

RELS 102: World Religions
Fall 2021
Prof. TK Waters

Instructor Information

Prof. TK Waters

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Office Hours: Tuesdays and Wednesdays from 10-11 a.m. or by appointment (all times are in CST)

Course Description

This course will introduce students to the academic study of religion, beginning with looking at popular theories and methods of studying religion as well as religious vocabulary. After exploring ways to study religion academically, we will turn our attention to world religious movements and traditions, including indigenous traditions, Christianity, Judaism, Hinduism, Buddhism, Islam, Sikhism, Confucianism, and Jainism. We will discuss the history, traditions, and scriptures—including reading excerpts of these scriptures—of these traditions as well as their role in the world and in American popular culture and media today.

Learning Objectives

By the end of this course, students will be able to...

1. **Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.** This course will introduce students to, and help them to understand and to utilize, the foundational terms, concepts, methods, and other formal elements of the academic study of religion.
2. **Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.** This course will distinguish between various kinds of evidence by utilizing primary and secondary sources, videos, and newspaper articles to introduce and discuss a variety of the world's religious traditions.
3. **Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.** This course will demonstrate how social, cultural, and historical contexts influence religious expression.
4. **Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.** This course will evaluate the significance of religious expression and experience in shaping the larger social, cultural, and historical contexts by demonstrating how religious traditions are lived out through ritual, practice, and the development of doctrine in both historical and contemporary periods.
5. **Evaluate enduring and contemporary issues of human experience.** This course will evaluate enduring and contemporary issues in human experience by demonstrating the way that religious traditions raise and address such issues.

Required Textbooks and Material

- All readings will be supplied by the instructor and/or posted to the Blackboard site.

Grades

Assessment	Percentage
Research Paper	35%
Blog	15%
Quizzes	20%
Journal Entries	10%
Other Assignments	20%

Grading Scale*

Final Grade	Letter Grade
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

*Final grades will not be rounded up automatically. At the instructor's discretion, a student may have their grade rounded up to the next letter grade (for example, an 899 to a 900) if they have demonstrated exceptional participation, work ethic, attendance and promptness, etc. There are many opportunities for extra credit throughout the semester (three percentage points for a book review, five added points on various assignments or announced events, etc.), so students may take advantage of these opportunities to boost their grade.

