



Chaminade  
University

School of Humanities, Arts & Design  
Religious Studies

## RE 357: CHRISTIANS AND BUDDHISTS IN DIALOGUE

Location: Online

Credits: #3

Section: #90-1

Term: Fall Day – August 25 – December 5, 2025

### Instructor Information



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

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**Office Location:** Henry Hall 208-A

**Office Hours:** T/TH 8:30-11:30AM; W 8AM-12N; 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 208

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

This course surveys both Christianity and Buddhism, their individual responses to questions of ultimate meaning, and their shared dialogues toward mutual understanding and challenges.

*Co-requisites/Pre-Requisites:* RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement or the Global Awareness requirement. Offered annually.

### **Orientation**

*"The Catholic Church is aware of the importance of the promotion of friendship and respect between men and women of different religious traditions. I want to repeat this: the promotion of friendship and respect between men and women of different religious traditions..." Pope Francis to fraternal delegates, representatives of non-Christian religions, Vatican City, 3/20/2013*

As we look at current world challenges, we can find echoes of adversity and fear even among religious people of different traditions. In his Apostolic Exhortation *Evangelii Gaudium*, Pope Francis notes interreligious dialogue as the key towards "the coexistence of respectful diversity, and the fundamental right to religious freedom, in all its dimensions." Dialogue, he went on to say, does not mean giving up your identity as a Christian. On the contrary, the Pope stressed "true openness means remaining firm in one's deepest convictions, and therefore being open to understanding others." In the tradition of great teachers from Christian and Buddhist lineages, we will explore how we can become better agents of dialogue and thus peace in the world.

### **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 anticipated to spend 30 hours in discussion and collaborative group work, 8 hours in watching, critiquing and creating film reviews, 29 hours in reading and writing book reports, 23 hours researching and writing the midterm and final integration project, ½ hour each writing reflection (15 hours total). There will be an additional 30 hours of work required beyond what is listed here (review of course materials, work on homework assignments, etc.), averaging 2 hours each week.

### **Required Materials**

1. Hanh, Thich Nhat. *Peace is Every Step: The Path of Mindfulness*. ISBN: 0553351397
2. The Dalai Lama Trust and Desmond Tutu, *The Book of Joy*. ISBN: 9780399185045
3. Other materials, as posted on the Canvas board

**Course Website Address (Canvas):** <https://chaminade.instructure.com>

Canvas is the LMS used to deliver the course.

### **Canvas Technical Assistance:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- Canvas Support Hotline for students: +1-833-209-6111

- Contact the Chaminade Information Technology Services for technical issues:  
[cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Integral (Holistic) Education/Global Awareness, of the Marianist Values.

Students will integrate their experience with global awareness in the context of the particular course and field/discipline within a diverse community of learners.

### 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 RE357, the student will be able to:

1. Analyze and compare theological and philosophical aspects of Christianity and Buddhism
2. Articulate one's own value system with respectful willingness to engage in interreligious dialogue
3. Apply skills of interreligious dialogue towards promoting "the coexistence of respectful diversity, and the fundamental right to religious freedom, in all its dimensions" (Pope Francis)

### Service Learning Outcome

Students will apply classroom learning to real-world community needs, deepening their understanding through service, building civic responsibility, and leading with aloha and purpose.

## Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	<b>Formation in Faith</b> <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	Marianist spirituality deeply shapes the whole person while at Chaminade through engaging the heart and mind of faith. In this course, students will be led to understand and respect religious differences, while learning more about their faith traditions.
2	<b>Provide an Integral, Quality Education</b> <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	Both knowledge and wisdom is necessary to fullness of being and becoming effective universal citizens. Blessed Chaminade looked to Mary for this delicate balance. In this course, students will be reflecting on Christian and Buddhist wisdom.
3	<b>Educate in Family Spirit</b> <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	From the first lay collaborators, the Marianist family grew. As members of the Chaminade family, collectively students will enter into the study of the subject matter to carry on the legacy.
4	<b>Educate for Service, Justice and Peace</b> <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	At the end of Matthew's Gospel, Jesus said, "Go out and make disciples of all nations..." (Matthew 28:19) Life is not to be lived in a vacuum, but the joy of life is to be shared. Through a semester of reflection and skills building, students will apply the Marianist principles towards dialogue in promoting understanding and peace.
5	<b>Educate for Adaptation and Change</b> <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	Given the restraints on religious freedom during the French Revolution, Blessed Chaminade needed to be adaptable in his ways of pursuing to share the gospel, lest he perish. Through self-knowledge, students will be led to respond for the greatest good.

## Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
<b>Marianist Values</b>	1	2,4	4,5
<b>PLO's</b>	1	2	2,3,4
<b>Gen Ed Learning Outcomes</b>		✓	✓
<b>Service Learning Outcome</b>			✓

## Course Activities

### Discussions

A substantial portion of the final grade is based on online participation on the Discussion board. Students are required to post 3 responses each week. Discussion forum posts must be completed by the dates outlined below. Points will be deducted for late posts.

## Homework

This course is organized into 15 sessions. Students should plan to spend approximately 3 hours per week online exploring and examining internet sites and related materials, reading and responding to weekly discussion questions, and completing online assignments. In addition, you should plan to spend an equal amount of time offline, reading the text, researching, and reflecting over course concepts.

- ❖ **Introduction**— where you will find an introduction to the course content for the week, updates and other notices
- ❖ **Interfaith Practice Experience** - Each week you will be exposed to a practice from either the Christian or Buddhist tradition. The purpose of the practice is to put your feet into their shoes during the period of this course. After performing the practice, take a few moments to jot down on the post how your reflection practice went noting any difficulties, ease, or insights/feelings towards, and after the practice, etc. About a paragraph in length (not an essay) Credit will be given for simply pausing to experience the practice.
- ❖ **In the News...** - A place to analyze and compare theological and philosophical aspects of Christianity, Buddhism and one's own perspective in relation to current events.
- ❖ **Discussion: Resources and Prompts** – where you will find supplementary resources such as powerpoints and video links, discussion prompters and where you will post your wisdom response

## Overview of Course Week

Our course week extends from Sunday through Saturday. Each Sunday, announcements and supplementary resources for the upcoming week will be posted. Course activities follow a recurring format throughout the term. Typically, weekly course activities adhere to the format below:

<b>Sunday</b>	<b>Weekly course content posted and criteria</b>
<b>by Thursday (midnight)</b>	<b>First post due.</b> Students compose and post own in-depth response to the discussion.
<b>by Saturday (midnight)</b>	<b>Second and Third posts due.</b> Students build on class discussion by responding with an affirmation, agreement, request for clarification, or explanation of personal disagreement at least one classmate's post.
<b>by Thursday</b>	All other assignments, papers, etc. due
<b>Due Date (four days later)</b>	Graded assignments (paper, projects) are scored and returned.

*In addition to checking at least once a day for notes, etc, the main days the instructor will be checking online are Sunday; Wednesday, Thursday and Saturday (for discussion forum, etc.)*

### Format for Written Assignments

Written assignments and papers must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using MLA style. If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.

### Book Reviews: *Due Week 5 and Week 9.*

Two (2) Book Reports over the book Peace is Every Step are to be submitted on the dates found on the Syllabus. Review is to include:

- ❖ Life applications: Share a few points of interest found in your readings from different chapters. Elaborate on how they may/may not apply to/enhance your life. Give examples.
- ❖ Quote: Share a favorite quote from the author.

### Film Reviews



Two (2) full-length film reviews are to be completed on the dates found on the Course Schedule. Compare and contrast learnings gained from the reading assignments with the content of the film. What are some parallels from the readings found, quotes/scenes/stories that piqued your interest between the film and readings? Moved your sentiments? Or that you wish to further explore? Write up your Film Review in about 2-3 paragraphs posted on the Discussion board.

