

CHAMINADE UNIVERSITY OF HONOLULU
RE103-03-1: WORLD RELIGIONS
Spring Day Term: January 8-April 27, 2024
Class: T/TH 8:00AM-9:25AM Room: SHA

Instructor: Dr. Malia D. Wong, O.P.
Office: Henry 206A, T/TH: 9:45AM-10:45AM; W:8AM-12N; or by appt.
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COURSE OVERVIEW

Catalog Description: The Council of Vatican II issued a document, *Nostra Aetate*, that invited Catholic Christians to study how religious traditions answer the questions of meaning that lead to actions of compassion and justice. Within the context of the dialogue between Christianity and the other world religions, the student will explore diverse historical, philosophical, and spiritual foundations from which the major religious traditions in the world have arisen.

Prerequisites: None. This course fulfills the General Education Core requirement in Catholic Intellectual Tradition for students taking the course from Spring 2023 and subsequent terms, or the lower division Religious Studies General Education Core requirement for students who entered prior to Fall 2020.

Orientation: The purpose of this class is to assist students in their exploration and understanding of different approaches to the answers of the human quest in existence, morality, and ethical behaviors.

This study is presented in a way where students will examine the major religious traditions, such as: Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity and Islam while engaging in a review and comparison of their diverse spiritual, historical, and philosophical foundations. The class will critically analyze their application to current sociopolitical problems and their effect on the harmony of the global community.

Methodology: Using an experiential approach, and the classroom as a sacred space for personal spiritual growth, this course integrates current events, lectures, small group discussions, student presentations, creative work and field trips in the study. It also endeavors to create a more universal understanding and appreciation of one's own tradition. The course is structured around four areas: 1. Discover: Seeing Things Anew (widening our perspective); 2. Dream: Inspiration (self-reflection; interior work); 3. Design: Collaborative Processing (gaining the input of, and sharing with others); and 4. Deliver: Creative Applications (What can I do/will I do with the information learned?).

Statement on Educator Ethics

As an educator, I am committed to fostering a respectful and inclusive learning environment, upholding academic integrity, and promoting the intellectual and personal growth of all students.

Required Readings and Text:

1. Molloy, Michael. *Experiencing the World Religions 8th edition, Connect*. New York, N. Y: McGraw Hill, 2021. ISBN: 97812608137601.
2. Vatican II, *Nostra Aetate*, Declaration on the Relation of the Church to Non-Religions, Oct. 28, 1965. https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_nostra-aetate_en.html
3. Vatican II: *Dignitatis Humanae*: Declaration on Religious Freedom. Dec. 7, 1965 https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651207_dignitatis-humanae_en.html

Supplementary Resources/Technology Tools: Canvas will be used as a companion website to the course.

Technology Assistance:

Chaminade University Tech Support: Email: cstechsupport@chaminade.edu Phone: (808) 735-4855
 Canvas Support: Email: support@instructure.com Phone Hotline: (844) 358-6881
 Getting started with Canvas: <https://community.canvaslms.com/t5/Contingency-Planning/Getting-Started-with-Canvas-as-a-Student/ba-p/256768>

Library: Chaminade library www.chaminade.edu/library

Tutoring and Writing Services: Chaminade offers free one-on-one tutoring and writing assistance to all students on campus at Kōkua `Ike: Center for Student Learning from trained peer and professional tutors. Free online tutoring is also available via Smarthinking from your Canvas account. For more information, contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

COURSE OBJECTIVES

Learning Outcomes: Upon successful completion of this course students will be able to demonstrate an understanding of:

General Education Learning Outcomes (GELO's)

The Skills Outcome students will gain from this course lies under the values section for Catholic Intellectual Tradition:

Students will explain faith and reason as integral to developing a Catholic sacramental perspective of the cosmos that leads to responsible action supporting social justice.

Program Learning Outcomes (PLO's)

Students successfully completing the Religious Studies program will be able to:

1	Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2	Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3	Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4	Generate a substantive project that is animated by the Marianist Charism.