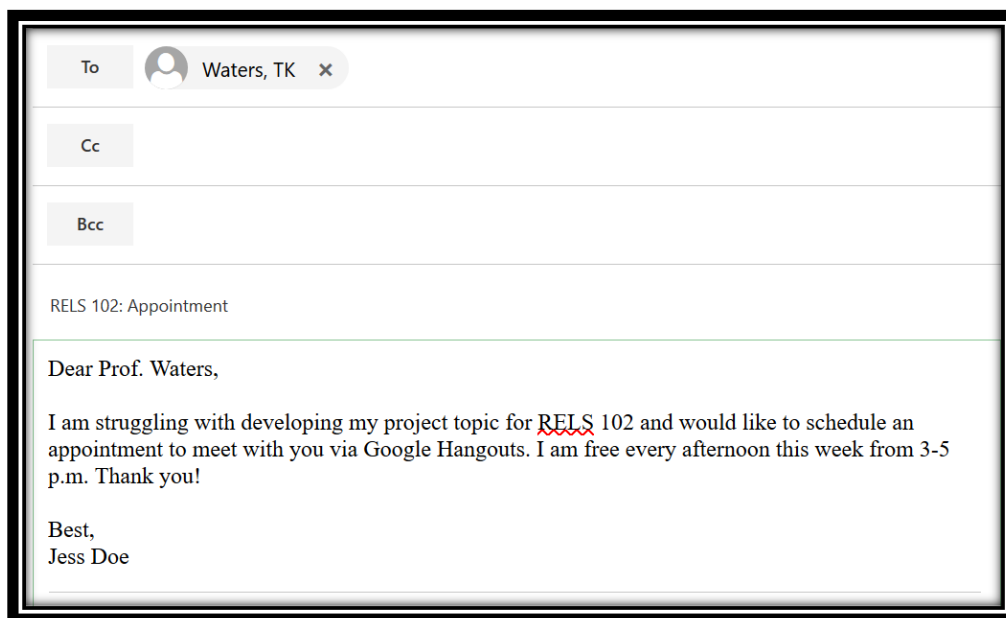
Communication and E-mail Etiquette

Since this is an online course, communication should be frequent between students and the instructor. There are a few ways this will take place in this course. The most reliable way to contact me is through e-mail, which I will check and respond to frequently. As the class starts up, we begin discussing readings, turning in assignments, and taking quizzes and tests, questions will inevitably arise—and more than likely, multiple people will have the same question. There will be a weekly Q&A so I can respond to your questions each week in a video for this purpose. You can anonymously ask questions in this form, so feel free to ask any and all questions you have here. During my office hours, I will be available to meet via Zoom. I am also happy to set up an individual time to meet with you through Zoom if my office hours do not work for you. If during office hours you do not see me in the Zoom call, send me an e-mail as I might be meeting with another student and will be able to meet shortly.

E-mails to the instructor should be properly written. Please use correct grammar and spelling. When addressing the e-mail, please write "Dear Prof. Waters" or "Prof. Waters," not "Hey, Prof. Waters" or "Yo dawg," etc. The subject line of the e-mail must include the course number (RELS 102) and the topic

of your inquiry, concern, comment, etc. E-mails are automatically sorted by subject line into a folder for the course, so only e-mails within that folder will be answered—be sure to use the course number to ensure your e-mail is sorted into the folder for the course. E-mails that request information already explained in the syllabus may not be answered. E-mails will be responded to within 24 hours during the week. Any e-mails sent over the weekend will be responded to as soon as possible on the following Monday. Do not assume the instructor will receive an e-mail before a class, test, or meeting if these guidelines are not followed and 24 hours is not given. Using these guidelines, send an e-mail to the instructor by August 30 with a picture or description of your favorite animal, real or fictional, for five extra points added to your project grade.

EXAMPLE E-MAIL:



Students should check their university e-mail frequently, as this is the primary way the instructor will communicate with the class and individual students. Students are encouraged to check their e-mail at the beginning of each week, as announcements will typically be added on Monday mornings, and every 24 hours throughout the week. Students are responsible for any changes made to the class schedule, homework assignments, etc. that are explained in e-mails from the instructor. Note that students *must* have access to their university e-mail. Please contact WKU's IT Department (<https://www.wku.edu/its/>) if you are unable to access your TopperMail and/or Blackboard.

Weekly Q&A

Every lesson week, the instructor will post a Q&A video on the course YouTube site to address questions, concerns, etc. that students submit during the previous lesson week. Q&A videos will be posted by 4 p.m. CST on Mondays, with a few exceptions. Students can use the Google Form [here](#) to submit their questions and concerns throughout the week, up until 9 a.m. on the day the video is

released, to have their submissions responded to in that week's video. All submissions are anonymous unless the student wishes to include their name.

Requirements

Technology

Since this is an online course, students must have reliable access to a computer and internet. This course will take place through Blackboard, and final assignments must be submitted in .doc, .docx, or .pdf format, NOT .pages, a Google Doc share, or in the body of the submission text. Blogs and journal entries should be submitted in the submission text, however, and should not be uploaded in any document format. Blackboard can be accessed through WKU at <http://wku.blackboard.com>. If you do not have Microsoft Word, it is available through WKU's IT department website. Students must have a Google account to keep a running Google Doc of their writing progress during the semester.

In the event of technology issues that preclude you from submitting an assignment on time, please notify the instructor immediately, including your original submission (if the issue is with a blog, journal entry, etc.) in your e-mail. You may also contact the [WKU IT department](#) to resolve the issue (<https://www.wku.edu/it/helpdesk/>). It is recommended that you type your blogs, journal entries, and discussion board posts in a Word document to copy/paste to the Blackboard submission text to avoid Blackboard losing your work due to internet errors.

