San Diego State University

WORLD RELIGIONS
Religious Studies 101

Course Description: An introduction to the world's major religious traditions, including Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam.

Learning Objectives: Upon successful completion of this course, students will be able to:
1. Explain different religious points of views
2. Understand local and global religious perspectives
3. Recognize the importance of religion


Schedule: T 7:00 – 9:40 p.m.

Calendar: Fall 2010

Schedule Number: 22607

Instructor: Prof. Roy Whitaker

Contact Information: dwhitaker@mail.sdsu.edu

Office: AL 670

Office Hours: T & TH 11:00 a.m. - 12:00 p.m.; and by appointment

Course Syllabus: This course syllabus is the official and final word on course structure unless otherwise noted by the instructor
Weighting of Assignments:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DUE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1</td>
<td>N/A</td>
<td>50</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>N/A</td>
<td>50</td>
</tr>
<tr>
<td>Exam #1</td>
<td>September 28</td>
<td>200</td>
</tr>
<tr>
<td>Two Site Visits:</td>
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</tr>
<tr>
<td>Metropolitan Area Pluralism Study (MAPS)</td>
<td>September 21 and December 7</td>
<td>300</td>
</tr>
<tr>
<td>Exam #2</td>
<td>October 26</td>
<td>200</td>
</tr>
<tr>
<td>Exam #3</td>
<td>December 14</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1,000</td>
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Final Grade Point Tally: The point system used below constitutes the student’s final grade when added together.

<table>
<thead>
<tr>
<th>1000-950</th>
<th>A</th>
<th>769-740</th>
<th>C</th>
</tr>
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<tbody>
<tr>
<td>949-900</td>
<td>A-</td>
<td>739-700</td>
<td>C-</td>
</tr>
<tr>
<td>899-870</td>
<td>B+</td>
<td>699-670</td>
<td>D+</td>
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<tr>
<td>869-840</td>
<td>B</td>
<td>669-640</td>
<td>D</td>
</tr>
<tr>
<td>839-800</td>
<td>B-</td>
<td>639-600</td>
<td>D-</td>
</tr>
<tr>
<td>799-770</td>
<td>C+</td>
<td>599 or &lt;</td>
<td>F</td>
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Quizzes: There will be two unannounced quizzes based on classroom content (e.g. lectures, activities, discussions, handouts, learning objectives, assigned readings). A total of two passescore (thin red one) to each and every class.

Exams: There will be three exams in the course. The exams are based on classroom content (e.g. lectures, activities, discussions, handouts, learning objectives, assigned readings). Exam #1 will cover material from the first day of class, including Hinduism and Buddhism. Exam #1 is September 28. Exam #2 will be on everything after Exam #1, including Confucianism and Daoism. Exam #2 is on October 26. Exam #3 will cover material after Exam #2, including Judaism, Christianity, and Islam. Exam #3 is on December 14 at 7:00 p.m. Each exam is out of 200 points.

Site Visits: In order to gain a greater understanding and appreciation of the world religions, students will move from a purely theoretical analysis to the environments where the traditions are expressed. Thus, this site visits requirement seeks to allow students to experience first-hand the religious diversity in the San Diego region. Every student will attend two different sites on two different religions. Students choose the services from the recently created website “Metropolitan Area Pluralism Study” (MAPS): http://geoinfo.sdsu.edu/maps/. The site is pretty self-explanatory and easily navigable. Students will be able to locate various religious sites relatively close to where they live. The first site visit needs to be either a Buddhist place of worship; and the second one needs to be either a Daoist, interfaith, Jewish, Christian, or Muslim place of worship.

Some helpful tips include: attend a service where you normally do not attend; call ahead to get the correct time and day of the service; let the institution know that you are a student studying religions and intend to be an observant of the service; take a cell phone with you; go with a partner from class (not just friends); have an emergency back-up plan in case you get separated; and have available SDSU Public Safety (619-594-1991)/Police Department (911) information.