Course Learning Outcomes (CLO's)

On completion of this course, students will be able to:

1	Explain one's own beliefs, feelings and attitudes towards different religious perspectives in correlation and contrast with those learned through the course in approaching the human quest for meaning.
2	Reference primary sources in terms of scriptural texts as well as research in defining, identifying, locating, evaluating, synthesizing and presenting or demonstrating relevant information.
3	Identify the important elements of the major religions –describing their myths, symbols, rituals, doctrine and moral codes
4	Assess religious responses to global issues

Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	Formation in Faith <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	The course is designed to help students find personal significance through the course content. The development of one's being and spiritual self, the increase of the divine in one's nature, and the presence of this idea in world religions increases the validity of faith for students. From the recognition of mythological and early religious symbols, students are guided to ascend towards the symbolism of life and ultimately towards the Transcendent.
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2	Provide an Integral, Quality Education <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	The content of the course opens awareness to the plurality of religious traditions; teaches students to value and respect the diversity of cultures and unlike world views. As religion occupies the fundamental place in every culture, being integral by its very definition, it is important to study how the central ideas of world religions were/are expressed in art, literature and various aspects of political and social life.
3	Educate in Family Spirit <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	The developing through the course the understanding of religion as a <i>unity</i> of persons with each other and all people within the Transcendent, intends to build the awareness of the necessity of faith as an instrument for the achievement of such a unity.
4	Educate for Service, Justice and Peace <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	Service to others is the essence of Christian faith. One of the goals of the course is to examine from both a theoretical and personal point of view the values people have in relation to justice in our global era. Students will learn about the emergence, the articulation, the transformation, and the structure of values, with reference to the possibility of their realization through justice.
5	Educate for Adaptation and Change <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	This course will help students to understand how important it is in our time to recognize the existence of both similarities and differences among human forms of life as well as their socio-political environments. In order to adjust to the fluidity of life it is important for students to learn about permanence and change of human values in different cultures, their competition for dominance, their circulation and dissemination.

Service Learning General Outcomes

1	Demonstrate an understanding of the connections between academic work and real-life situations
2	Demonstrate an understanding of and commitment to their role in issues of public concern

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
General Ed. Learning Outcome	✓	✓		✓
Program Learning Outcomes	1	1,2	3	2,3,4
Marianist Values	1	2	3	4,5

COURSE EXPECTATIONS AND ACTIVITIES

Regular Participation: Your presence is important to your success of the class.

Attendance Guidelines:

- ❖ No absences will be excused except in the cases of (i) an emergent medical situation or severe illness; or (ii) a death in the student's immediate family.
- ❖ Students should always inform the instructor in 2 days advance (in writing or by email) of any anticipated absences, tardiness, or irregular/unanticipated scheduling conflicts (e.g., jury duty, team sport commitment, etc.) Do not schedule medical or personal appointments during scheduled class time.
- ❖ Roll will be taken every class session; if you are not present during the taking of attendance, you will be counted absent.
- ❖ Three unexcused absences during the course of the semester will result in one letter grade demotion for the course (i.e. if your grade is "B," it can be demoted to "C"). Similarly, six unexcused tardiness will result in one letter grade demotion for the course..

- ❖ Consistent tardiness will be noted and a portion of points deducted as well.
- ❖ Cell phone use in class (calls, texting, emailing) is prohibited; cell phone ringers must be turned off at all times except in case of emergency. If making a call is absolutely necessary, then please step outside the classroom to do so. If you need it for any emergency, permission must be obtained from the instructor. According to the Handbook, the instructor may require a student to leave the classroom if the conduct is such that it can be deemed as disruptive to the rest of the class. This includes but is not limited to excessive personal conversations, use of other electronic devices, and disrespectful language or behavior.

Incompletions and Withdrawal: Students who have more than two weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.

