issues, particularly the Dead Sea Scrolls, millenarianism, and the Koresh/Waco tragedy, including: *Time*; *Newsweek*; *USNews&World Report*; *New York Times*; *Wall Street Journal*; *Washington Post*; *London Guardian*; *Hearst Newspapers*; *Dallas Morning News*; *Waco Herald Tribune*; *Charlotte Observer*; *Newsday*; *AP*; *UPI*; *Gannett*; *Religious News Service*; *McCleans*; *Jerusalem Report*; *Jerusalem Post*; *PBS McNeil-Lehrer Report*; *ABC Good Morning America*; *A & E Cable*; *National Public Radio*; *CBS Radio*; *Vanity Fair*;

Popular articles in *Moment Magazine*; *The Jewish Press*; including "Apocalypse at Waco," *Bible Review* 9:5 (October, 1993): 24-33.

Chief Editor, *The Original Bible Project* (1993 present)

Co-director, 3rd Season, Judean Desert Exploration (1991-92); Qumran, Dead Sea area. Archaeological survey work in Jordan at Wadi el-Yabis (1992); Sepphoris (1996) directed by James Strange, University of South Florida

Faculty of Biblical Archaeology Seminar sponsored by the Biblical Archaeology Society: Guilford College (June, 1990); Chicago (August, 1991); Guilford College (June, 1992); Atlanta (October, 1993); Guilford College (June, 1994); Williamsburg (June, 1995); West Palm Beach (January 1997 & 1998); New Orleans (November, 1996); Portland (July, 1997); Austin (September, 1997); Oxford, England (August, 1998); Orlando (November, 1998)

CURRICULUM VITAE

Herman E. Thomas, Professor
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EDUCATION

Ph.D., Hartford Seminary Foundation, 1978
Th.M., Duke University Divinity School, 1969
B.D., Duke University Divinity School, 1966
B.S., North Carolina A&T University, 1963

PERSONAL

Date of Birth: December 12, 1941

Place of Birth: Bryson City, NC

PROFESSIONAL EXPERIENCE

Positions held:

Teacher, Berkley High School, Aberdeen, NC, 1966-67

Director of Student Affairs, Morris College, Sumter, SC, 1968-69

Instructor in Religion and Philosophy, Springfield College, Springfield, MA, 1969-74

Coordinator of Black Studies, Springfield College, Springfield, MA, 1971-74

(Promoted to Assistant Professor, Spring 1974)

Assistant Professor of Religious Studies, UNC Charlotte, 1974-1983

Assistant Director, African and African American Studies Program, UNC Charlotte,
1974-1986

Associate Professor of Religious Studies, UNC Charlotte, 1983-Present

Faculty Associate, Office of Vice Chancellor for Academic Affairs, 1985-1986

Coordinator, University Transition Opportunities Program (UTOP), Office of the

Associate/Assistant Vice-Chancellor for Programs, 1986-1995
Coordinator, University Transition Opportunities Program (UTOP), Minority Academic Services, 1996-present

Teaching experience:

Religious Studies Courses:

Religion in American Culture (RELS 2108)
Religion in Nineteenth Century America (RELS 3135)
Contemporary African-American Religions (RELS 3137)
The Black Church/ Civil Rights Movement (RELS 3150/AAAS 3150)
Black Religion in Nineteenth Century America (RELS3000K)
African Traditional Religions (RELS 3000D)
Senior-Seminar (RELS 3600)

Afro-American and African Studies Courses Taught:

The Black Experience (ALAS)
Research Methods (ALAS)
Senior Seminar (AAAS)
Colloquium (AAAS)
Senior Project (AAAS 499)
Independent Studies: The Psychology of Black Identity; Sounds of Cultural Change, The South Today; The Black Male (AAAS 350)

