SACRED JOURNEYS
Learning Community of REL 150 and IS 103

REL 150 Introduction to Major World Religions 3 credits (CRN 64169)
TR 10:00-11:15am

INSTRUCTOR: Sarah Hadmack
OFFICE: Hale Palanakila 140
OFFICE HOURS: Tu, Wed, Thur 9:00am-9:50am
TELEPHONE: 236-9140
EMAIL: minnis@hawaii.edu
EFFECTIVE DATE: Fall 2018

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, 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.

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 professor’s notes.

- Collaborative learning: this course consists of many in-class group activities (see examples under ‘Course Tasks’). 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 professor’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:

READING and NOTETAKING:
Take notes in the workbook (The Student’s Guide to the Study of World Religions 3rd Edition) while reading the Professor’s Notes and the textbook readings. The Professor’s Notes are available under the ‘Resources’ link on Laulima and the textbook readings will be handed out in class. 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. Please bring your workbook and the assigned textbook reading to every class.

WORKBOOK NOTES and REVIEW QUESTIONS:
Please note that there are Review Questions near the end of every chapter in your workbook (The Student’s Guide to the Study of World Religions 3rd Edition). I highly recommend reading these questions prior to reading your textbook chapter and the Professor's Notes. I will grade your workbook based on: 1) having the correct answers to the Review Questions and 2) having taken notes.

- You will be called on randomly at the start of certain class days in which workbook notes and Review Questions are due. Workbook pages 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 workbook notes unless you had emailed or called me prior to the start of class to tell me you couldn’t make it that day.
- Students will earn either a check-plus (full credit), check (partial credit), or check-minus (no credit) on their workbook notes.
- You do not need to answer the discussion questions in the workbook at home; they will be covered in class.
- The answers to the review questions come from the Professor’s Notes and the textbook readings. Simply ‘googling’ for the answers is not acceptable because 1) it will either provide you with an oversimplified answer that misses the greater context (and thereby understanding!) that the Professor’s Notes and textbook provide you with (such as the case with question 5 of the Hinduism review questions- Krishna is actually a form of which Hindu god?) or 2) it will provide you with too much information and it will be difficult to ascertain the most essential part (such as would be the case if you googled question 6 of the Hinduism review questions- What is the caste system and where did it come from?). Therefore, use the Professor’s Notes and the textbook to answer the
review questions. After that, feel free to conduct further research in any manner you like!

- It is most likely that your workbook will only be checked four times during the semester. Considering that workbook notes constitute 20% of your course grade, it is extremely important to complete the assigned pages and to arrive to class on time. Please be advised that workbook pages cannot be made up, regardless of reason.

GROUP OFFERING:

You and your group members will be assigned to two religious traditions. Two times during the semester your group will share something interesting about the religious tradition to which you were assigned and/or an analogy that helped you to better understand something about that particular religious tradition. There will be a total of 12 Group Offerings during the course. Each Group Offering should last for five minutes, plus additional time for questions from the class. Guidelines:

- Do not regurgitate the knowledge that is already available in the Professor’s Notes and textbook reading. This means that you need to read the course materials for your religious tradition prior to deciding on a Group Offering.
- This is your opportunity to dig deeper into the religious tradition! There are so many possibilities, such as: research your religion in the news- what’s currently happening?, learn about a piece of artwork for your religious tradition, attend a service, interview adherents, learn more about the history or significance of a particular holiday or practice, find a film clip that addresses the major beliefs of your religious tradition, read and then describe the meaning/significance of a particular poem, hymn, mantra, etc.
- Whether you watch a film, attend a service, conduct an interview, or read a book, you need to cite your sources in MLA format. If you would like help finding resources then please see me after class or during my office hours; assistance will not be provided over email.
- Content from the Group Offerings will be included in the exams.

Class Participation:

Complete a variety of in-class activities including card swaps, 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, journal entries, game shows, etc.

- These assignments enhance analysis, synthesis, and critical thinking skills. They also enable you 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. I acknowledge that not all students feel comfortable performing in front of the class. You 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 mark 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 your responsibility to see the professor to get missed material.

EXAMS:
Complete the three exams. The course is organized by geographical location of origin for each religious tradition.
- Exam 1 covers Hinduism, Jainism, Buddhism, and Sikhism.
- Exam 2 covers Daoism, Confucianism, Shinto, and East Asian Buddhism.
- Exam 3 covers Zoroastrianism, Judaism, Christianity, and Islam.

