### Religion 150: Introduction to Major World Religions

3 credits
TR 8:30am-9:45am

**INSTRUCTOR:** Sarah Hadmack  
**OFFICE:** Palanakila 140  
**OFFICE HOURS:** MW: 9:00am-10:30am, TR: 10:00am-11:00am, and by appointment  
**EMAIL:** minnis@hawaii.edu  
**TELEPHONE:** 236-9140  
**EFFECTIVE DATE:** Spring 2013

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**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.*

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**CATALOG DESCRIPTION**

Introduction to the world’s major religions: Indigenous, Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Daoism, Shinto, Zoroastrianism, Judaism, Christianity, and Islam. WCC: FGC

**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.

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**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.

**METHOD OF INSTRUCTION**
This course is structured around the following methods of instruction:

- Higher order thinking: class time will be devoted mainly to 
discussion and activities, both of which focus on problem-
solving, analysis, evaluation, and critical and creative thinking 
(the top parts of the pyramid.) Therefore, reading, 
understanding, and identifying the major terms and ideas for 
each religious tradition must be done at home while reading the 
textbook and the instructor’s notes.

- Collaborative learning: this course consists of many in-
class group activities (see examples under ‘Course 
Tasks’). Part of the philosophy behind this is that studies 
have shown that we learn more when exposed to diverse 
viewpoints, we challenge ourselves when we have to 
articulate and sometimes defend our knowledge, and 
group activities develop a sense of community and 
responsibility for one another. Three heads are better than one!

- Flip the classroom: this course ‘flips’ the traditional educational 
model in that you will receive the instructor’s notes to read at 
home and will complete assignments (called ‘homework’ in other 
courses) in class. The rationale behind this concept is that some 
assignments are better completed in class where the instructor can 
advise the student, answer questions as they arise, and facilitate 
student success.

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

- Complete a variety of in-class activities including think logs, card swaps, quizzes, webs, 
sentence stems, 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 (and fun!) 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 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.
- 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 material.

> Take three (3) exams. Exams will be based on material covered in class and the course readings.
  - 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.
  - Exam 2 covers Daoism, 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 memorization and is a traditional exam.

> Take notes in the workbook (*The Student’s Guide to the Study of World Religions 3rd Edition*) while reading the textbook (*Think: Religion*) and the instructor’s PowerPoint presentations. Most people learn and remember very little from merely reading. However, writing down the main points of what you read greatly increases learning and your ability to remember the information. Therefore, it is imperative to your academic success that you write down the notes in your workbook. Your workbook serves as an organizational tool, both for in class materials and textbook readings.
  - Students will receive a check-plus (full credit), check (partial credit), or check-minus (no credit) on their workbook notes.
  - 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 or called me prior to the start of class to tell me you couldn’t make it that day.
  - Please answer the review questions at the back of each chapter of your workbook. However, you do not need to answer the discussion questions in the workbook at home; they will be covered in class.
  - Please be advised that ‘workbook checks’ cannot be made up regardless of reason.

> Turn in responses to the Think Log prompts
  - For each religious tradition you will answer a Think Log. Think Logs are essentially journal prompts. There are no right or wrong responses to Think Log prompts. Think Log’ are used to encourage critical thinking, self-analysis, and to reflect on the topics covered in this course. Students will be given time in class to write a response to a Think Log prompt. You will submit Think Log entries three times during the course of the semester (please see the schedule for the specific dates to submit your Think Logs). Each time you do, please ‘star’ what you feel is your best entry. For example, first you'll submit your entries for Hinduism,
Jainism, Indian Buddhism, and Sikhism. Of those entries, place three asterisks (***) next to the one that you feel is your best log. This starred entry should be typed. This is the one I will grade and provide feedback on. The other three I will just check to make sure you answered.

Complete one group presentation.
- Students will be assigned to a group and topic early in the semester.
- Each student will present on his/her topic with up to six classmates.
- Guidelines and a rubric for presentations will be distributed in 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 Think Logs. 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 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 Think Logs, please let me know and follow the guidelines above.