Each site visit requires that students attend the full service and write a reflection report of their experience. The response paper needs to address the following ideas: the name and brief history of the site; description of beliefs, rituals, symbols, and other pertinent aspects of the service; explanation of who was in the congregation (e.g. young/old, singles/families); nature of the service (e.g. formal/informal, lots of music, prayerful, bulletin/no bulletin to direct people in readings and hymns); what you found most interesting; explanation of how the course and/or textbook helped you in understanding the service; and evaluation and summary of what you learned. And be sure to incorporate as much course material (e.g. textbook, lecture, terms, themes) as possible and in an appropriate manner to develop the paper to make it flow like a research paper. In other words, the reflection paper needs to be more than a chronology of events or a diary entry. It’s an analytical paper. Each paper is out of 150 points. Each one needs to be typed, single-spaced, and one full-page long. Please include a title page with name, id number, course title, and date. Site visit #1 is due September 21 and site visit #2 is due December 7.
Late Work/Make-Ups: There are no late/make-ups for quizzes which are unannounced. The two site visits should be done on time. If site visit papers are submitted after the deadline, then it's a 20% deduction of the original grade. Late assignments are to be turned in at the final exam to receive credit. Nothing is accepted after the final exam.

Absences: Attending each class is expected and is vital for doing well in this course. Poor attendance will hamper the completion of assignments as well as could be. Hence, if you fail to attend class this will be considered a sufficient indicator that you are not able to satisfactorily complete the course. Even if absent, assignments are still due on the date and time due and to be submitted in hardcopy form to the instructor.

Cheating: Cheating is a violation of the norms of academic work. When you cheat you step outside of the boundaries of what is acceptable if we are to have integrity and honesty in intellectual pursuits. You are in effect signaling a lack of desire to participate in the activities that mark your pursuit as an academic one. So what you do simply does not count as academic work when you cheat and so will be treated accordingly. An automatic “F” will be given if cheating is discovered and further policies as stated by college policy will be pursued.

Plagiarism: Plagiarism is a form of cheating. It is the unattributed use of someone else’s work. One of the most common forms of plagiarism occurs when you cut and paste pieces of information that you find on the web. This is unacceptable if you do not attribute the source and even if you attribute the source it is unacceptable if this is the primary way in which you have written your work. A student’s work may be submitted for a plagiarism check using available means. Plagiarized work will not only receive zero points – i.e. an “F” – but the instructor has the option of further academic sanctions, including but not limited to failure of the course. If you are not sure whether or not you may be plagiarizing check with the instructor. The following websites are also useful in clarifying what plagiarism is and how you can avoid it:

http://owl.english.purdue.edu/handouts/research/r_plagiar.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Students with Disabilities: If you have a documented disability requiring accommodation for this class, please contact the appropriate office and notify instructor within the first two weeks of the semester.

Classroom
Learning
Environment: Classroom learning environment must be free from disturbances such as side conversations, tardiness, cell phones ringing, reading newspapers, eating food in class, bringing others to class, making derogatory racial/ethnic remarks, falling asleep, interrupting others, being hostile or antagonistic, using recording devices, and sending mass emails to the class.
Use of Cell Phones/Communication

Devices: Here is the warning: there is absolutely no use of cell phones/communication devices in class. No text messaging and checking messages are allowed during class time. This is considered talking on the phone. If students do this they will be asked to leave class the first time. If this is done again, then other negative measures will be applied – e.g. student not allowed to come to class, grade lowered in the class at the discretion of the instructor. In other words, don’t do it.

Use of Laptops:

If students would like to use a computer in class for note taking, then they need to sit up front in the class to do so – i.e. first row of chairs. And, of course, no web surfing, checking Facebook, Twittering, playing solitaire, or shopping online. If students do such distracting activities, then they will not have the option of using their computers in class any longer.

Course

Readings: The readings for the entire week should be completed before the start of the week.

General Education Course:

