



School of Humanities, Arts & Design  
Religious Studies

## RE 103: WORLD RELIGIONS

Location: Henry Hall 104 / T/Th 1PM-2:20PM

Credits: #3    Section: #1    Term: Spring Day, January 6 – May 2, 2025

### Instructor Information



**Instructor:** Dr. Malia D. Wong, O.P.

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**Office Location:** Henry 208A

**Office Hours:** M/W 8:30-11:30AM; or by appointment

**Virtual Office:** by appointment

### Communication

Welcome to Class! Feel free to walk-in or set up an appointment. General response time is within 1-2 days for emails or notices after work hours.

### School & Department Information

#### School of Humanities, Arts and Design

Office Location: Henry Hall 206

Phone: (808) 739-4633

If you have questions regarding the Religious Studies Department, reach out to your Instructor or the School of Humanities, Art and Design.

### Course Description & Materials

#### Catalog Course 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. *Co-requisites/Pre-Requisites: None*

### Time Allocation

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: 40 hours
- Review Quizzes: 15
- Collaborative Work; Final Project: 28
- Midterm Preparation: 7

### Required Materials

1. Molloy, Michael. Experiencing the World Religions 8th edition. New York, N. Y: McGraw Hill, 2021. ISBN: 9781260253511.
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](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](https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651207_dignitatis-humanae_en.html)

Canvas (<https://chaminade.instructure.com>)

Canvas will be used as the companion LMS to the course.

## Learning Outcomes

### 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 (PLOs)

Upon completion of a Religious Studies degree, the student 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 (CLOs)

Upon completion of RE103, the student 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	<p><b>Formation in Faith</b>  <i>'Ike Kainu'u Ho'ola'a</i>  <i>(Knowledge embodying a sanctifying spirit)</i></p>	<p>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.</p>
2	<p><b>Provide an Integral, Quality Education</b>  <i>'Ike Ulana Ho'omana Kina'ole</i>  <i>(Unblemished weave of empowering knowledge)</i></p>	<p>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.</p>

3	<b>Educate in Family Spirit</b> <i>'Ike Pilipo'ohala Kū'ono</i> (Knowledge bound in deep family values)	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	<b>Educate for Service, Justice and Peace</b> <i>'Ike Kuleana Kaiao</i> (Knowledge of enlightened duty	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	<b>Educate for Adaptation and Change</b> <i>'Ike Huli Wānana</i> (Knowledge of Prophetic Change / Searching)	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.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	1	2	3	4,5
<b>PLOs</b>	1	1,2	3	2,3,4
<b>Gen Ed Learning Outcomes</b>	✓	✓		✓

## Course Activities

### Discussions

Regular participation is important to success in the class.

### Homework

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.

### Quizzes and Tests

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.

### 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.

### 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.

## Course Policies

### Attendance

- ❖ 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.**
- ❖ 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.

### 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.

### Extra Credit

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.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

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.

## Learning Outcome Assessment

Student's work will be evaluated for:

- ◆ knowledge of the subject matter from textbooks, discussions, videos, research and outside class activities
- ◆ critical application of content knowledge to current issues in society
- ◆ thoroughness of answers in quizzes, reflective assignments and research
- ◆ continuing development of understanding
- ◆ 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, Tests	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%

## Final Grades

Final grades are submitted to [Self-Service](#):

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

## 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.

## Important Information

### 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.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### [CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### [Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### [AI Use Policy in this Course](#)

This course allows the use of Generative AI (GenAI) tools. You are encouraged to utilize these technologies to enhance your learning and productivity. However, as the goal of education is not just to complete assignments but to become more discerning, creative and critical thinkers, it is essential that you clearly disclose any use of GenAI in your submissions. You should make sure your final work is critically reviewed and edited to ensure it reflects your own analysis and understanding. This policy aims to foster an environment of innovation and adaptation, aligning with the evolving landscape of technology in education.

### [Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Assignments & Due Dates

Date	Topics & Classwork	Homework (Assignments listed are to be completed in preparation for the next class)
<b>Part I</b>	<b>Orientation</b>	
<b>Week 1</b> January 7	 <b>Welcome!</b> <b>Introduction to World Religions /</b> <b>Chapt. 1: Understanding Religion</b>	<ol style="list-style-type: none"> <li>1. Read <i>Nostra Aetate</i> Sections 1 and 5</li> <li>2. Skim over textbook to get a feel of how it is organized. Review Chapt. 1: Understanding Religion</li> </ol>
Jan. 9	cont.	<ol style="list-style-type: none"> <li>1. Read Chapter 2: Indigenous Religions</li> <li>2. Review vocabulary</li> </ol>
<b>Week 2</b> Jan. 14	<b>Chapter 2: Nostra Aetate; Indigenous Religions</b>	<ol style="list-style-type: none"> <li>1. Continue reading Chapter 2: Indigenous Religions</li> <li>2. Complete online Quiz</li> <li>3. Short Answer: Bring in a favorite childhood object or picture to share. <i>*Bring this in to class on Thursday</i></li> </ol>
Jan. 16	cont.	<ol style="list-style-type: none"> <li>1. Read Chapt. 3: Hinduism</li> <li>2. Review vocabulary</li> </ol>
<b>Part II</b>	<b>South Asian Religions</b>	
<b>Week 3</b> Jan. 21	<b>Chapter 3: Hinduism</b>	<ol style="list-style-type: none"> <li>1. Read <i>Nostra Aetate</i>, section 2</li> <li>2. Continue reading Chapter 3: Hinduism and take Quiz</li> <li>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</li> </ol>