ASSESSMENT TASKS AND GRADING

Grades will be based on the following:
- Three Exams (15% each).................................................................45%
- Workbook Notes.................................................................15%
- Think Log Responses OR Service-Learning Option.......................10%
- Class Participation as measured by Class Activities .....................15%
- Group Presentation.................................................................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:

- *Think: Religion* by Roy Robson (the 1st or 2nd edition)
- *The Student’s Guide to the Study of World Religions 3rd edition* by Sarah Hadmack

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>
</tr>
</thead>
</table>
| 1/8 Tu | Welcome to the class! 1. Religion Survey  
2. What is religion?  
3. Introduction to the course                                                                 |                          | Please purchase your texts today.                                |
| 1/10 R | 1. The Study of Religion: Thinking and Talking about Religion  
2. Indigenous Religions                                                                       | Chs 1 and 2;  
Introduction Notes                                                  | Wkbk pp. 5-9  
For extra credit – complete the VARK learning style questionnaire.  
Go to: http://www.vark-learn.com/english/page.asp?p=questionnaire |
| 1/15 Tu| 1. Syllabus Quiz  
2. Vedic Religion  
3. Hinduism                                                                                   | Hinduism Notes;  
Ch 3                                                               | Reread the syllabus  
Wkbk pp.15-23                                                      |
| 1/17 R | Hinduism continued                                                                                           | Ch 4                                                               | Wkbk pp.15-23  
If you chose the service-learning option, your service-learning office forms are due to me today in order to approve your project proposal. |
| 1/22 Tu| *Shortcut to Nirvana* film                                                                                   |                          | Reread the syllabus                                              |
| 1/24 R| Group Presentation: Jainism                                                                                  |                          |                                                                 |
| 1/29 Tu| 1. Jainism continued  
2. Life and Teachings of Buddha  
Game show                                                                      | Indian Buddhism Notes;  
Ch 5                                                               | Wkbk pp. 34-41  
3x5 Note card on the Life and Teachings of Buddha                  |
| 1/31 R| Indian Buddhism                                                                                                    | Ch 6                                                               | Wkbk pp. 34-41                                                |
| 2/5 Tu | Group Presentation: Sikhism                                                                                   |                          |                                                                 |
| 2/7 R | Review for Exam 1                                                                                              |                          | Think Logs (Hinduism, Jainism, Indian Buddhism, Sikhism)         |
| 2/12 Tu|                                                                                                               |                          | **Exam 1. Hinduism, Jainism, Indian Buddhism, and Sikhism**      |
| 2/14 R| 1. Chinese Religions  
2. Life and Teachings of Lao Tzu  
Game show  
3. Daoism                                                                            | Daoism Notes;  
Ch 7                                                            | Wkbk pp. 51-54  
3x5 Note card on the Life and Teachings of Lao Tzu               |
<p>| 2/19 Tu| 1. Daoism continued                                                                                             |                          | Confucianism                                                   | Wkbk pp.51-61                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2/21</td>
<td>R</td>
<td>1. Group Presentation: Shinto Notes; Ch 8</td>
</tr>
</tbody>
</table>
| 2/26 | Tu  | 1. Shinto continued  
2. Mahayana/ East Asian Buddhism (Chinese and Japanese Buddhism)  
East Asian / Mahayana Buddhism Notes  
Wkbk pp.71-76 |
| 2/28 | R   | Group Presentation: Mahayana/ East Asian Buddhism continued |
| 3/5  | Tu  | Review for Exam 2 |
| 3/7  | R   | Exam 2. Daoism, Confucianism, Shinto, Chinese and Japanese Buddhism |
| 3/12 | Tu  | Group Presentation: Zoroastrianism |
| 3/14 | R   | Judaism |
| 3/19 | Tu  | 1. Genocide movie  
2. Judaism continued |
| 3/21 | R   | Judaism continued |
| 3/26 | Tu  | NO CLASSES- SPRING BREAK |
| 3/28 | R   | NO CLASSES- SPRING BREAK |
| 4/2  | Tu  | 1. Life and Teachings of Jesus Christ Game show  
2. Christianity  
Christianity Notes; Ch 11  
Wkbk pp.97-98; 3x5 Note card on the Life and Teachings of Jesus Christ |
| 4/4  | R   | Group Presentation: Christianity |
| 4/9  | Tu  | Christianity continued  
Ch 12  
Wkbk pp. 99-107 |
| 4/11 | R   | 1. Christianity continued  
2. Round Table Talk on Christianity |
| 4/16 | Tu  | 1. Sentence Stems  
2. Islam puzzle game  
Islam Notes; Ch 13  
Wkbk pp. 111-117 |
| 4/18 | R   | Islam continued  
Ch 14  
Wkbk pp. 111-117 |
| 4/23 | Tu  | 1. Islam continued  
2. Inside Mecca movie  
Think Logs (Judaism, Christianity, Islam) |
| 4/25 | R   | Islam continued |
| 4/30 | Tu  | 1. Religion of the Market  
2. Review for Exam 3  
If you chose the service-learning option, your final portfolio is due today. |
| 5/1  | 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 F 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. 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 1, 2013.

**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 and note taking!** Since the course is set up to discuss the readings in class, if you do not read then you will feel completely lost in class and not have an enriching educational experience. Additionally, by doing the readings and note taking, you will be well prepared for the exams.

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!