Homework Reading and Writing Assignments:

All assigned work should be completed by the beginning of the class period for which it is to be presented or submitted. Working on homework, presentations, etc. while an instructor or guest speaker is lecturing, or while students are presenting in class, is disrespectful and will not be tolerated. Prompts for focus or review may be found on the Canvas board. Paper formatting may use either APA or MLA style.

Late Work:

- ❖ Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late submission of assignments unless properly excused.
- ❖ Assignments from a missed class must be made up by the next class meeting unless an extension has been arranged with the instructor. Do not expect an instructor to repeat a lecture for you; students must arrange with a fellow student to pick up class materials, lecture notes, homework assignments, exercises, etc.
- ❖ It is the students' responsibility to provide the instructor with verifiable documentation for any extraordinary circumstances that prevent the submission of assignments on time, and to present a plan to complete missed deadlines and/or assignments missed to the instructor for approval.

Interfaith Experience Journal: Each class you will be exposed to a reflective interfaith experience. The purpose of this exercise is to put your feet into the shoes of others during the period of this course. After taking part in class exercises, take a few moments to jot down your reflections. About a paragraph in length (not an essay) Credit will be given for simply pausing to reflect on the experience as noted in the journal. Journal may be handwritten or posted online and will be collected/reviewed twice during the semester.

Midterm Project- Faith & Culture Show & Tell: Knowledge of one's own historical, cultural and religious roots is important to discovering further who one is and influences in one's becoming. Students are to do some research tracing back to their ethnic roots and the possible religious influences of the culture back then. In a 7-12 minute multimedia presentation, students are to lead the class in a "Show & Tell" experience consisting of sharing e.g.: a legend, folktale or story; rituals, beliefs or superstitions; symbols, art, music, etc. related to the tradition. Bring in a related food to share.

Quizzes: Each quiz will cover specific chapters of the text and material covered in class. Students are responsible for all content, including material that is not discussed in class.

CIT Final Integrated Project: Students will complete a comparison project between Christianity and one of the religions mentioned in the document *Nostra Aetate* or another contemporary religion. This project will focus on one of the Characteristics of Marianist Education that enables the dialogue

between Christianity and the selected religion, focusing either on faith, integral quality education, family spirit, justice or adaptation.

Extra-Credit/Make-up: Activities will be prompted at the discretion of the instructor. These extra credit options may not be used to fulfill any other requirements for the course and are factored into one's grade only after all other assignments are completed.

ASSESSMENTS AND GRADING

Excellence in this course requires not only academic mastery of the course content and meeting the qualitative and quantitative criteria, but also personal reflection upon the academic issues raised in the course.

Learning Outcome Assessment:

Student's work will be evaluated for:

- ❖ knowledge of the subject matter from textbooks, class presentations, discussions, videos, research, and other activities
- ❖ ability to apply the knowledge to understand current issues in society
- ❖ understanding of the subject matter from different viewpoints
- ❖ demonstration of the following 5 Core Competencies:
 1. Written communication
 2. Oral communication
 3. Quantitative reasoning
 4. Critical thinking
 5. Information Literacy

Grade Calculation:

Core Competency	CLO Assessment	Item	Quantity	Points Available	% of Grade
1,2		Attendance	30 classes	3000	15
1,2,3,4,5	1,2,3,4	Class Participation	30 classes	3000	25
1,3,4,5	1,2,3,4	Homework	10	1000	15
1,3,4,5	3	Quizzes	9	900	15
2,3,4,5	1,2	Midterm Project	1	100	15
1,2, 3,4,5	1,2,4	CIT Final Integration Project	1	100	15
			Total	8100	100%
		Extra-Credit		50	2.5%

Your grade is calculated using the following scale:

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

A= Outstanding scholarship and an unusual degree of intellectual initiative

B= superior work done in a consistent and intellectual manner

C= Average grade indicating a competent grasp of subject matter

D= Inferior work/the lowest passing grade, not satisfactory for fulfillment of course work

F= Failed to grasp the minimum subject matter; no credit given

The instructor reserves the right to adjust the point scale in the event that fewer assignments are required of the students because of adequate demonstration of knowledge. The percentage will remain the same.

