



School of Humanities, Arts & Design
Religious Studies Department

RE 103: WORLD RELIGIONS

Location: Sacred Hearts Academy / T/Th 8AM-9:20AM

Credits: #3 Section: #12 Term: Spring Day, January 12 – May 8, 2026

Instructor Information



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

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Office Hours: T/TH 12N-2PM; 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. When contacting me by email, please include the course name and section number in the subject line.

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 in accordance with the CUH Credit Hour Policy. Students are expected to allocate their time approximately as follows:

- ❖ In-Class Participation & Activities: 40 hours
- ❖ Reading & Content Mastery: 35 hours (Assigned chapters, lecture review, multimedia)
- ❖ Writing & Reflection Assignments: 20 hours
- ❖ Skill-Building Exercises & Quizzes: 15 hours
- ❖ Project Work (Research, Collaboration, Presentation): 25 hours

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

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

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.

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| 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. |
| 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 unity 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 |

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| | | human values in different cultures, their competition for dominance, their circulation and dissemination. |
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Alignment of Course Learning Outcomes

| | CLO 1 | CLO 2 | CLO 3 | CLO 4 |
|---------------------------------|-------|-------|-------|-------|
| Marianist Values | 1 | 2 | 3 | 4,5 |
| PLOs | 1 | 1,2 | 3 | 2,3,4 |
| Gen Ed Learning Outcomes | ✓ | ✓ | | ✓ |
| Service Learning Outcome | ✓ | | | |

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 result in a deduction of class attendance points. 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.

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 and Classroom Conduct

- ❖ Excused absences are granted only for (1) urgent medical situations or serious illness, or (2) a death in the immediate family. Students must notify the instructor at least two days in advance of any anticipated absences or scheduling conflicts (e.g., jury duty, athletic commitments). Medical or personal appointments should not be scheduled during class time.
- ❖ Attendance is taken each session; students not present at that time will be marked absent. Three unexcused absences or six instances of unexcused tardiness will result in a one-letter-grade reduction. Repeated lateness will also result in point deductions.
- ❖ Federal regulations require continued attendance for ongoing financial aid eligibility. Students who must be absent for extended periods should communicate promptly with the instructor to discuss options. Any student who stops attending without officially withdrawing may receive a failing grade or be withdrawn at the instructor's discretion.
- ❖ Cell phone use—including calls, texting, or emailing—is not permitted during class. Ringers must remain off unless an emergency exception is approved.
- ❖ Disruptive behavior (e.g., excessive conversation, inappropriate device use, disrespectful conduct) may result in the student being asked to leave the classroom (*see: Handbook*)

Late Work

- ❖ Students are responsible for knowing and meeting all assignment deadlines as outlined in the course schedule. Late submissions will be assessed a 10% late penalty per day and could result in a "0" unless an approved excuse is provided.
- ❖ If a class is missed, any associated assignments must be completed by the next class session unless an extension has been arranged in advance. Lectures will not be repeated; students should obtain notes and materials from a classmate.
- ❖ Students must provide verifiable documentation for any extraordinary circumstance affecting their ability to submit work on time and must propose a plan for completing missed assignments, subject to instructor 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.

Service Learning Credit

Students have the option to participate in a service-learning experience that will replace [e.g., a major project, smaller assignments]. Students choosing this option may complete up to ten 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 |
|-----------------|----------------|-------------------------------|------------|------------------|------------|
| 1,2 | | 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.

Chaminade University Policies

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

Generative AI (GenAI) tools may be used in this course to support learning and productivity. Any use of AI must be clearly disclosed in your submissions, and all final work must reflect your own analysis, understanding, and critical review of course materials.

Misuse of AI: including submitting AI-generated work as your own, using AI in place of required readings or assignments, or failing to provide disclosure, will result in academic penalties. These may include point deductions, a failing grade on the assignment, or referral to the appropriate academic authority for repeated or serious violations.