UNIVERSITY AND COMMUNITY SERVICE

I. Department

Guest Presenter, RELS 2600 (Introduction to the Major), 1995-present
Guest Presenter, RELS 3600 (Senior Seminar), annually
Guest Lecturer, RELS1101-Parker, November 1988
Participant, Wendy Doniger, Witherspoon Lecturer, March 21, 1990
Guest Lecturer, "The Civil Rights Movement and Religion," RELS3150/AAAS3150, Fall, 1990
Department Retreats
Department of Religious Studies Self-Study
Department of Religious Studies SAC
Task Force on the Major
Task Force on the M. A. in Religious Studies
Departments of Religious Studies/Afro-American & African Studies (1974-/1974-85)
Department Review Committee (Religious Studies/AAA Studies)
Chair, 1992-93;1994-95; Member, AAA Studies, 1974-1985
Co-Coordinator, "Southern Religion and American Politics," Lectures by Dr. Sam Hill and

Mr. Doug Marlette, Oct. 17, 1984
Coordinator, C. Eric Lincoln Lecture, February 1984
Library Task Force (Religious Studies), 1983-84
Loy Witherspoon Scholarship Committee (Religious Studies), 1983
Space Committee (Religious Studies), 1982-83
Faculty Concerns Task Force (Religious Studies), 1982-83
Secretary, Religious Studies Department Meetings, 1981-82
Student Involvement (Religious Studies), 1977-78
Academic Policy (AAA Studies), 1976-1985
Member, Chairman Search Committee, Religious Studies, 1975-76
College of Humanities Employment Status Committee (AAA Studies), 1975-76; 1977-79
Library Representative (AAA Studies), 1975-76
Faculty Review (AAA Studies), 1974-85
Teacher Instructional Evaluation Form Task Force

2. College

a. Humanities

Employment Status Committee (AAA Studies), 1978-80
Fiscal Review (Religious Studies), 1978-79
Executive committee (Rel/AAA) 1975-76; 1978-80
Fiscal Review (1975-76; 1977-80)
Academic Policy (1976-77)

b. Arts and Sciences

College of Arts and Sciences Council, 1998-present
College Course and Curriculum Committee, 1991-1997 (Chair, 1995-97)
Alternate for AAA Studies member of the College of Arts & Sciences Council,
1981-82
Member, College of Arts & Sciences Standard II Task
Force Self-Study, 1981-82
Member, College of Arts & Sciences Council, 1980-81
Member, College of Arts & Sciences ad Hoc Committee on
Structure, 1980-81
Library Representative (AAAS), 1974-1984

3. University

Faculty Associate (one of first two selected), Office of the Vice Chancellor for Academic
Affairs, 1985-86.
Program Coordinator (founder), UTOP, Summer, 1986-present
Staff, Minority Academic Services (created by restructuring of AALAS), 1996-present
Chair, University Hearing Committee, 1999-present

Ad Hoc Review Committee for the Office of Academic Planning and Institutional Research, 1997-99
Ad Hoc Review Committee for Evaluation of Library and Information Services, 1997-present
University Hearing Committee, 1996-present
Interviewer, N. C. Internships Program, March 4, 1991
Council on Race Relations [formerly Racial Harassment Task Force (Chancellor-appointed)], 1992-present
Affirmative Action Committee (University), 1987-; Reappointed 1994-
Admissions Advisory Committee (University), 1986-present
Afro-American Faculty, Staff, and Administrators Caucus, Chair, January 1987-1991
Educational Support Services Coordinating Committee, 1986-1989
Alternate for AAA Studies member of the University Faculty Council, 1983-84
Chairman, Honorary Degree Advisory Committee, 1983
Honorary Degree Advisory Committee, 1982-85
Financial Aid Advisory Committee, 1982-1986
Alternate, Faculty Employment Status Committee, 1981-84
Honorary Doctorate Degree Committee, 1981-1984
Minority Programs Coordination Committee, 1981-85
University Faculty Council, Department of Religious Studies Representative, 1981; 1983-84
Student Development Committee, University Self-Study, 1981
Vice Chancellor for Academic Affairs appointed University Internship Committee, 1980-1981
University Forum Committee, Chairperson, 1979-80
University Internship Committee, Member, 1979-80
Committee to Monitor Minority Presence, Member, 1979-80
Chancellor appointed Committee to Monitor Minority Presence, 1978
Black Studies Advisory Committee; Chairman, Sub-Committee on Long-Range Planning; Member, Sub-Committee on Curriculum, 1976, 1977, 1978-79

PUBLICATIONS AND RESEARCH

1. Book

James W. C. Pennington, African-American Churchman and Abolitionist. New York: Garland Press, 1995, 206 pp.