SYLLABUS

Date	Topics & Classwork	Homework (Assignments listed are to be completed in preparation for the next class)
Part I		
Orientation		
Week 1 Jan. 9	Welcome! Introduction to World Religions / Chapt. 1: Understanding Religion	1. Read <i>Nostra Aetate</i> Sections 1 and 5 2. Skim over textbook to get a feel of how it is organized. Review Chapt. 1: Understanding Religion
Jan. 11 <i>*Jan. 14: Orthodox New Year</i>	cont.	1. Read Chapter 2: Indigenous Religions 2. Review Vocabulary
Week 2 Jan. 16	Chapter 2: Nostra Aetate; Indigenous Religions	1. Continue reading Chapter 2: Indigenous Religions 2. Short Answer: Bring in a favorite childhood object or picture to share. <i>*Bring this in to class on Thursday</i>
Jan. 18 <i>*Jan. 21: Bahai-World Religion Day</i>	cont.	1. Read Chapt. 3: Hinduism 2. Review vocabulary
Part II		
South Asian Religions		
Week 3 Jan. 23 <i>*Jan. 24: Founders' Day Mass, 11:30am</i> <i>*Tu Bishvat: Jewish Earth Day</i>	Chapter 3: Hinduism	1. Read <i>Nostra Aetate</i> , section 2 2. Continue reading Chapter 3: Hinduism 3. Short Answer: 1. Compare one Hindu practice or belief with a Christian one. (For example: devotion/piety; puja/liturgy; deities/saints, etc.). 2. In your reading of the second part of <i>Nostra Aetate</i> , a. Did anything in the documents make you uncomfortable or leave you with questions? b. What are some of the factors that make it difficult for people of differing faiths or religious traditions to interact meaningfully?
Jan. 25	cont.	1. Read Chapt. 5: Jainism & Sikhism 2. Review Vocabulary
Week 4 Jan. 30	Chapt. 5: Jainism and Sikhism	1. Continue reading Chapter 5: Jainism & Sikhism 2. Short Answer: Compare the practices of Jainism and Sikhism. If you needed to choose to follow one, which religion would you choose and why?
Feb. 1 <i>*Feb. 1-7: Add/Drop</i>	Review: South Asian Religions	Read Chapt. 4: Buddhism
Part III		
East Asian Religions		
Week 5 Feb. 6 <i>*Feb. 5: Last day to Withdraw</i>	Chapter 4: Buddhism Lunar New Year	1. Continue reading Chapter 4: Buddhism 2. Short Answer: If you were a Buddhist, which sect would you belong to and why? Theravada, Mahayana or Vajrayana?
Feb. 8 <i>*Lailat al Miraj: Muslim-prophet Moham</i>	cont.	1. Read Chapt. 6: Confucianism and Daoism 2. Review Vocabulary

