



School of Humanities, Fine Art and Design
Religious Studies

RE 103 -91-1 World Religions

Online Asynchronous

Credits: #3 Section: #1 Term: Spring, 2026

Instructor Information



Instructor: Lilia Castle

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Course site on Canvas: <https://chaminade.instructure.com/courses/44621>

Office Hours (via Zoom): Monday, 8:00-9:00 AM

<https://chaminade.zoom.us/j/95939704478?pwd=5dlfbwpKbj1AeYYjyyBMNtnAgkO2tt.1>Links to an external site.

Communication

The primary forms of communication are email and zoom. I will respond your letter within 24 - 48 hours (depends on my time zone)

School & Department Information

School of School of Humanities, Arts and Design, Henry Hall, 206, tel.808-7398340

If you have questions regarding the Religious/Philosophy Department, reach out to your instructor, or the School of Humanities, Fine Arts 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 the diverse historical, philosophical, and spiritual foundations from which the major religious traditions in the world have arisen. This course fulfills **General Education Core requirement in Catholic Intellectual Tradition**. The student will explain faith and reason as integral to developing a Catholic sacramental perspective of the cosmos that leads to responsible action supporting social justice

Prerequisites: None.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37,5 hours reviewing PowerPoint lectures and exploring links; 15 hours reviewing educational videos; 15 hours posting to discussions (original posts and responses to the classmates); 50 hours studying for and taking five exams; 2,5 hours writing essays and 15 hours researching for and writing the final paper.

Required Materials

Vatican II, *Nostra Aetate*, Declaration on the Relation of the Church to Non-Christian Religions, Oct.28, 1965

https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_nostra-aetate_en.html

Vatican II: *Dignitatis Humanae*: Declaration on Religious Freedom, Dec.7, 1965

Textbook: Molloy, Michael. *Experiencing the World Religions 8th edition*. New York, N. Y: McGraw Hill, 2021. ISBN: 9781260253511

Optional reading: Luttio, Mark. Introduction to the Study of World Religions. Lynn University Digital Press, 2017; (PDF, Canvas)

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

Canvas is a web-based Learning Management System that will be used as a companion website to the course where you will be able to access all course materials, assignments, discussions, quizzes, and grades online, allowing you to interact with the instructor and fellow students, submit work, and track your progress throughout the course. The course is divided into Modules. On Canvas you will be able to access reading materials, Power Points, Study Guides, videos and other materials necessary for the successful completion of the assignments of each module. Through Canvas, you will submit your essays, take quizzes, and participate in class discussions. Every has a due date that you will see on Canvas, as well. Canvas contains a gradebook where you will be able to see your grades throughout the course.

Course site on Canvas

Library: Chaminade library www.chaminade.edu/library

Technology Assistance:

Search for help on specific topics or get tips in [Canvas Students](#)

[Live chat with Canvas Support for students](#)

Canvas Support Hotline for students: +1-833-209-6111

Watch this [video to get you started](#)

[Online tutorials](#): click on “Students” role to access tutorials

Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Religious Study program, 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 RE 103 90 1 course, the student will be able to:

1. Compare and contrast the central concepts of Christianity and the major world religions and the ways they approach the human quest for meaning while applying that to lived experience. (PLO 1, GELO)
2. Clarify the necessity of the dialogue and positive and cooperative interaction between people of different religions, faiths or spiritual beliefs as it has been stated in *Nostra Aetate* issued by the Council of Vatican II. (PLO 2, GELO)
3. Highlight key ethical doctrinal themes of the major world religions in interreligious dialogue with Christianity. (PLO 3, GELO)
4. Present one of the religious traditions as multi-dimensional construct in a project interpreting its basic features from a comparative perspective with Christianity. (PLO 4, GELO)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Educate for formation in faith. The course aims to foster students' understanding of other faiths and cultures and the confirmation of their value expressed in *Nostra Aetate* issued by the Council of Vatican II. With attention to the diversity of religions, a Christian has to strive for a

new form of coexistence based on God's love for man, rooted in the Creator's respect for human freedom. A respectful attitude to the "otherness" of other religions does not deny, but confirms the truth of Christianity. Students from different religious background will find personal significance through the course content realizing that the interest in the truth professed by others, and love, are a necessary condition for self-respect of any member of the world community. Since the development of man means in the first place the development of his spiritual self, *faith* is discussed as being essential for the spiritual transformation of man. The universal for the most religions idea of nurturing of one's divine nature, increases the validity of *faith* for students.

Provide for an integral quality education. The intention of the course is to open students' awareness to the plurality of religious traditions and teach them to value and respect the diversity of cultures and unlike world views. Being integral by its very definition, religion occupies the central place in every culture manifesting its ideas in art, literature, politics and social life.

