Religion 150: Introduction to Major World Religions
3 credits
TuTh 3:00-4:15pm

INSTRUCTOR: Sarah Hadmack
OFFICE: Palanakila 140
OFFICE HOURS: MW 9:30-10:20am; TuTh 4:25-5:25pm
EMAIL: minnis@hawaii.edu
TELEPHONE: 236-9140
WEBSITE: www.windward.hawaii.edu/religion
EFFECTIVE DATE: Spring 2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Introduction to the world’s major religions: Primitive, Hinduism, Buddhism, Shinto, Confucianism, Taoism, Judaism, Christianity, and Islam. Field trips may be required outside class time. WCC: FGC

Activities Required at Scheduled Times Other Than Class Times

None

Global Multicultural Perspectives Focus Hallmarks

1. provide students with a large-scale analysis of human development and change over time.
2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

STUDENT LEARNING OUTCOMES
The student learning outcomes for the course are:

1. Identify the following elements or dimensions: origin, doctrines, ethics, sacred literature, important figures/founders, rituals, worship, and institutions for each of the world’s major religious traditions.

2. Identify the similarities and differences between two or more religions on the basis of the aforementioned dimensions.

3. Examine the relationship between religion and culture/society.

4. Question and think critically.

COURSE TASKS

Please NOTE: assignments are due within the first 15 minutes of class.

The course will be centered on the following tasks, which serve as both learning and assessment tools.

☒ Take three (3) exams. Exams will be based on material covered in class and the course readings.
  o Exam 1 covers Hinduism, Jainism, Buddhism, and Sikhism. Exam 1 rewards collaborative learning since students will be allowed to work in groups while taking this exam.
  o Exam 2 covers Taoism, Confucianism, Chinese Buddhism, Shinto, and Japanese Buddhism. Exam 2 rewards resourcefulness since students will be allowed a note card while taking this exam.
  o Exam 3 covers Zoroastrianism, Judaism, Christianity, and Islam. Exam 3 rewards memorization since students will not have the help of their peers or a note card on this exam.

☐ Complete the homework assignments. Students will receive either a check-plus (full credit), check (partial credit), or check-minus (no credit) on their homework. If you are not present at the time your name is called, you will receive a check-minus for your assignment unless you had emailed me prior to the start of class to tell me you couldn’t make it that day or would be late. Homework is of two types:
     o You will be called on randomly at the start of certain class days in which workbook notes are due. Workbook notes are checked during the first five minutes of class. If your name was called and you are absent, you receive no credit for the homework check.
     o If a term in the workbook cannot be found in the assigned reading, fret not! We will be going over it in class. Your workbook serves as an organization tool, both for in class materials and textbook readings.
     o You do not need to answer the discussion questions in the workbook at home; they will be covered in class.
     o Please be advised that homework assignments cannot be made up regardless of reason.
  2. Turning in responses to the Think Log prompts
     o Students will be given time in class to write a response to a Think Log prompt.
On the Think Log homework due dates, it is expected that students will type and print out what they feel is their best Think Log response and turn it in with the other handwritten ones that will have been completed in class.

Complete a variety of in-class activities including think logs, card swaps, webs, sentence stems, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, role cards, role play, round table, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, Venn diagrams, word searches, art symbolism identification, game shows, etc.

- These assignments enhance analysis, synthesis, and critical thinking skills. They also enable students to reflect on themes in class and comprehend the topics in a more sophisticated manner.
- Many of these activities will be completed in groups typically consisting of 3-4 members. The instructor acknowledges that not all students feel comfortable performing in front of the class. Students will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
- For some of these in-class activities the instructor will provide detailed feedback. For other assignments students may only receive a check plus indicating full credit.
- Since group assignments require being present for class, some of these assignments cannot be made up, regardless of reason, if class is missed. It is the student’s responsibility to see the instructor to get any missed notes.
- Some of these assignments will be collected randomly. Keep all assignments in a pocket folder and bring it to every class.

Service-Learning Option: Working with the instructor, students who choose a service-learning component apply their learning through active participation in an approved community site. Students who choose the service-learning option will complete a service-learning project in the community in lieu of the workbook notes checks. Service-learning projects might include a volunteer activity, community service, and/or an internship. The service-learning project consists of:

- 20 hours of service at an approved site
- A portfolio consisting of 10 journal entries on what you learned from completing the service. Five of these journal entries must have a topic in religious studies as the focus.
- Completing the forms required by the service-learning office in Na’auao 132

If you would like service-learning site suggestions please contact Dr. Pam DaGrossa, Service-Learning Coordinator, or Joy Domingo, VISTA member, at 236-9225 or in Na’auao 132. If you would like to do the service-learning option for extra credit instead of in lieu of the workbook notes checks, please let me know and follow the guidelines above.