ASSESSMENT TASKS AND GRADING

Grades will be based on the following:
- Review Questions (4 sets, 5% each) ........................................... 20%
- Group Offering (2 times, 5% each) ......................................... 10%
- Three Exams (10% each) ......................................................... 30%
- Class Activities ................................................................. 40%

= 100%

Grades available:
A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
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

2. Please purchase a three-ring binder (2” size) for storing and organizing the course readings, which will be distributed in class.
3. Please purchase a notebook or journal (of any size and design) for journal entries.

Please bring your workbook, the assigned textbook chapter of the day, and your notebook/journal to every class period.

CLASS SCHEDULE*

*Note:
1. All readings listed as “Notes” and all textbook readings in the schedule can be accessed on Laulima through the ‘Resources’ link.
2. Please complete the tasks in the order in which they are listed.
3. Class schedule is subject to change at professor’s discretion. Students will be notified of any changes via email or in class.

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>To Do Before the Class Period</th>
<th>Class Period</th>
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<tbody>
<tr>
<td>T</td>
<td>8/21</td>
<td></td>
<td>Welcome to the Class! 1. Religion Survey 2. Introduction to the Course</td>
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<tr>
<td>R</td>
<td>8/23</td>
<td>1. Purchase your text. 2. “Personal Offering” – bring in two items that represent something that is sacred to you.</td>
<td>1. Sharing our “Personal Offerings” 2. Discussion of the various understandings of what constitutes as ‘sacred’</td>
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<tr>
<td></td>
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<td>Beginning of the first official unit: religions that originated in India.</td>
<td>Hinduism</td>
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<tr>
<td></td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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| R  | 9/13  | 3. READ: the beginning through textbook page 398 of the Buddhism textbook reading | 1. Indian Buddhism discussion  
2. Indian Buddhism Group Offering  
3. Activity: Jainism and Indian Buddhism puzzle |
| T  | 9/18  | 1. READ: Sikhism Notes  
2. COMPLETE: Wkbk 44-48  
3. READ: Sikhism textbook reading | 1. Sikhism  
2. Sikhism Group Offering |
| R  | 9/20  | Review your materials                                                     | Review for Exam 1 on Hinduism, Jainism, Indian Buddhism, and Sikhism                      |
| T  | 9/25  |                                                                          | Exam 1                                                                                    |

Congratulations! 😊 You have completed the first unit of the course: religions that originated in India

**Beginning of second unit: religions that originated in China and Japan.**

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<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| R  | 9/27  | 1. READ: Daoism Notes  
2. COMPLETE: Wkbk 51-54  
3. READ: Daoism and Confucianism textbook reading | 1. Activity: Life and Teaching of Laozi Game Show  
2. Daoism |
| T  | 10/2  | 1. READ: Confucianism Notes  
2. COMPLETE: Wkbk 57- top of 61 | 1. Daoism discussion  
2. Daoism Group Offering  
3. Confucianism |
| R  | 10/4  |                                                                          | 1. Confucianism Group Offering  
2. Daoism and Confucianism discussion |
| T  | 10/9  | 1. READ: Shinto Notes  
2. READ: Shinto textbook reading  
3. COMPLETE: Wkbk 65- top of 69 | 1. Activity: Daoism and Confucianism Scriptural Passage Identifications  
2. Shinto |
| R  | 10/11 | 1. READ: Mahayana/ East Asian Buddhism Notes  
2. COMPLETE: Wkbk 71- top of 76  
3. READ: pp.399 textbook page (which is page 24 of the PDF) through the end of the Buddhism textbook reading | 1. Shinto Group Offering  
2. East Asian/ Mahayana Buddhism  
3. Mahayana Buddhist Artwork |
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<tr>
<th>Date</th>
<th>Description</th>
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| 10/16 | **T**  
1. East Asian/ Mahayana Buddhism discussion  
2. East Asian/ Mahayana Buddhism Group Offering  |
| 10/18 | **R**  
1. Activity: Mahayana/ East Asian Buddhism Sectarian slogan/jingle  
2. Mahayana Buddhist sects  |
| 10/23 | **T**  
Review your materials  
Review for Exam 2 on Daoism, Confucianism, Shinto, and East Asian/ Mahayana Buddhism  |
| 10/25 | **R**  
Exam 2  |

Congratulations! 😊 You have completed the second unit of the course: religions that originated in China and Japan.

