Religion 150: Introduction to Major World Religions

3 credits
TR 9:30am – 10:45am

INSTRUCTOR: Sarah Hadmack
OFFICE: Palanakila 140
OFFICE HOURS: MW 12:50pm-1:50pm, TR 11:00am-12:00pm, and by appointment
EMAIL: minnis@hawaii.edu
TELEPHONE: 236-9140
WEBSITE: www.windward.hawaii.edu/religion
EFFECTIVE DATE: Fall 2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Introduction to the world’s major religions: Indigenous, Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Taoism, Shinto, Zoroastrianism, 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.
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.

Exam 1 covers Hinduism, Jainism, Buddhism, and Sikhism. Exam 1 rewards memorization and is a traditional exam.

Exam 2 covers Taoism, Confucianism, Shinto, and East Asian Buddhism. Exam 2 rewards resourcefulness since students will be allowed a note card while taking this exam.

Exam 3 covers Zoroastrianism, Judaism, Christianity, and Islam. Exam 3 rewards collaborative learning since students will be allowed to work in groups while taking this exam.

Complete the homework assignments. Homework is of two types:

1. Take notes in the workbook (The Student’s Guide to the Study of World Religions 2nd Edition) while reading the textbook (Religions of the World 11th Edition.)

   o Students will receive a check-plus (full credit), check (partial credit), or check-minus (no credit) on their workbook notes.

   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 were absent or late, you will receive a check-minus for the homework 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, in which case, your name will not be called that day.

   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 I recommend that you use one pen color while taking notes from your textbook and another pen color for notes you take in class.

   o Please be advised that ‘workbook checks’ cannot be made up regardless of reason.
2. Turn in responses to the Think Log prompts
   o Students will be given time in class to write a response to a Think Log prompt.
   o 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.
   o 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 (and fun!) manner.
   o 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.
   o For some of these in-class activities you will receive detailed feedback. For other
     assignments you may only receive a check plus mark indicating full credit, a
     check mark indicating partial credit, or a check minus indicating no credit.
   o 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 missed notes.
   o 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:
   o 20 hours of service at an approved site
   o 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.
   o 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

Grades will be based on the following:
- Three Exams (20% each) ................................................................. 60%
- Workbook Notes OR Service-Learning Option .............................. 15%
-Think Log Responses………………………………………………………10%
-Class Participation as measured by Class Activities (w/ attendance)...15%

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 Folder for In-Class Activities

Both of the texts are available on reserve at the WCC library and for purchase at the WCC bookstore.

CLASS SCHEDULE*

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

<table>
<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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<tbody>
<tr>
<td>8/23</td>
<td>Welcome to the class!</td>
<td></td>
<td>Please purchase your texts today.</td>
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<tr>
<td></td>
<td>1. Religion Survey</td>
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<td></td>
<td>2. What is religion?</td>
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<td>3. Introduction to the course</td>
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<td>8/25</td>
<td>1. Basic Religions</td>
<td>Introduction</td>
<td>Wkbk p.9 For extra credit – complete the VARK learning style</td>
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<td></td>
<td>2. Introduction Overview Worksheet</td>
<td>Overview p. 1-11; Basic</td>
<td>questionnaire. Go to:</td>
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<tr>
<td></td>
<td>2. Hinduism</td>
<td></td>
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<td>9/1</td>
<td>1. Hinduism continued</td>
<td>Hinduism p.97-121</td>
<td>Wkbk p.17-21; If you chose the service-learning option, your</td>
</tr>
<tr>
<td></td>
<td>2. Hinduism web</td>
<td></td>
<td>service-learning office forms are due to me today in order to</td>
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<tr>
<td>9/6</td>
<td>Shortcut to Nirvana movie</td>
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<td>approve your project proposal.</td>
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<td>Reread the entire syllabus</td>
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<td>Date</td>
<td>Subject</td>
<td>Reading Material</td>
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| 9/8 R      | 1. Jainism  
2. Popcorn reading of The Man in the Well                         | Jainism p.122-133  
Wkbk p.23-25                                                                          |
| 9/13 Tu    | 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                                      |
| 9/15 R     | 1. Indian Buddhism  
2. Sikhism                                                                    | Sikhism p.163-175  
Wkbk p.34-37; Think Logs (Hawaiian, Vedic, Hinduism, and Jainism)                   |
| 9/20 Tu    | 1. Sikhism continued  
2. Jainism and Buddhism cross word puzzle                                      |                                                                                  |
| 9/22 R     | Review for Exam 1.                                                        |                                                                                  |
| 9/27 Tu    |                                                                          | **Exam 1. Hinduism, Jainism, Indian Buddhism, and Sikhism**                       |
| 9/29 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                                   |
| 10/4 Tu    | 1. Taoism continued  
2. Confucianism                                                                | Confucianism p.192-212  
Wkbk p.45-46 and Chinese Festivals p.42-43                                           |
| 10/6 R     | 1. Passage Identifications  
2. Shinto- Kojiki Role Play                                                 | Shinto p.213-227  
Wkbk p.51-54                                                                            |
| 10/11 Tu   | 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                           |
| 10/13 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 |
| 10/18 Tu   | Review for Exam 2.                                                        | Think Logs (Theravada Buddhism, Sikhism, Confucianism, Taoism, Shinto)             |
| 10/20 R    |                                                                          | **Exam 2. Taoism, Confucianism, Shinto, Chinese and Japanese Buddhism**            |
| 10/25 Tu   | Zoroastrianism                                                           | Zoroastrianism p.228-252  
Wkbk p.65-68                                                                            |
| 10/27 R    | Judaism                                                                  | Judaism p.253-top of 271  
Wkbk p.71-74                                                                            |
| 11/1 Tu    | 1. *Genocide* movie  
Wkbk p.75-77                                                                            |
| 11/3 R     | 1. Judaism continued  
2. Movers and Shakers                                                     |                                                                                  |
| 11/8 Tu    | 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                                |
| 11/10 R    | Christianity continued                                                   | Early Christianity p.303-322  
Wkbk p.80-84                                                                             |
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<thead>
<tr>
<th>Date</th>
<th>Lecture/Activity</th>
<th>Textbook/Reading</th>
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| 11/15 Tu   | 1. Christianity continued  
2. Round Table Talk on Christianity                                                  | Modern Christianity p.323-344 |
| 11/17 R    | 1. Sentence Stems  
2. Islam puzzle game                                                             | Islam p.345-middle of 366  
Wkbk p.90-majority of p.93 |
| 11/22 Tu   | 1. Islam continued                                                              | Islam p.366-381     
Wkbk p.93-94 |
| 11/24 R    | NO CLASSES - Thanksgiving                                                        | Think Logs (Mahayana Buddhism, Judaism, Christianity, Islam) |
| 11/29 Tu   | 1. Islam continued  
2. Inside Mecca movie                                                            | If you chose the service-learning option, your final portfolio is due today. |
| 12/1 R     | Islam continued                                                                 | Exam 3. Zoroastrianism, Judaism, Christianity, and Islam |
| 12/6 Tu    | 1. Religion of the Market  
2. Review for Exam 3                                                             |                              |
| 12/8 R     | 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. **Stay organized.** Use a planner! Put important deadlines for assignments from all your courses syllabi into the planner. Create a weekly schedule with your school and work hours. Schedule in blocks of time when you plan to study, read, and complete homework assignments.
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!