Homework and Readings

Students are responsible for thoroughly watching and taking notes on assigned short lectures, videos, etc. that will be posted to the [RELS 102 YouTube channel](#) (<https://www.youtube.com/channel/UC4wzjDoXzl9ObXSeGo1XrBw>). For most modules, students will watch a lecture video with background information about the module topic before reading the assigned texts. Each week, students will be reading one or more primary texts from the religious tradition or topic assigned for that week.

Quizzes

Since there are no tests or exams in this course, students will take quizzes through Blackboard most weeks. Quizzes are not intended to be stressful for students—they are meant to review important material, to aid the instructor in ensuring students are understanding the material, and to ensure students are keeping up with the readings and videos. Quizzes will typically be 5-10 questions long and composed of multiple choice, true/false, fill in the blank, and multiple answer questions. There will be 11 quizzes throughout the semester and the lowest grade will be dropped.

The answers to quiz questions are immediately released after the quiz has been submitted. For this reason, students cannot retake quizzes. When taking a quiz, be sure to have reliable internet access and take the quiz on a computer (not a smartphone). Additionally, be careful not to refresh the page, close the page, etc.

Research Paper/Project

During the semester, students will work on a research paper that will be four to six pages in length over a religious scripture selection that the student chooses in conjunction with the instructor. This will be an exegetical paper (essentially a non-confessional commentary) that will teach students the tools needed to interact with and determine context of primary ancient texts. Students will work on and turn in the research paper in sections to receive feedback and guidance from the instructor and peers and prevent an overwhelming amount of work at the end of the semester, including an extra credit virtual meeting with the instructor before submitting the final paper. This feedback will primarily take place through comments on Google Docs, where students will be keeping a running document of their brainstorming, research, outline, etc. and will have the opportunity to view each other's work and comment on it alongside the instructor's own ongoing research. A handout with more information and guidelines for the paper will be available on Blackboard.

Since not all students are able to express their ideas and research through paper format as well and some students might make great connections with course content that they would like to explore more, students may propose an alternate project to complete in place of the research paper. Students may be creative with this assignment, connect it to their own interests or discipline, etc. Students who wish to complete an alternate project must propose it through the Google Form linked in the guidelines for the research paper by 12 p.m./noon on September 7, fill out all areas of the proposal, and receive approval from the instructor before moving forward with the project.

Blog

Over the course of the semester, students will make a total of three posts to the Blackboard blog. One of these posts must cover a misconception about a religious tradition and, based on class material and/or research, explain why the idea is a misconception. One of the blog posts must discuss an article written in the last six months that covers a current event that involves religion and assess the role of religion in the world, contemporary culture, etc. One of the blog posts must evaluate a twenty-first century fictional book or movie that deals with religion, whether explicitly or implicitly, and should explain how religion impacts the story, characters, setting, etc. of the media; how the media challenges, supports, or helps us understand a religion better; etc. Each blog post must cover a different religious tradition: for example, if the first blog post is about a misconception in Christianity, no other blog posts may cover Christianity (whether Protestantism, Catholicism, etc.). If you would like to submit more than three posts (up to five posts), your lowest grades will be dropped (for example, if you submit four posts, your lowest one grade will be dropped; if you submit five posts, your lowest two grades will be dropped). Blog posts that repeat a category or tradition will receive an automatic zero. A handout with more information and guidelines for the blog will be available on Blackboard.

In addition, students should be keeping up with reading and responding to each other blogs. Over the course of the semester, students must make at least nine separate meaningful responses to

other students' blog posts (at least 100 words long with three per blog post). For examples of meaningful responses, in a post about Greek religions, an unsuccessful response would be something like, "You did a good job on this post! I think your writing is really interesting. I thought the Greek pantheon was confusing too, so it's good to know I'm not alone. I found the Greek creation myth interesting too, so I'm glad you brought that up." A successful peer response might look something like, "Jane, I was also intrigued by how the Greek gods and goddesses are portrayed in Hesiod's *Theogony*. I noticed that unlike some other creation myths that focus on the creation of humans, Hesiod only focuses on the creation of gods and goddesses, which I found to be in contrast to other traditions, like the Babylonians."