**Beginning of third unit: religions that originated in the Middle East.**

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| 10/30 | **T**  
1. READ: Zoroastrianism Notes  
2. READ: Zoroastrianism textbook reading  
3. COMPLETE: Wkbk 79- top of 83  
4. Zoroastrianism  
5. Activity: Current issues affecting Zoroastrian practices  |
| 11/1 | **R**  
1. READ: Judaism Notes  
2. READ: Judaism1 and Judaism2 textbook readings  
3. COMPLETE: Wkbk 85- top of 94  
4. Zoroastrianism Group Offering  
5. Judaism  |
| 11/6 | **T**  
NO CLASSES- General Election Day  |
| 11/8 | **R**  
1. WATCH: the film *Genocide* about the Holocaust.  
2. Judaism film discussion  
3. Activity: Judaism Movers and Shakers  |
| 11/13 | **T**  
1. READ: Christianity Notes  
2. READ: Christianity textbook reading  
3. COMPLETE: Wkbk 97- top of 107  
4. Judaism Group Offering  
5. Activity: Life and Teachings of Jesus Christ Game Show  
6. Christianity  |
| 11/15 | **R**  
Christianity Round Table discussion  |
| 11/20 | **T**  
1. Christianity Group Offering  
2. Christianity Discussion continued  
3. Field Trip  |
| 11/22 | **R**  
NO CLASSES- Thanksgiving  |
| 11/27 | **T**  
1. READ: Islam Notes  
2. READ: Islam textbook reading  
3. COMPLETE: Wkbk 111-117  
4. Islam Sentence Stems  
5. Activity: Life of Muhammad Puzzle Game  
6. Islam  |
### ADDITIONAL INFORMATION

**Attendance Policy:**
You are expected to 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 professor 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 three ‘No Questions Asked’ (NQA) coupons that enable them to make up an in-class activity or exam up to one week past the due date. Coupons cannot be applied to the Workbook Notes. After submitting three late assignments, all future late assignments will result in an automatic zero. Coupons may not be shared or replicated. Unused coupons will be counted toward extra credit if the student submitted all assignments and completed all exams on time. A coupon may also be used to make up an absence.

If you miss class you need to see me or a classmate before the next class period to discover what you missed.

**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. Plagiarism is treated seriously in this course. If you are quoting someone verbatim, then you must use quotation marks and cite the source immediately after the quotation in parenthetical form, (author’s last name, page number). If you are unsure whether or not you are citing sources correctly, please ask me. Ignorance is no excuse. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to an F grade for the course.

**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.

**Title IX:**
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual
harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

Alternate Contact Information:
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:
Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu

Extra Credit:
Extra credit can be earned by turning in responses to the Think Log prompts. The prompts can be found on pp.121-124 of the workbook (The Student’s Guide to the Study of World Religions). They are also embedded in the Professor’s Notes by religious tradition. Think Logs are essentially journal prompts. There are no right or wrong responses to Think Log prompts. Think Logs are used to encourage critical thinking, self-analysis, and to reflect on the topics covered in this course. You can earn the full amount of extra credit by typing your responses to six of the Think Log prompts. Each Think Log response should be approximately one full, typed page, double-spaced. Think Logs can be submitted in class. However, no more than two extra credit Think Logs per student will be accepted during the last two weeks of classes. All extra credit must be received by December 3, 2018.

Cell Phones:
Kindly do not answer phone calls, text message, or play games on your cell phone during class. The professor 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).

Services:
For tutoring, Writing Center services, Math Lab, Speech Lab, test proctoring, computing services, academic and financial advising, free food, and more services available on campus please see https://windward.hawaii.edu/Academic_Support/ and/or https://windward.hawaii.edu/online/eveningResources.php Windward is one of the most supportive colleges! Please utilize all of the wonderful services that are there to help you succeed 😊
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 Workbook Checks and 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 assignments.

3. **Familiarize yourself with Laulima during the first week.** You will read my notes (in ‘Resources’) every week. You can keep track of your course grade by opening ‘Gradebook.’ All of my emails to the whole class will be saved in ‘Email Archive.’

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!