### ASSESSMENT TASKS AND GRADING

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<tr>
<th>Grades will be based on the following:</th>
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<tr>
<td>-Three Exams (20% each)..................................................60%</td>
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<td>-Workbook Notes OR Service-Learning Option......................15%</td>
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<tr>
<td>-Think Log Responses..........................................................10%</td>
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<td>-Class Participation as measured by Class Activities (w/ attendance)…15%</td>
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<tr>
<td>100%</td>
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Grades available:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below
N = The ‘N’ grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies

LEARNING RESOURCES
Please bring all of these materials to every class:

📖 Religions of the World 11th edition by Lewis M. Hopfe & Mark R. Woodward
📖 The Student’s Guide to the Study of World Religions 2nd edition by Sarah Hadmack (for note taking)
🗂️ Folder for In-Class Activities
Both of the texts are available on reserve at the WCC library.

CLASS SCHEDULE*

*Note: Class schedule is subject to change. All changes will be announced in class.

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<thead>
<tr>
<th>DATE</th>
<th>CLASSROOM TOPICS AND ACTIVITIES</th>
<th>READINGS DUE ON THIS DAY</th>
<th>ASSIGNMENTS DUE ON THIS DAY AND EXAMS TO BE TAKEN ON THIS DAY</th>
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| 1/11 T| Welcome to the class!  
1. Religion Survey  
2. What is religion?  
3. Introduction to the course                        |                          | Please purchase your texts today.                           |
| 1/13 R| 1. Basic Religions  
| 1/18 T| 1. Vedic Religion  
2. Hinduism                                                 | Hinduism p.72-top of 97 | Wkbk p.13-16                                               |
| 1/20 R| 1. Hinduism continued  
2. Hinduism web                                             | Hinduism p.97-121        | Wkbk p.17-21; If you chose the service-learning option, your service-learning office forms are due to me today in order to approve your project proposal. |
| 1/25 T| Shortcut to Nirvana movie                               |                          |                                                              |
| 1/27 R| 1. Jainism  
| 2/1 T | 1. Jainism continued  
2. Life and Teachings of Buddha Game show             | Buddhism p.134-top of 144| Wkbk p.28 and a little of p.29; 3x5 Note card on the Life and Teachings of Buddha |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| 2/3 R     | 1. Indian Buddhism  
            2. Sikhism                                                   | Sikhism p.163-175  
            Wkbk p.34-37;  
            Think Logs (Hawaiian, Vedic, Hinduism, and Jainism) |
| 2/8 T     | 1. Sikhism continued  
            2. Jainism and Buddhism crossword puzzle                  |                                                                     |
| 2/10 R    | Review for Exam 1.                                                      |                                                                     |
| 2/15 T    |                                                                      | **Exam 1. Hinduism, Jainism, Indian Buddhism, and Sikhism**         |
| 2/17 R    | 1. Chinese Religions  
            2. Life and Teachings of Lao Tzu Game show  
            3. Taoism                                                   | Chinese Religions p.176-192  
            Wkbk p.40- first two terms on p.42;  
            3x5 Note card on the Life and Teachings of Lao Tzu |
| 2/22 T    | 1. Taoism continued  
            2. Confucianism                                               | Confucianism p.192-212  
            Wkbk p.45-46 and Chinese Festivals p.42-43 |
| 2/24 R    | 1. Passage Identifications  
            2. Shinto- Kojiki Role Play                                   | Shinto p.213-227  
            Wkbk p.51-54 |
| 3/1 T     | 1. Shinto continued  
            2. Chinese and Japanese Buddhism                              | Mahayana Buddhism bottom p.144-162  
            Wkbk p.56, Sectarian Divisions 1, 3, 4, 6, and 7 on p.57-61 |
| 3/3 R     | Chinese and Japanese Buddhism continued                              | Wkbk p.31; If you chose the service-learning option, a draft of five journal entries is due today |
| 3/8 T     | Review for Exam 2.                                                     | Think Logs (Theravada Buddhism, Sikhism, Confucianism, Taoism, Shinto) |
| 3/10 R    |                                                                      | **Exam 2. Taoism, Confucianism, Shinto, Chinese and Japanese Buddhism** |
| 3/15 T    | Zoroastrianism                                                         | Zoroastrianism p.228-252  
            Wkbk p.65-68 |
| 3/17 R    | Judaism                                                                | Judaism p.253-top of 271  
            Wkbk p.71-74 |
| 3/22 T    | NO CLASSES – Spring Break                                              |                                                                     |
| 3/24 R    | NO CLASSES – Spring Break                                              |                                                                     |
| 3/29 T    | 1. *Genocide* movie  
            Wkbk p.75-77 |
| 3/31 R    | 1. Judaism continued  
            2. Movers and Shakers                                         |                                                                     |
| 4/5 T     | 1. Word Search and Word Scramble  
            2. Life and Teachings of Jesus Christ Game show  
            3. Christianity                                               | Christianity p.292-302  
            3x5 Note card on the Life and Teachings of Jesus Christ |
| 4/7 R     | Christianity continued                                                 | Early Christianity p.303-322  
            Wkbk p.80-84 |
| 4/12 T    | 1. Christianity continued  
            2. Round Table Talk on Christianity                            | Modern Christianity p.323-344  
            Wkbk p.85-87 |
| 4/14 R    | 1. Sentence Stems  
            2. Islam puzzle game                                            | Islam p.345-355-middle of 366  
            Wkbk p.90- majority of p.93 |
| 4/19 T    | 1. Islam continued                                                     | Islam p.366-381  
            Wkbk p.93-94 |
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| 4/21 R | 1. Islam continued  
2. *Inside Mecca* movie | Think Logs (Mahayana Buddhism, Judaism, Christianity, Islam) |
| 4/26 T | Islam continued | |
| 4/28 R | 1. Religion of the Market  
2. Review for Exam 3 | If you chose the service-learning option, your final portfolio is due today. |
| 5/3 T | | Exam 3. Zoroastrianism, Judaism, Christianity, and Islam |