### Interreligious Visit/Experience Project: *Dialogue of Spiritual Experience – by Week 8*

Compose a few questions that can be cross-examined by Buddhists and Christians regarding your area of interest. Visit a temple or church different from your own background or exposure. Find someone to answer your questions. In addition, include the following in your paper/interview/video/etc. Your choice of format:

- When, where, and why did you choose this particular temple or church? (Scan in any handouts you may have from the place, in your entry)
- Discuss the occasion (if a special celebration, ritual, gathering, etc.). Describe the physical environment.
- Was there anyone to greet you there? How did the people respond to you?
- What new things did you learn?
- What was your opinion of what you saw and experienced, compared to what you ordinarily know? Why do you hold this/these opinions?
- Your own questions.

**OR:** Attend a temple or church visit arranged by your teacher; or cultural event. Write up your observations, reflective insights, applications of knowledge, etc. You may go in groups and submit one project for all.

**Extra-Credit:** Extra-credit opportunities will be announced. Check the Syllabus or Canvas Board.

**Final Integrated Project:** "WWJBYD\*: The Dialogue of Religious Experience." \**What Would Jesus, Buddha & YOU, Do?* Goal: To generate an engaging experience of Christian Buddhist Dialogue that evokes discussion over a contemporary issue or topic that you are concerned about. Students will create a multi-media presentation to expose others to the world of interfaith experience, Christians and Buddhists in Dialogue. See Canvas board for full details.

## Course Policies

### Attendance

Attendance consists of weekly collaborative participation in the online learning experiences. Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor.

### 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 posts and assignments (e.g. if the first post is not up by Thursday 11:59PM, and the second post by Saturday (11:59PM) unless properly excused.

### Extra Credit

Activities will be prompted at the discretion of the instructor. These extra credit options may be used to fulfill other requirements for the course and are factored into one's grade after all other assignments are completed.

### Service Learning Credit

Students have the option to participate in a service-learning experience that will replace [e.g., a major project, several smaller assignments]. Students choosing this option may complete up to fifteen hours of service with an approved community partner and engage in reflection activities to demonstrate their learning and connection to course content.

### 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
1,3,4,5	1,2	Online Participation & Discussion	15 classes	1500	25%
1,2,3,4,5	1,2,3	Projects	2	200	15%
1,3,4,5	1	Film Reviews	2 reviews	200	15%
3,5	1,3	Practice And Reflection	10 entries	1000	10%
1,3,4	1,2	In the News...	10	1000	10%
1,5	2	Book Reviews	2 entries	200	15%
3,4,5	1,2,3	Final Integrated Project	1	100	10%
		<b>Total:</b>		4200	100%
		Extra Credit	1	100	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.

### **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.

### 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.

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### 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.

### Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing

Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

### 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.

### 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](#).

#### **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 Kokua 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 Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

#### **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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

## Assignments and Due Dates

Week	Topic	Reading and Assignments
<b>Week 1</b> August 25-30 <i>*8/25-9/2: Add/Drop period</i>	 <b>Welcome &amp; Introduction: What is Dialogue?</b> <b>*Sacred Stories- Gautama Buddha, Jesus Christ &amp; You</b>	<b>Textbook Readings:</b> 1. Hanh, Part I, p. 5-48 (*begin reading. To be completed by Week 5) <b>Assignment:</b> 1) Familiarize yourself with the course website 2) Read the "Welcome" on the "Home" page, find the readings and first video to be previewed under "Week 1" 3) Write an Introduction to yourself. (See <i>criteria above</i> ) Post under "Introductions" by August 30 <sup>th</sup> 4) Discussion 1: Post your individual response by August 30 <sup>th</sup> 5) Interfaith Experience 6) Take pre-Self-Assessment quiz
<b>Week 2</b> August 31–Sept. 6	<b>*Dynamics of Dialogue</b>	<b>Textbook Readings:</b> 1) Book of Joy, p. 11-24 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience & Reflection 3) Discussion
	<b>The Nature of Joy</b>	
<b>Week 3</b> September 7-13	<b>*Pleasure and Pain; the Bodhisattva and the Saint</b>	<b>Textbook Readings:</b> 1) BOJ, p. 29-57 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience & Reflection 3) Discussion
<b>Week 4</b> September 14-20	<b>*Film Review</b>	<b>Textbook Readings:</b> 1) BOJ, p. 59-78 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience And Reflection 3) Discussion
	<b>Obstacles to Joy</b>	
<b>Week 5</b> September 21-27 <i>*9/26-deadline to withdraw (WNR)</i>	<b>*Concepts of Afterlife</b>	<b>Textbook Readings:</b> 1) Complete readings by Hanh, Part I, p. 5-48 <b>Assignment:</b> 1) See Canvas board 2) Book Review, Hanh, part 1 due 3) Film Review due on Discussion board <b>*Sign-up for Midterm Groups</b>
<b>Week 6</b> Sept. 28-Oct. Oct. 4	<b>*Navigating Through Life's Challenges</b>	<b>Textbook Readings:</b> Everyone: 1) BOJ, p. 84-92 Groups: add on: A) Lily – BOJ, p. 93-108