Journal Entries

At the end of every unit, students will complete a short (100-300 word) informal journal entry reflecting on the unit they completed for a total of three entries. Journal entries should include at least one idea, fact, etc. that the student found interesting in the module and why along with a question, concern, etc. that the student still has about the material. If the student does not have any questions about the material, they may instead explain something from the module they wish to know more about. Students who provide both a "notice" and "wonder" (with specifics and explanations of what and why they found each item interesting/confusing) will receive full points on the journal entries. Use bullet points or "notice:" "wonder:" to clarify your two points. The instructor will leave responses to students' questions, things they wish to know more about, etc. when grading the journals, so be sure your "wonder" is something that can be responded to in that space (i.e. not "I want to learn more about the history of religion").

Other Assignments

Over the course of the semester, there will also be a few other minor assignments that will factor into the student's overall grade. For example, in the first week of the semester, students will create an introductory post in a separate introductory blog. These assignments are listed in the schedule below.

Extra Credit

Students may decide to write a book review over either a scholarly book or novel chosen by the student from a list supplied by the instructor. Only a scholarly book or a novel may be chosen, not both. Students may earn up to 30 points in the class with the book review. A handout with more instructions will be available on Blackboard.

Students may also schedule a meeting with the instructor during the week after Thanksgiving (November 29-December 3) by signing up on the appropriate Sign Up Genius form. Students may earn up to 30 points for this meeting and must come prepared with at least three specific areas of concern after reviewing the comments left on their rough draft.

Late Work, Grading, and Extensions

Grades will be updated weekly in the Blackboard grade center. All work will typically be graded within a week of the due date but may take up to two weeks. In the event that work cannot be graded within this time frame, the instructor will notify the students as soon as possible.

Assignments must be turned in by the time and date listed in the syllabus and on Blackboard. Late assignments will not be accepted. Once a zero is entered for a missing assignment, that grade is permanent. However, extensions will be available for all students on any assignment (except those due after Thanksgiving break). To use an extension, please e-mail the instructor *before* the due date of the assignment. Within a week of the original due date, students must communicate with the instructor to set a new due date. No extensions may be used on work that is already late or extra credit assignments. Assignments with extensions may not receive detailed comments/feedback.

Class Etiquette

We are a learning community which means that in all communication with the class, we should always be respectful to the entire class: the instructor, classmates, and ourselves. Class discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion, but should also treat the rest of the class fairly and respectfully with regard to race, gender, socio-economic status, sexual orientation, religion, etc. Do not use hurtful language, slurs, etc., use gender-inclusive language (i.e. "humankind" instead of "mankind"), and use whatever name and pronouns classmates request. There is a zero-tolerance policy for hate speech of any kind in this class.

Academic Integrity/Dishonesty/Plagiarism Policy

Please refer to <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php> for WKU's full policy on academic dishonesty and plagiarism. In short, no plagiarism or cheating will be permitted in this course and will result in a zero for the assignment and possibly a failing grade in the course. To ensure students understand what plagiarism is, they will be encouraged to take a plagiarism quiz on Indiana University's website by August 30 for five extra credit points: <https://www.indiana.edu/~istd/test.html>. Regardless of whether students take the quiz or not, by remaining in the class, they certify that they understand what plagiarism is and will be held accountable for any plagiarism that may occur on their part, whether intentional or accidental.

Students with Disabilities

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Free Services for Students

WKU provides students with many free services to aid in their academic success. Helm and Cravens Libraries offer books for check-out with a WKU ID card and articles and journals that can be accessed online. In addition, WKU provides free tutoring for students in many classes and general study skills at The Learning Center (TLC). TLC is located in the Academic Advising and Retention Center, DSU-2141. TLC provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc. Cherry Hall houses The Writing Center on the first floor (CH 123) where students can get help with academic writing skills, and there is an additional location in the Helm Library Reference Room.

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

WKU's Counseling Center offers free services for students and can be found in Potter Hall 409. The Counseling Center offers individual counseling, group counseling, and even has a therapy dog. They are there to talk to whether you are suffering from severe mental illness or distress or simply want to talk to someone because your semester is overwhelming.