*Feb. 10: Lunar New Year		
Week 6 Feb. 13 *Feb. 14: Ash Wednesday	Chapter 6: Daoism; Confucianism	1. Prepare for Midterm 2. Short Answer: Which of the 5 Confucian virtues do you feel would be the hardest to implement in American culture? Which would be the most necessary, and why?
Feb. 15 *Nirvana Day: Buddhism-Buddha's death	Field Trip: Mu Ryang Sa Korean Buddhist Temple 2420 Halelaau Pl, Honolulu, HI 96816	Read Chapt. 7: Shinto
Week 7 Feb. 20	Chapter 7: Shintoism	1. Continue reading Chapt. 7: Shintoism 2. Short Answer: What is your favorite anime? Or, search out one. Look for traces of Shinto values in the film (might be in the environment, or the thought). Share the title of the story, what it is about, and some of your findings.
Feb. 22	cont.	Work on Midterm
Week 8 Feb. 27	Midterm presentations	Make-up work
Feb. 29	cont.	cont.
Part IV	Middle Eastern & European Religions	
Week 9 March 5	Review: East Asian Religions Zoroastrianism	See Canvas board for supplementary reading
March 7 *March 11: Islam-Ramadan begins	cont.	Read Chapt. 8: Judaism
Week 10 March 12	Chapter 8: Judaism	1. Read <i>Nostra Aetate</i> section 4 2. Continue reading Chapt. 8: Judaism 3. Short Answer: Of the three major Jewish sects, would you prefer to belong to the Orthodox, Conservative, or Reform? Give three reasons for your choice.
March 14	cont.	1. Read Chapt. 9: Christianity 2. Review vocabulary
March 18-22 *Last day to Withdraw	Spring Recess *March 24: Catholic- Palm Sunday *March 25: Hinduism-Holi	
Week 11 March 26 *Kuhio Day-No Class	Chapter 9: Christianity	1. Read <i>Dignitatis Humanae –Declaration on Religious Freedom</i> 2. Continue reading Chapter 9: Christianity 3. Short Answer: a. Explain the different forms of Christianity to an atheist. b. <i>Nostra Aetate</i> : Outline a few steps that can be taken to move beyond past differences and injustices in search of a more harmonious future 4. Review Vocabulary
March 28 *Holy Thursday *March 31-Easter	Fieldtrip: St. Mark's Coptic Orthodox Church 1052 Ilima Drive, Honolulu, HI 96817	1. Read Chapt. 10: Islam 2. Review vocabulary
Week 12 April 2	Chapter 10: Islam	1. Read <i>Nostra Aetate</i> , section 3 2. Continue reading Chapt 10: Islam 3. Short Answer: Although Islam is similar in many ways to Judaism and Christianity,

		its greatest difference is _____. Fill in the blank, and explain why you think so.
April 4 <i>*April 6: Islam- Laylat al-Qadr</i>	Review: Middle Eastern & European Religions	1. Read Chapt. 11: Alternative Religions 2. Review vocabulary
Week 13 April 9 <i>*Apr. 9-12: Islam- Eid al-Fitr</i>	Alternative Religions/Final Project Collaborations	1. Continue reading Chapt. 11: Alternative Religions 2. Short Answer: a. If you are Catholic, does Nostra Aetate meet your expectations? If you are not Catholic, does Nostra Aetate reflect your expectations of Catholic Church teaching? b. Are these readings still relevant today? Specify one point that you would add to this discussion if these documents were rewritten today.
April 11	cont.	Work on Final Project
Week 14 April 16	Final Project Presentations	No homework
April 18 <i>*Apr. 22-30: Judaism- Passover</i>	cont.	Read Chapt. 12: The Modern Search
Week 15 April 23	Chapt. 12: The Modern Search	Review for Final Exam
April 25	Individual Conferences	Review for Final Exam
April 29-May 2	Final Exam	

POLICIES, MUTUAL RESPECT AND CONSIDERATION

As subjects examined during this course may touch upon topics, beliefs, and/or issues considered sensitive by some students, it is imperative that all students demonstrate courtesy and respect concerning the views, opinions, and beliefs of others.

Academic Conduct Policy: Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of

dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University Academic Integrity

Plagiarism: If there is any doubt about whether or not the use or submission of a particular work constitutes plagiarism, refer to the Chaminade University General Catalog, and/or contact the instructor for guidance and assistance.

This includes use of the text in responding to the questions based on readings from the text. In answering the questions you are expected to include citations for the text and indicate when you are using the words of the author. You are encouraged to read and summarize the text in your own words, connecting the reading to your own experience.

Credit Hour Policy: The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected:

- In Class Time: 45 hours
- Outside Learning Time- Homework, Readings: 45 hours
- Review Quizzes: 15
- Collaborative Work; Final Project: 18
- Midterm Preparation: 5
- Final Exam- Review, Exam: 7

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.



The instructor reserves the right to make any adjustments to the course syllabus to accommodate any unforeseen circumstances. The information regarding changes will be announced in class and/or the Canvas board. It is in the interest of students to check with their classmates for any pertinent information should they miss the class.