**ADDITIONAL INFORMATION**

**Attendance Policy:**
Students are expected to attend all classes, arrive on time, and remain for the entire class period. Students who miss class are responsible for material covered in their absence. Consult with peers or the instructor to cover what you missed. For every three classes missed, the final grade is lowered by one letter grade.

**Make-up Policy:**
Students are provided with two ‘No Questions Asked’ (NQA) coupons that enable them to turn in an assignment or make up an exam or absence up to two weeks past the due date. Without the NQA coupon, late work will not be accepted. Coupons may not be shared or replicated. Unused coupons will be counted towards extra credit.

**Academic Honesty:**
Students are expected to act with personal integrity, to respect other students’ opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to a Fail grade for the course.

**Extra Credit:**
Extra credit can be earned by writing a two-page double spaced reaction paper to a class lecture, class discussion, religious event, movie that centers on religion, or an article or book on religion. Religious events occurring on the island are posted on the website under ‘special announcements.’ Students may write up to five extra credit papers. Each paper is worth 2% of the final grade. All papers must be two full, typed pages. Only the first paragraph of the reaction paper should consist of a summary of what you read or watched. The rest of the paper needs to be an analysis or reaction. No more than two extra credit papers per student will be accepted during the last two weeks of classes. All extra credit must be received by May 3, 2011.

**Cell Phones:**
Kindly do not answer phone calls, text message, or play games on your cell phone during class. The instructor urges you to turn off your cell phone during class. The consequence for cell phone use is ______________________________________________________________
(students will vote on a policy during the first week of classes).

**Disabilities Accommodation:**
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale Akoakoa 213 for more information.

**RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS**

1. **Keep up with the readings!** The readings help reinforce the material. By doing the readings before class, you will feel better prepared, will easily follow along with the notes, and overall will have a more enriching educational experience. You will also be well prepared for the exams after having completed the readings.

2. **Mark up your textbook.** Highlight key points and ideas. Whenever you are confused or have a question, write a ‘Q’ next to the sentence in the textbook and ask me in class. (Or if you would like to return your textbook at the end of the semester, keep a separate journal of notes from your readings.)

3. **Always take notes in class.** Copy down everything that I have on the PowerPoint slides, KeyNote slides, and the board. Very few of us have a photographic memory ;)

4. **Ask questions if you don’t understand.** Tell me to slow down if I am going too fast. Let me know if you’re having any problems. I am here to help you 😊 Let me know how I can make this the best educational experience for you!