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/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. **Safe Swords Webpage** <https://chaminade.edu/student-life/security/campus-safeswords-program/>

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 or 808-739-8305.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [here](#). 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: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>

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 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 & Due Dates

| Date | Topics & Classwork | Homework (Assignments listed are to be completed in preparation for the next class) |
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| Part I | Orientation | |
| Week 1 January 13 *1/12-1/20: <i>Add/Drop period</i> |  Welcome! Introduction to World Religions / Chapter. 1: Understanding Religion | 1. Skim over textbook to get a feel of how it is organized. Review Chapt. 1: Understanding Religion |
| Jan. 15 | cont. | 1. Read Chapt. 2: Indigenous Religions 2. Read <i>Nostra Aetate</i> , sections 1, 5 3. Review vocabulary |
| Week 2 Jan. 20 | Chapter 2: Nostra Aetate; Indigenous Religions | 1. Continue reading Chapt. 2: Indigenous Religions 2. Complete online Quiz 3. Short Answer: Bring in a favorite folk tale |
| Jan. 22 | cont. | 1. Read Chapt. 3: Hinduism 2. Review vocabulary |
| Part II | Asian Religions | |
| Week 3 Jan. 27 | Chapter 3: Hinduism | 1. Read <i>Nostra Aetate</i> , section 2 2. Continue reading Chapt. 3: Hinduism and take online Quiz 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. 29 | cont. | 1. Read Chapt. 4: Buddhism 2. Review Vocabulary |
| Week 4 Feb. 3 | Chapter. 4: Buddhism | 1. Continue reading Chapt. 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? |
| Feb. 5 | cont. | Read Chapt. 6: Daoism; Confucianism |
| Week 5 Feb. 10 | Chapter. 6: Daoism; Confucianism | 1. Continue reading Chapt. 6: Daoism and Confucianism and take online Quiz 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? |

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| Feb. 12 <i>*2/13-deadline to withdraw (WNR)</i> | | 1. Read Chapt 7: Shintoism |
| Week 6 Feb. 17 <i>*2/17: Lunar New Year</i> | Chapter. 7: Shintoism | 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. 19 | cont. | Read Chapt. 5: Jainism and Sikhism |
| Week 7 Feb. 24 | Chapter 5: Jainism and Sikhism | 1. Continue reading Chapt. 5: Jainism and Sikhism and take online Quiz 2. Short Answer: If you were born in another country and could select which tradition to belong to- which would you choose: Jain or Sikh? Why? |
| Feb. 26 | cont. | Work on Midterm |
| Week 8 Mar. 3 | Midterm presentations | Make-up work |
| Mar. 5 | cont. | cont. |
| Part IV | Middle Eastern & European Religions | |
| Week 9 Mar. 10 | Review: East Asian Religions Zoroastrianism | See Canvas board for supplementary reading |
| Mar. 12 | cont. | Read Chapt. 8: Judaism |
| March 16-20 | Spring Break | |
| Week 10 Mar. 3/25- <i>last day to Withdraw</i> | Chapter 8: Judaism | 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. 26 | Prince Kuhio Day (No class) | 1. Read Chapt. 9: Christianity 2. Review vocabulary |
| Week 11 Mar. 31 | Chapter 9: Christianity | 1. Read <i>Dignitatis Humanae –Declaration on Religious Freedom</i> 2. Continue reading Chapt. 9: Christianity and take online Quiz |

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| | | <p>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</p> <p>4. Review Vocabulary</p> |
| <p>Apr. 2 *Holy Thursday *4/5: Easter</p> | cont. | <p>1. Read Chapt. 10: Islam</p> <p>2. Review Vocabulary</p> |
| <p>Week 12 Apr. 7</p> | | <p>1. Read <i>Nostra Aetate</i>, section 3</p> <p>2. Continue reading Chapt. 10: Islam and take online Quiz</p> <p>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?</p> |
| <p>Apr. 9</p> | <p>Chapter 10: Islam Review: Middle Eastern & European Religions</p> | <p>1. Read Chapt. 11: Alternative Religions</p> <p>2. Review vocabulary</p> |
| <p>Week 13 Apr. 14</p> | <p>Alternative Religions/Final Project Collaborations</p> | <p>1. Continue reading Chapt. 11: Alternative Religions and take Quiz</p> <p>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.</p> |
| <p>Apr. 16</p> | cont. | Work on Final Project |
| <p>Week 14 Apr. 21</p> | <p>Final Project Presentations</p> | No homework |
| <p>Apr. 23</p> | cont. | Read Chapt. 12: The Modern Search |
| <p>Week 15 Apr. 28</p> | <p>Chapter. 12: The Modern Search</p> | Review for Final Exam |
| <p>Apr. 30</p> | <p>Final Exam</p> | |