Non-Confessional Approach to the Course

Non-confessional study of religion is how we study religion in religion courses at secular universities. This does not mean that students have to get rid of their religious beliefs, change them, or have any certain beliefs; it also does not mean that outside of class time and classwork the students cannot study what they are reading or learning confessionally. The point is that in this course we must study religion by focusing on what the texts tell us about the history, culture, beliefs, and so on of these various religious movements and ideas in the past and present using the tools of academic study without imposing our own religious or personal beliefs—whatever they may be—on the material. In this course, students must use non-confessional language in course assignments, including blogs, journal entries, projects, etc. Students will be issued a reminder the first time they do not use non-confessional language in an assignment, then will not be able to earn over half of the possible grade on subsequent assignments where they do not use non-confessional language. For students to get practice on what constitutes non-confessional study of religion, a worksheet will be available and due during the second module of the semester.

Title IX Discrimination, Harassment and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <<https://wku.edu/eoo/documents/wkutitleixpolicyandgrievanceprocedure.pdf>> and Discrimination and Harassment Policy (#0.2040) at <https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf>.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, (270)745-5398 or Title IX Investigators, Michael Crowe, (270)745-5429 or Joshua Hayes, (270)745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at (270)745-3159.

COVID-19 Information

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Class Schedule

Last Updated 08/09/2021

Weeks are from Monday through Monday for the purposes of this class. All work in lesson modules is due on Mondays at 12:00 p.m./noon CST at the end of the week the module is assigned for, unless otherwise noted.

UNIT 1: INTRODUCTION TO WORLD RELIGIONS

- **Lesson 1: Introduction to Religious Studies (August 23-30)**
 - Readings and Videos
 - Read syllabus
 - Watch “RELS 102: Welcome to the Course!” video
 - Watch “Introduction to Religious Studies” video
 - Assessments and Activities
 - Post in Introduction Discussion Board (30 pts.)
 - Complete Quiz 1 (20 pts.)
- **Lesson 2: Ancient Religious Traditions (August 30-September 7)**
 - Readings and Videos
 - Watch “Ancient Religious Traditions” video
 - Watch “Zoroastrianism” video
 - Read *Enuma Elish* selections (Mesopotamian)
 - Read Pyramid Texts selections (Egyptian)
 - Read *Theogony* by Hesiod selections: Lines 116-206 (Greek)
 - Read *Metamorphoses* by Ovid selections (Roman)
 - Read *Avesta: Vendidad* selections (Zoroastrian)
 - Assessments and Activities
 - Complete Research Paper Proposal
 - Complete Non-Confessional Study of Religion worksheet (40 pts.)
 - Complete Quiz 2 (20 pts.)
- **Lesson 3: Indigenous Religious Traditions (September 7-13)**
 - Readings and Videos
 - Watch “Indigenous Religious Traditions” video
 - Watch “The Sundance Ceremony” video
 - Watch “Pocahontas ‘Savages’” video
 - Watch “Wodaabe, Dance of Warriors” video
 - Watch “Challenge Day – Black Panther (2018)” video
 - Assessments and Activities
 - Complete Indigenous Traditions Discussion Board (30 pts.)
 - Complete Journal Entry 1 (33.4 pts.)

UNIT 2: ABRAHAMIC RELIGIOUS TRADITIONS

- **Lesson 4: Jewish Religious Traditions (September 13-20)**
 - Readings and Videos
 - Watch “Judaism: Origins and History” video