Week	Topic	Reading and Assignments
		B) Peony – BOJ, p. 109-123 C) Lotus – BOJ, p. 125 - 144 D) Rose – BOJ, p. 145 - 168 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience And Reflection 3) Discussion 4) Work on Midterm project
<b>Week 7</b> October 5-11	<b>*Helping to Heal the World: Catholic Social Service &amp; Engaged Buddhism</b>	<b>Textbook Readings:</b> 1) Begin reading: Hanh, Part II, p. 51-91 <b>Assignment:</b> 1) See Canvas board 2) Interreligious Visit/Experience Paper: Dialogue of Spiritual Experience
<b>Week 8</b> October 12-18	<b>* Interreligious Visit/Experience Paper: Dialogue of Spiritual Experience</b>	<b>Assignment:</b> 1) Review other's papers, and post your responses to a minimum of 3 others by
<b>Week 9</b> October 19-25	<b>*Film Review</b>	<b>Textbook Readings:</b> 1) Complete Hanh, Part II readings <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience And Reflection 3) Book Review, Hanh, part II due 4) Film Review due on Discussion board
<b>Week 10</b> October 26-Nov. 1	<b>*Sacred Space</b>	<b>Textbook Readings:</b> 1) BOJ, p. 171-188 <b>Assignment:</b> 1) See Canvas board 2) Reflect on the reading- create a sacred space for yourself to do the practices for this week 3) Practice some of the practices this week for at least 30 minutes/day for 5 days. Keep a personal log. Use information from that to share in your Reflective Paper #1 2) There are no posts this week
	<b>The 8 Pillars of Joy</b>	
<b>Week 11</b> Nov. 2-8 <i>*11/5-last day to Withdraw</i>	<b>*Qualities of the Mind</b>	<b>Textbook Readings:</b> Everyone: 1) BOJ, p.193 Groups: to add on: A) Lily – BOJ, p. 194-201 B) Peony – BOJ, p. 203--213 C) Lotus – BOJ, p. 215-222 D) Rose – BOJ, p. 223-228 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience & Reflection 3) Discussion

<b>Week</b>	<b>Topic</b>	<b>Reading and Assignments</b>
<b>Week 12</b> November 9-15	<b>*Qualities of the Heart</b>	<b>Textbook Readings:</b> Groups: A) Lily – BOJ, p. 229-239 B) Peony – BOJ, p. 241-249 C) Lotus – BOJ, p. 251-262 D) Rose – BOJ, p. 263-275 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience And Reflection 3) Discussion
<b>Week 13</b> November 16-22	<b>*Every day Journey: Interbeing</b>	<b>Textbook Readings:</b> 1) Begin reading Hanh, Part III, p. 95-134 <b>Assignments:</b> 1) See Canvas board 2) Interfaith Experience & Reflection 3) Discussion
<b>Week 14</b> November 23-29	<b>*Final Integrated Project Brainstorming and Drafts</b>	<b>Textbook Readings:</b> 1) BOJ- p. 291-305 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience And Reflection 3) Prepare for Final 4) Take post Self-Assessment quiz
<b>Week 15</b> November 30-Dec. 5	<b>Final Integrated Project</b>	