2. Articles in Refereed Journals

"Abolition and the Wesleyan Methodist Connection in America," *AMEZ Quarterly* (Spring, 1999), 18-29.

"A Historical Sketch and Statistical Survey of African-American Churches in Charlotte," *Shaw Divinity School Journal* (Spring 2001),24-32.

"A Critical Summary and Critical Analysis of *the Color of God: The Concept of God in Afro-American Thought*." By Major Jones. Macon, Ga.: Mercer University Press, 1987, 124 pages, *AMEZ Quarterly*, 102/1, 1990, 34-41.

"Toward an Understanding of Religion and Slavery in James W. C. Pennington," - *Journal of the Interdenominational Theological Center*, VI (Spring, 1979), 148-156.

3. Articles in Encyclopedias

"Higher Education, Church-Sponsored African American Institutions Of," Larry Murphy, Gary L. Ward, and J. Melton Gordon, Eds., *Encyclopedia of African American Religion*. New York: Garland Publishing, 1993: 345-349.

"Carey, Lott," *Encyclopedia of Religion in the South*, Mercer University Press, 1984, 137. (Paperback, 1997).

"Garretson, Freeborn," *Ibid.*, 282-283.

"Grace, Charles Emmanuel ('Sweet Daddy'), *Ibid.*, 307.

"Pennington, James W. C.," *Ibid.*, 581.

"Turner, Henry McNeal," *Ibid.*, 781.

[Revised /reviewed each entry for the Revised Edition, mid-2001]

4. Other Articles Published

"Review of *Martin & Malcolm, & America: A Dream or a Nightmare*," By James H. Cone. (Maryknoll: Orbis, 1991, xviii+ 358pp., in *AMEZ Quarterly Review* [April 1994].

"Revisoning the American Dream: Individualism and Community in African American Perspective," *The Star of Zion*, January 14, 1993, 8.

"Dream or Nightmare," *The Star of Zion*, January 21, 1993, 2.

"Women: Catalyst for Community," *The Star of Zion*, January 21, 1993, 10.

"Malcolm X and America," *The Star of Zion*, February 7, 1991, 4.

"An Overview of Black Religion in Nineteenth Century America: The Nineteenth Century as an Era of Reform" *The Star of Zion*, April 6, 1989, 8.

"An Overview of Black Religion in Nineteenth Century America: "From Africa to the Religion of the Slave", *The Star of Zion*, April 13, 1989,8-9.

"An Overview of Black Religion in Nineteenth Century America: The Black Church North of Slavery", *The Star of Zion*, April 20, 1989, 8-9.

"Remarks on the Occasion of the Unveiling of *The Charlotte Messenger* at The Afro-American Cultural Center, August 29, 1987", *The Star of Zion*, March, 1989.

"America Hasn't Lived up to Dr. King's Dream," Insight, *Charlotte News*, January 25, 1982.

"A People Must Know Their Past," Insight, *Charlotte News*, February 27, 1982.

"Are Churches Interfering with the State," Insight, *Charlotte News*, March 22, 1982.

"What Does 'Covert' Mean?" *Greensboro Record*, November, 1982 (invited article by Citizens for Justice and Unity, assisted by a grant from the NC Humanities Committee, a state-based program of the National Endowment for the Humanities).

"Religious Perspectives on Life and Death," *Living Till We Die, Proceedings*, Edited by Alexis J. Stein, Howard Robin Winokuer and Robert Rieke, To Life, 1981.

"Black People and American Politics: Liberation and Re-Fermentation," *The Black Perspective, African and African American Studies, UNC Charlotte* (Vol. I, No. 1) August, 1979.

"Black Religious Thinking in the Sun Belt: Some Socio-Economic Implications." *Abstracts, American Academy of Religion*, November, 1978.

5. Papers Presented

"Abolitionism and the Rise of Independent Black Churches," Assumption College, Afro-American Society Cultural Affairs Forum, Worcester, MA, December 1, 1971.