		for people of differing faiths or religious traditions to interact meaningfully?
Jan. 23	cont.	1. Read Chapt. 4: Buddhism 2. Review Vocabulary
<b>Week 4</b> Jan. 28	<b>Chapt. 4: Budddhism</b>  Lunar New Year: Jan. 29	1. Continue reading Chapter 4: Buddhism and take online Quiz 2. Short Answer: If you were a Buddhist, which sect would you belong to and why? Theravada, Mahayana or Vajrayana?
Jan. 30	Review: South Asian Religions	Read Chapt. 5: Jainism and Sikhism
<b>Part III</b>	<b>East Asian Religions</b>	
<b>Week 5</b> February 4	<b>Chapt. 5: Jainism and Sikhism</b>	1. Continue reading Chapter 5: Jainism & Sikhism and take online Quiz 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. 6	cont.	1. Read Chapt. 6: Confucianism and Daoism 2. Review Vocabulary
<b>Week 6</b> Feb. 11	<b>Chapter 6: Daoism; Confucianism</b>	1. Continue reading Chapt. 6: Confucianism and Daoism and take online Quiz 2. Prepare for Midterm 3. 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. 13	Field Trip: Mu Ryang Sa Korean Buddhist Temple 2420 Halelaau Pl, Honolulu, HI 96816	Read Chapt. 7: Shinto
<b>Week 7</b> Feb. 18	<b>Chapter 7: Shintoism</b>	1. Continue reading Chapt. 7: Shintoism and take online Quiz

		2. Short Answer: Search for an anime or film with traces of Shinto values (might be in the environment, or the thought). Share the title of the story, what it is about, and some of your findings.
Feb. 20	cont.	Work on Midterm
<b>Week 8</b> Feb. 25	Midterm presentations	Make-up work
Feb. 27	cont.	cont.
<b>Part IV</b>	<b>Middle Eastern &amp; European Religions</b>	
<b>Week 9</b> March 4	Review: East Asian Religions Zoroastrianism	See Canvas board for supplementary reading
Mar. 6	cont.	Read Chapt. 8: Judaism
<b>Week 10</b> Mar. 11	<b>Chapter 8: Judaism</b>	1. Read <i>Nostra Aetate</i> section 4 2. Continue reading Chapt. 8: Judaism and take online Quiz 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.
Mar. 13	Fieldtrip: St. Mark's Coptic Orthodox Church 1052 Ilima Drive, Honolulu, HI 96817	1. Read Chapt. 9: Christianity 2. Review vocabulary
<b>March 17-21</b>	<b>Spring Break</b>	
<b>Week 11</b> Mar. 25	<b>Chapter 9: Christianity</b>	1. Read <i>Dignitatis Humanae – Declaration on Religious Freedom</i> 2. Continue reading Chapter 9: Christianity and take online Quiz 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

Mar. 27	cont.	<ol style="list-style-type: none"> <li>1. Read Chapt. 10: Islam</li> <li>2. Review Vocabulary</li> </ol>
<b>Week 12</b> April 1	<b>Chapter 10: Islam</b>	<ol style="list-style-type: none"> <li>1. Read <i>Nostra Aetate</i>, section 3</li> <li>2. Continue reading Chapt. 10: Islam and take online Quiz</li> <li>3. Short Answer: Islam is one of the world's fastest growing religions. What influence do you feel Islam may have in the global arena and the well-being of societies 10 years from now?</li> </ol>
Apr. 3	Review: Middle Eastern & European Religions	<ol style="list-style-type: none"> <li>1. Read Chapt. 11: Alternative Religions</li> <li>2. Review vocabulary</li> </ol>
<b>Week 13</b> Apr. 8	<b>Alternative Religions/Final Project Collaborations</b>	<ol style="list-style-type: none"> <li>1. Continue reading Chapt. 11: Alternative Religions and take Quiz</li> <li>2. Short Answer: a. If you are Catholic, does <i>Nostra Aetate</i> meet your expectations? If you are not Catholic, does <i>Nostra Aetate</i> 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.</li> </ol>
Apr. 10	cont.	Work on Final Project
<b>Week 14</b> Apr. 15	<b>Final Project Presentations</b>	No homework
Apr. 17	cont.	Read Chapt. 12: The Modern Search
<b>Week 15</b> Apr. 22	<b>Chapt. 12: The Modern Search</b>	Review for Final Exam
Apr. 24	cont.	Review for Final Exam
Apr. 28-30	<b>Final Exams</b>	