- Watch “Jewish Scriptures” video
 - Read Genesis 1:1-2:4, 49:1-33
 - Read Exodus 15:1-21
 - Read 1 Kings 6:1-38
 - Read Daniel 1:1-21
 - Read Babylonian Talmud: Book 1, Chapter 1 selections
- Assessments and Activities
 - Complete Research Paper Q&A
 - Complete Research Paper Brainstorming (40 pts.)
 - Complete Quiz 3 (20 pts.)
- **Lesson 5: Jewish Religious Traditions in the 21st Century (September 20-27)**
 - Readings and Videos
 - Watch “Judaism: Living Tradition” video
 - Watch “A God Who Remembers by Elie Wiesel” video
 - Watch “The Jewish Orthodox Community of New York” video selections
 - Watch “Torah Reading” video
 - Watch “Rosh Hashanah Rock Anthem” video
 - Assessments and Activities
 - Complete Blog Q&A
 - Complete Research & Writing Worksheet (40 pts.)
 - Complete Quiz 4 (20 pts.)
- **Lesson 6: Christian Religious Traditions (September 27-October 4)**
 - Readings and Videos
 - Watch “Christianity: Origins and History” video
 - Watch “Christian Scriptures” video
 - Read Matthew 5:1-12, 38-42
 - Read Luke 15:8-10
 - Read Nicene Creed
 - Read Apostles’ Creed
 - Read Augustine’s *Confessions*, Book Two, Chapter 4
 - Read Martin Luther’s *95 Theses*
 - Assessments and Activities
 - Complete Research Paper Annotated Bibliography (40 pts.)
 - Complete Quiz 5 (20 pts.)
- **Lesson 7: Christian Religious Traditions in the 21st Century (October 4-11)**
 - Readings and Videos
 - Watch “Christianity: Living Tradition” video
 - Watch “Abbey of Gethsemani Novices” video
 - Watch “What Is Baptism?” video
 - Watch “Pope Francis on the Meaning of Baptism” video
 - Watch “MLK on the Poor People’s Campaign, Nonviolence, and Social Change” video
 - Watch “Ichthus Christian Music Festival 2006 Corporate Promo” video

- Assessments and Activities
 - Complete Quiz 6 (20 pts.)
- **Lesson 8: Islamic Religious Traditions (October 11-13)/FALL BREAK**
work due at 11:59 p.m. on October 13
 - Readings and Videos
 - Watch “Islam: Origins and History” video
 - Watch “Islamic Scriptures” video
 - Read Surah 1, al-Fatihah
 - Read Surah 9:1-22, at-Tawbah
 - Read Surah 45, al-Jathiyah
 - Read Hadith selections
 - Assessments and Activities
 - Complete Quiz 7 (20 pts.)
- **Lesson 9: Islamic Religious Traditions in the 21st Century (October 18-26)**
 - Readings and Videos
 - Watch “Islam: Living Tradition” video
 - Watch “Koran by Heart” video selections
 - Watch “American Muslims Travel for Hajj by the Thousands” video
 - Watch “Muslims Start Observing Ramadan with Fasting and Prayer” video
 - Watch “Women Lead Prayer for Men in This California Mosque” video
 - Watch “Muslim Women Talk Hijab” video
 - Read *Ms. Marvel, Vol. 1: No Normal*
 - Assessments and Activities
 - Complete Abrahamic Traditions Discussion Board (30 pts.)
 - Complete Journal Entry 2 (33.3 pts.)

UNIT 3: ASIAN RELIGIOUS TRADITIONS

- **Lesson 10: Hindu Religious Traditions (October 26-November 1)**
 - Readings and Videos
 - Watch “Hinduism: Origins and History” video
 - Watch “Hindu Scriptures” video
 - Read Yagurveda, Kanda I, Prapathaka II, The Soma Sacrifice
 - Read Rig Veda 2.1.1.1, Invocation of Agni, and 2.1.1.2, Hymn to the Funeral Fire
 - Watch “Altar of Fire Documentary” video
 - Read Upanishads 2.2.3.1, Indra and the Demons, and 2.3.2.1., The Self
 - Read Bhagavad Gita selections
 - Read Puranas 4.1.1, How Brahma Created the Universe
 - Assessments and Activities
 - Complete Research Paper Outline (40 pts.)
 - Complete Blog Post 1 (50 pts.)
 - Complete Quiz 8 (20 pts.)
- **Lesson 11: Hindu Religious Traditions in the 21st Century (November 1-8)**
 - Readings and Videos
 - Watch “Hinduism: Living Tradition” video