"The Intellectual Validity and Utility of Black Studies," Assumption College, Black Studies Conference, Worcester, MA, March 4, 1972.

"The Abolitionist Activity of James W. C. Pennington," Association for the Study of Afro-American Life and History Annual Meeting, October 19, 1973, New York, NY.

"James W. C. Pennington: The Fugitive Blacksmith," Fellows Meeting of the Society for Religion in Higher Education, Maryville College, Maryville, TN, August 19, 1974.

"The Role of the Family in the Development of James W. C. Pennington," Society for the Scientific Study of Religion Meeting, Milwaukee, WI, October 24, 1975.

"James W. C. Pennington: From Slavery to Freedom," The American Academy of Religion Annual Meeting, Chicago, IL, October 31, 1975.

"The Contribution of Black Religion to the Development of Religion in American Culture," Southeastern Region, American Academy of Religion, Atlanta, GA, March 17-19, 1977.

"Issues Confronting the Afro-American Family: Panel Reaction," Alpha Kappa Alpha Sorority and the NC Humanities Committee, Greenville, NC, October 21, 1978.

"Black Religious Thinking in the Sun Belt," Paper read at the American Academy of Religion Annual Meeting, New Orleans, LA, November 19, 1978.

"Separation of Church and State: Is the Constitutional Concept Still Valid?" Craven Community College Humanities Forum, New Bern, NC, February 21, 1979.

"Women and the NAACP," Salisbury-Rowan County Branch of the NAACP, Salisbury, NC, May 3, 1980.

6. Manuscripts in progress

"The University Transition Opportunities Program: A Successful Model at Work" [A monograph narrative with statistical data on this UNCC recruitment, retention, graduation enhancement model program . The manuscript describing the origins of UTOP has been completed. Appropriation of statistical data in narrative form will be completed by the end of Spring, 2000.

Writing overview for submission to publisher. Request to publish book on Pennington.. Negotiating republication of Pennington's *Textbook History, a reprint of this 1841 book with a new introduction.* (Continuing; but have initiated conversations with two major publishers as of November, 1998).

7. Funded Research

Faculty Research Grant, A History of African-American Churches in Charlotte, 1994-1995.

Z. Smith Reynolds Grant, University Transition Opportunities Program, 1987-88 (\$25,000).

Coordinator-Humanist, Afro-American History in Charlotte Project, for the Afro-American Cultural Center, grant from the NC Humanities Committee, December, 1982-October, 1983 (\$18, 000).

8. Research Consultant (unpaid)

Consultant, Doctor of Ministry Committee for Rev. Ricky A. Woods, United Theological Seminary, Dayton, Ohio, 1995-1996. (Degree granted March 21, 1997).

Consultant, Doctor of Ministry Committee for candidate George E. Battle, Jr., Howard University School of Religion (1989-1990).

Consultant, Doctor of Ministry Committee for candidate Smith Turner, II, Drew University (1987-1988)

Member, Doctor of Philosophy Committee for candidate Gregory Davis, Union College for Experimental Colleges and Universities (1983-1985), (Degree granted, 1985)
Consulting Team of SAC, Charleston, South Carolina, March 12-15, 1996

9. Interviews and reviews

Interview of Herman Thomas on *James W. C. Pennington, African-American Churchman and Abolitionist*. By Gerald Renner, *The Hartford Courant*, Hartford, CT, February 8-9, 1996.

James W. C. Pennington, African-American Churchman and Abolitionist. Cited and referenced in "Clergyman, Former Slave, Among Giants of Abolition" by Gerald Renner, *The Hartford Courant*, February 25, 1996,

Interview, UTOP 1996: 10th Anniversary, NEWS6, August 1, 1996.

Interview, African-American Church Burnings, especially Matthews-Murkland Presbyterian Church, by NEWS6 and WBT-TV, June 7 and 11, 1996, respectively.

Interview of Herman Thomas with Gerald Renner, *The Hartford Courant*, Hartford, Connecticut, February 8-9, 1996.

