

2006-2007
Instructional Development Grant Application

Name: Kevin Sullivan

Year of tenure-track appointment: 1/3*

*I am in my first-year on the tenure-track at IWU, but as part of my hiring agreement, I was awarded two years on the tenure-track due to my past experience; therefore, I am effectively on the third year of my tenure-track.

Courses: Religion 325—Lost Books of the Bible
 Religion 112—Religion and Violence

Is this your first ID grant application? YES

If your proposal is funded, would you be willing for the Mellon Center to use it as an exemplary submission in the online *Handbook*? YES

Please complete the following checklist by placing a check mark against each item to insure that your application is complete. Incomplete applications will be returned to the applicant without further consideration.

1. Detailed description (1-2 pages, Times or Times Roman, 12 point)
2. Budget Page



Carole A. Myrskylä
Supervisor's signature (indicates that the requested funds are not available from the department)

2006-2007
Instructional Development Grant Application
Kevin Sullivan, Religion Department
Detailed Description

A. The course and its pedagogy as presently delivered.

1. REL 325: Lost Books of the Bible

This course is not currently on the Religion Department list of courses. I have submitted a Request for Curriculum Council Action to put this course on the books as an Intellectual Traditions, Writing Intensive Course. If my application is successful, I plan to teach this course in Spring 2007.

2. REL 112: Religion and Violence

This course is not currently on the Religion Department list of courses. I have submitted a Request for Curriculum Council Action to put this course on the books as an Analysis of Values, Encountering Global Diversity Course. If my application is successful, I plan to teach this course in May Term 2007.

B. The proposed use of funds (including a budget description). Please indicate why these can't be obtained through your department budget.

I am a new assistant professor in the Religion Department, and I am developing these courses not only for the upcoming semesters but for the coming years. I am requesting funds to purchase books to support my development of these two courses. On the budget page, I have itemized the books and DVD's that I believe will be invaluable for developing and teaching these two courses. A number of the readings I will use in the classes; others I will use to improve my knowledge of the material more broadly.

After discussion with my department chair, it is clear to me that our departmental budget is too small to provide individual faculty with grants toward instructional development.

C. How the grant is expected to have a lasting impact on instruction.

As mentioned above, I will use this grant money to develop two courses that I would like to see put into the Religion Department's curriculum. If these are approved by the Curriculum committee, then the support I am requesting will have a long-lasting impact upon classes that I intend to teach in alternate years as long as I am at Illinois Wesleyan University. Below, I offer a brief outline of each class and how the materials I am requesting will support them.

1. Lost Books of the Bible (REL 325)

Here is the course description that I have offered to the Curriculum Council for "Lost Books of the Bible":

This course examines writings from antiquity that were omitted from the Bible such as the Dead Sea Scrolls, The Book of Enoch, and the Gospel of Thomas and considers the complex reasons why these writings were omitted and what they might mean for us today.

This course will examine non-canonical writings from 300 BCE to 200 CE. It will be a Writing Intensive course, so the course will have the following assignments that are designed to meet the requirements of the Writing flag:

- (1) a research project of up to 15 pages that will have had a first draft on which students will have received substantial feedback and will have had ample time for revision
- (2) short summaries of primary texts (10-12, 250-word maximum)
- (3) in-class writing assignments (3 graded)

In the class students will learn about the process by which various books came to be included and others excluded from the Bible. One of the main reasons that books were included or excluded from the canon was the ideas that these books contained, thus this course fits best as an Intellectual Traditions (IT) course. The materials I would like to purchase for this course are largely translations of the primary literature we will read. Other secondary writings and the one video will be important supplemental materials for the course. Beyond this course, some of the primary translations such as Schmeelecher and Charles will be useful to me in my own research, and possibly in other related courses (e.g., REL 221, 223, 326).

2. Religion and Violence (REL 112)

I propose to offer “Religion and Violence” as an analysis of values course. The description offered to the Curriculum Council thus reflects the key normative value question under consideration:

One could argue that religions *ought* to be vehicles that promote peace, yet, as many examples demonstrate, religions are often corrupted by radicals within a tradition and used instead to justify terrible acts of violence. In this course we will seek to understand how and why this happens and consider what might be done to prevent it.

The goal of the course will be to have the students completely immerse themselves in the material about religious violence. We will focus on Islamic fundamentalism as a primary topic for the course, but students will select another instance of religious violence (e.g., the Crusades, abortion clinic violence, Aum Shinrikyo) and will do their own research, presentation, and paper on this.

The materials I propose to purchase in support of this class will serve a two-fold purpose: first, they will constitute some of the primary readings we will do in class, and second, they books will help me to improve my knowledge in areas that are not my expertise, such as political theory. Due to the relevance of its content, I believe that this class will be one that students will be drawn to for many years to come, so I believe that supporting this class will have a particularly lasting impact on my instruction.

Instructional Development Grant Budget (Maximum \$500)

I. Estimated expenses (make sure to include a description of each of the expenses in the 2-3 page narrative). If you are requesting books or videos, please provide titles and approximate costs.

Note: All cost estimates made using *Amazon.com*.

Item	Amount
<u>For Religion 325:</u>	
<i>The New Testament Apocrypha</i> , Schmeelecher and Hennecke, eds.	\$120
<i>The Apocrypha and Pseudepigrapha of the Old Testament</i> , R. H. Charles (2 vols.)	\$80
<i>The New Testament 5th ed</i> , Stephen Harris	\$54
<i>The Gnostic Gospels</i> , Elaine Pagels	\$14
<i>The Gospel of Judas</i> , Bart Ehrman	\$15
<i>The Gospel of Judas</i> (National Geographic DVD)	\$18
<i>Early Judaism</i> , Frederick Murphy	\$20
<u>For Religion 112:</u>	
<i>Faith and Doubt at Ground Zero</i> (PBS: Frontline DVD)	\$22
<i>Two Faces of Islam</i> , Stephen Schwartz	\$11
<i>God Against the Gods</i> , Jonathan Kirsch	\$10
<i>How the Idea of Religious Toleration Came to the West</i> , Perez Zagorin	\$50
<i>The Crisis of Islam: Holy War and Unholy Terror</i> , Bernard Lewis	\$13
<i>Londonistan</i> , Melanie Phillips	\$17
<i>Eurabia</i> , Bat Ye'or	\$23
Estimate of Tax, Shipping and Handling	\$33
<hr/> Total Amount Requested	<hr/> \$500