- Watch “Diwali – The Festival of Lights” video
 - Watch “Shri Ganesha Temple in Nashville, USA” video
 - Read selections by Mahatma Gandhi
(<https://www.mkgandhi.org/swmgandhi/chap03.htm>)
- Assessments and Activities
 - Complete Blog Post 2 (40 pts.)
 - Complete Quiz 9 (20 pts.)
- **Lesson 12: Buddhist Religious Traditions (November 8-15)**
 - Readings and Videos
 - Watch “Buddhism: Origins and History” video
 - Watch “Buddhist Scriptures” video
 - Read “The First Sermon at Deer Park”
 - Read “Heart Sutra”
 - Read Jataka Tales: “The Future Buddha as a Wise Judge” and “How a Vain Woman Was Reborn as a Dung-Worm”
 - Read *An Introduction to Zen Buddhism* by D.T. Suzuki, Chapter 2: “What is Zen?”
 - Assessments and Activities
 - Complete Blog Post 3 (40 pts.)
 - Complete Quiz 10 (20 pts.)
- **Lesson 13: Buddhist Religious Traditions in the 21st Century (November 15-22)**
 - Readings and Videos
 - Watch “Buddhism: Living Tradition” video
 - Read *Ethics for the New Millennium* by the Dalai Lama, Chapter 2: “No Magic, No Mystery”
 - Watch “Buddhism in America” video
 - Watch “Beastie Boys Bodhisattva Vow” video
 - Watch “‘Open Your Mind’ Scene: Doctor Strange” video
 - Assessments and Activities
 - Complete Research Paper Rough Draft (40 pts.)
 - Complete Quiz 11 (20 pts.)
- **Lesson 14: Sikhism and Jainism (November 22-23)/THANKSGIVING BREAK**
work due at 11:59 p.m. on November 23
 - Readings and Videos
 - Watch “Sikhism” video
 - Watch “Jainism” video
 - Watch “Chicago Jain Temple” video
- **Lesson 15: Other Asian Religious Traditions (November 29-December 6)**
 - Readings and Videos
 - Watch “Asian Religious Traditions: Confucianism, Daoism, Shinto” video
 - Assessments and Activities
 - Complete Comparative Religion Discussion Board (30 pts.)
 - Complete Journal Entry 3 (33.3 pts.)

- Complete Research Paper Notes & Comments (40 pts.)
- **Lesson 16: Finals Week (December 6-9)**

ALL ASSIGNMENTS MUST BE SUBMITTED BY 12 P.M./NOON ON THURSDAY, DECEMBER 9

- Readings and Videos
 - Watch “Wrapping It Up” video
- Assessments and Activities
 - Complete Research Paper Final Draft assignment (150 pts.)

Disclaimer: changes to the schedule and syllabus may be made at the instructor’s discretion. Students will be notified of changes via a Blackboard announcement at least four days in advance. The date above the course schedule will be changed to reflect the last update and the updated syllabus will be posted on Blackboard with an announcement. All course material needed for a module/lesson will be posted to Blackboard by 11:59 a.m. on Monday the week before the module is due.

Important Dates

Classes Begin	August 23
Labor Day (University Closed)	September 6
Last Day to Drop/Add	August 30
Fall Break	October 14-15
Thanksgiving Break	November 24-26
Final Examinations	December 6-10
Final Grades Due	Tuesday, December 14 (noon)

Grade Keeper

Assessment	Possible Points	Student Points
Research Paper	350	
RP: Brainstorming	40	
RP: Annotated Bibliography	40	
RP: Outline	40	
RP: Rough Draft	40	
RP: Notes & Comments	40	
RP: Final Draft	150	
Blog	150	
Blog #1	50	
Blog #2	50	
Blog #3	50	
Quizzes*	200	
Quiz #1	20	
Quiz #2	20	
Quiz #3	20	
Quiz #4	20	
Quiz #5	20	
Quiz #6	20	
Quiz #7	20	
Quiz #8	20	
Quiz #9	20	
Quiz #10	20	
Quiz #11	20	
Journal Entries	100	
Journal #1	33.4	
Journal #2	33.3	
Journal #3	33.3	
Other Assignments	200	
Introductory Post	30	
Non-Confessional Worksheet	40	
Research & Writing Worksheet	40	
Indigenous Traditions Discussion	30	
Abrahamic Traditions Discussion	30	
Comparative Religions Discussion	30	
Course Total:	1000	

*Note that the lowest quiz grade will be dropped, which will make each quiz worth 20 points.