Interview, "Rev. Joe Chambers/Church of God court case," Friday, August 6, 1995, by WBT-TV(Channel 3).

Several interviews with local television stations and area newspapers: WTVI on "The Million Man March;" Interview with *Gastonia Gazette* and Salisbury (*Observer*) newspapers on Black Religion, 1995.

Interview, "Where We've Come From: What's Happened to Our Neighborhoods" *Community Pride*, February, 1994, 9-12.

Interview, "Why the Jews?." by Larry Toppman. *Charlotte Observer*, 23 January 1994, sec. D, 1, 4. [Published in conjunction with premiere of the movie "Schindler's List"].

Several interviews with local television stations: WSOC-TV and WBT-TV on *Schindler's List* (the movie), the UTOP Program, and the racial climate, 1994.

Interview, "Evangelism/Revival and the SBC", WPCQ-TV (Channel 36), March 8, 1989.

Interview, "PTL and Television Evangelism in American Religion", WFAE Radio,
March 23, 1987.

Interview, "PTL and Television Evangelism in American Religion", WPCQ-TV,
March 24, 1987.

Featured on "Keeping You in Touch", WCCB-TV, March 24, 1987.

Interview, Old Little Rock Church: New Afro-American Cultural Center, WBT-TV,
October 25, 1982.

Interview, UNCC Forum, WBT Radio, March 9, 1982.

Interview, Black Perspective in Carolina Journal (now 49er Times), November 19, 1981.

Interview, *Charlotte Post*, October 22, 1981.

Interview, FORUM, WCCB-TV, November 2, 1981.

Interview, "Culture in Charlotte," Johnson C. Smith University Communications
Department and Cablevision of Charlotte, April 25, 1980.

Interview, *Charlotte News*, October 7, 1976.

HONORS AND AWARDS

Citizen of the Year Award, Charlotte Community Pride Association (*Pride Magazine*),
Charlotte, C, January 30, 1999.

Medallion, 25 Years of Service to UNC Charlotte, 1998.

Trusted Advisor Award, Demond Martin, SGA President, 1994-95

Plaque, "The AACC Little Rock Restoration Project, May-June, 1984," The Afro-
American ultural Center, July 1984.

Plaque, "Outstanding Service in Human Relations," Las Amigas, Inc., March, 1984.

Kappa Alpha Psi Fraternity Certificate for Leadership, Service and Dedication,
April 24, 1982.

Robert Flowers Award, Alpha Phi Alpha Fraternity, UNCC, April, 1981.

Certificate of Appreciation, Wilmington Ten Defense, February, 1980.

Outstanding Educator Plaque, UNC Charlotte-AAA Students, April, 1979.

Outstanding Service Award, Black Student Union, April, 1979.

Who's Who in Black America, 1977.

Plaque, Cynthia Bennett Award, AAA Studies, April, 1976.

Plaque for Dedicated Service and Assistance, Black Student Union, April, 1976.

Who's Who in North Carolina, 1976.

Who's Who in Black America, 1975.

Plaque, For Relentless Pursuits in Behalf of Black Students at Springfield College, Springfield, MA. Presented by Black students and faculty, May, 1974.

Outstanding Young Men in America, 1973.

Research Assistantship, Hartford Seminary Foundation, Hartford, CT, 1971-1973.

Mary Reynolds Babcock Scholarship, Duke University Divinity School, 1963-1966.

Saslow Award (Senior with highest average in Social Studies), NC Agricultural and Technical State University, 1963.

PROFESSIONAL AFFILIATIONS

Omicron Delta Kappa, 1991

North Carolina Council for Black Studies, Chairman, Steering Committee, 1975-76.

National Council for Black Studies, Chairman, Steering Committee, 1975.

W. E. B. DuBois Black Studies Conference, Atlanta, GA, October, 1974.

Society for the Study of Black Religion, 1980-present. (Recording Secretary, 1990-1999)

National Council for Black Studies, 1975-1990.

American Academy of Religion, Southeast Region, 1974-present.

Association for the Study of Afro-American Life and History, 1970-present.

Afro-American Religious History Group, American Academy of Religion, 1973-present.

American Academy of Religion, 1970-present.