This course is one of nine courses that you will take in General Education Foundations. Foundations courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They furthermore introduce you to basic concepts, theories and approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major area of study into a broader world picture.
### Written Grading Criteria:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standards</th>
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| **A = Excellent** | - Excellent Performance  
- Focused, Succinct Thesis/Topic  
- Organized from Beginning to End to Support Thesis/Topic  
- Effective, germane Use of Textual Support  
- Originality of Ideas  
- Firm Grasp of Content  
- Varied Sentence Structure  
- Correct Mechanics and Paragraphing  
- Effective Word Choice  
- Fluid Transitions  
- Sustains Insight, In-Depth Analysis of Complex Ideas  
- Develops Clear and Supports Main Points with Logically Compelling Reasons and/or Highly Persuasive Examples  
- Etc. |
| **B = Good** | - Above Average Performance  
- Focused, Succinct Thesis/Topic  
- Adequately Organized to Support Thesis/Topic  
- Some Originality of Ideas  
- Solid Grasp of Content, Minor Confusions  
- Textual Support not Always Effective, germane  
- Mechanical Problems that Don’t Interfere with Readability  
- Clear, Well-Formulated Sentences and Correct Mechanics and Paragraphing  
- Lacks Depth in Thinking or Creative Ideas  
- Shows Understanding, Knowledge, But Doesn’t Go Any Further than Informational  
- No Extra Ideas of Opinions  
- Not as In-Depth as Excellent Performance, But Still Fully Answers Question  
- Etc. |
| **C = Fair** | - Average Performance  
- Unfocused, Weak Thesis/Topic  
- Partially Organized to Support Thesis/Topic  
- Paucity of Original Ideas  
- Some Grasp of Content, Significant Confusions  
- Ineffective Textual Support  
- Incomplete, Poorly Formulated Sentences  
- Careless Editing/Informal, Inappropriate Language  
- Mechanical Errors that do Interfere with Readability  
- Etc. |
| **D = Poor** | - Demonstrates Understanding at the Most Rudimentary Level  
- No Thesis/Topic  
- Lack of Organization  
- Underdevelopment of Ideas/No Original Ideas  
- Little Grasp of Content, Major Confusions  
- Little Textual Support, Irrelevant Appeal to Text  
- Lack of Editing /Mechanical Errors that Interfere with Readability  
- Etc. |
| **F = Unacceptable** | - No Topic/Thesis  
- Inappropriateness  
- Unintelligibility/No Grasp of Content  
- No Organization/Structure  
- Etc. |
Course Readings:

**Week 1: August 29-September 4**
Welcome to the Course!

**Week 2: September 5-11**
Introduction (pp. 1-10)
The Aztecs (pp. 28-31)
Rastafarians (pp. 373-374)

**Week 3: September 12-18**
**Religions Arising in India**
Hinduism (Chapter 3)

*Learning Aims:*
1. Describe the Vedas that all Hindus must believe.
2. Discuss the Upanishads, showing the importance of the concept Brahman-Atman.
3. Identify the concepts of karma, samsara, and caste.
4. Describe the four Yogas of salvation: Karma, Jnana, Bhakti, and Raja.
5. Explain rituals that mark the four stages of a Hindu’s life.
6. Outline the major points of the Hindu worldview.

**Week 4: September 19-25**
Buddhism (Chapter 4)

*Learning Aims:*
1. Tell the life story of the Buddha from birth to death.
2. Explain the Buddha’s Middle path, including the Four Noble Truths and the Eightfold Path.
3. Describe the Buddhist Sangha.
4. Outline the major points of the Buddhist worldview.
5. Compare and contrast Buddhism and Hinduism.

Site Visit #1 (September 21)

**Week 5: September 26-October 2**
Exam #1 (September 28)
Week 6: October 3-9
Religions of China and Japan
China and Japan (Chapter 6)

Learning Aims:
1. Describe the *Dao De Jing* and its reputed author.
2. Explain the historical developments of Confucianism.
3. Discuss important teachings of Confucius such as junzi, li, yi, ren, and the Five Relationships.
5. Outline the major points of the Confucian and Daoist worldviews.

Week 7: October 10-16
Religions of China and Japan
China and Japan (Chapter 6)

Week 8: October 17-23
Religions of China and Japan
China and Japan (Chapter 6)

Week 9: October 24-30
Exam #2 (October 26)
Week 10: October 31-November 6
Religions of the Family of Abraham
Judaism (Chapter 8)

- Learning Objectives:
  1. Describe the Jewish Bible.
  2. Name some patriarchs of Judaism.
  3. Explain some Jewish holidays.
  4. Note the importance of the Ten Commandments.
  5. Discuss forms of Judaism in the Modern Age.
  6. Understand the Holocaust.
  7. Outline the major points of the Jewish worldview.

Week 11: November 7-13
Judaism (Chapter 8)

Week 12: November 14-20
Christianity (Chapter 9)

- Learning Objectives:
  1. Name important events in Jesus’ life.
  2. Explain the teachings of Jesus.
  3. Describe how the apostles helped shape the church.
  4. Identify how the Roman Empire responded to Christianity.
  5. Outline the major points of the Christian worldview.

Week 13: November 21-27
Christianity (Chapter 9)

Week 14: November 28-December 4
Christianity (Chapter 9)

Week 15: December 5-11
Islam (Chapter 10)

- Learning Aims:
  1. Outline the life of the prophet Muhammad.
  2. List and describe the pillars of Islam.
  3. Explain how Islam responded to Modernism.
  4. Identify some of the Muslim communities in the United States.
  5. Outline the major points of the Muslim worldview.

Site Visit #2 (December 7)

Week 16: December 12-18
Exam #3 (December 14 - 7 p.m.)
(Grades submitted: December 30)