Educate for family spirit. Drawing upon the ideas of *Nostra Aetate* issued by the Council of Vatican, the course deepens students' understanding of how the harmony of the global community could be achieved by preservation and encouragement of the spiritual and moral truths found among non-Christians. The course focuses on the mutual aspects of religions seeing religion as a unity of persons with each other and all people within the Transcendent.

Educate for service, justice and peace. 'The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world'. Service to others as the highest value in our global era is the essence of Christian faith. One of the goals of the course is to examine from both theoretical and personal point of view the values people have in relation to justice our global era. Students will learn about the emergence, the articulation, the transformation, and the structure of values, the kinds of values and their hierarchy with reference to the possibility of their realization through Justice.

Educate for adaptation and change. Interreligious dialogue originated at the Second Vatican Council and continued through the efforts of Pope John Paul II reflects changes in the state of affairs in the modern world and the necessity of new Christian attitude toward other religions. This course will discuss the importance of *Nostra Aetate* for students' understanding of the value of different religious traditions and the importance of the recognition of 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, students will have to learn from this course about the permanence and change of human values in different religious cultures, their competition, circulation and dissemination.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

Assignment of Learning Outcomes:

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

Course Activities

The purpose of the course activities is to assess the grasp of the concepts expressed in the texts provided and online discussions. Assignments are provided on Canvas with an assigned due date. Points for assignments are vary according to the nature of each assignment. The format of and the points for assignments are provided on Canvas.

Discussions

Discussions are offered on Canvas with an assigned due date. Students are informed on Canvas regarding the format of each discussion. To have a full credit, a student has to submit at least two

entries for each discussion. The details of each discussion are on Canvas. Points will be deducted for the late submissions of the posts up to one letter grade.

Homework

Students have to read all assigned materials in a timely, engaged, and conscientious manner; consistently participate in the online discussions; creatively and thoughtfully work on written assignments, and prepare for the quizzes. They have to show in all their submissions their ability to apply the main ideas of various religious traditions and the Catholic Intellectual tradition to the analysis of the real-world processes and situations.

Quizzes

Quizzes are administered through Canvas; they are based on the textbook, additional reading materials and the PowerPoints on Canvas. There are several quizzes totally worth 240 points. The quizzes aim to assess overall understanding of the course's content; they may include multiple choice, true-false, fill the blanks and short answer questions. The detailed outlines and Study guides for the successful completion of the quizzes are offered on Canvas. No late submissions on quizzes. In exceptional circumstances, an alternative assignment will be offered with the deduction of one letter grade.

Essays

The purpose of this assignment is to have students to think critically about the excerpts from the original texts of various religious traditions. Originality and thoughtfulness are essential for this assignment. The prompt submission of your writings is important for your success. Up to one letter grade will be deducted for the submission after the due date.

Final Project

In a world, which continuously grows more interdependent, there is clearly a need for everyone to awaken to one another's spiritual traditions. Comparison is essential for a deeper understanding of the world religions. In this course project students will provide a comparative analysis of one of the aspects of Christianity and one of the other religious traditions and identify how the belief they discuss influence the way people of these traditions live. As it is stated in *Nostra Aetate*: 'By examining Christianity alongside other religions and their main ideas, we will be better able to understand the claims, teachings, and benefits of the Christian religion'.

To accomplish the project, students will have to:

- Identify the sources related to their topics preparing an accurate summary for their project;
- Compare and contrast the treatments of the chosen topic in several primary and secondary sources.
- Integrate information they derived from both primary and secondary sources into a coherent presentation of their topic.

- Write informative/explanatory text that examines and conveys ideas related to the main topic clearly and accurately.

Topics of the project:

1. Identify and compare the positive points Nostra Aetate acknowledges about Judaism, Islam, Buddhism and Hinduism?
2. Compare the Religious foundations of Moral Values in Judaism and Christianity.
3. Compare ethical rules of moral behavior in Christianity and Buddhism.
4. Provide comparative analysis of the main sources of the moral guidance in Islam and Christianity.
5. Find the similarities and differences of Moral Values in Hinduism and Christianity.
6. Provide a comparative analysis of an idea of Justice from Christian and Muslim perspectives.
7. Compare the meaning of Justice in the Quran and the New Testament.
8. Provide examples of the role of Judaism and Christianity in their struggle against inequity in pursuit of justice in modern world.
9. The Influence of Christianity and Islam on Social justice in Modern Society.
10. Analyze and compare an idea of Justice in Buddhism and Christianity.

Assessment: the project will be assessed according to its creativity, content, knowledge of the primary and secondary sources, and organization.

60 points total:

- Content: 30 points: Shows a thorough understanding of the issue in both religious traditions and present it clearly and thoughtfully providing well-supported conclusions
- Creativity: 10 points: sophisticated arguments
- Structure: 10 points: the project is well-formatted and contain all required parts of it;
- Citation: 10 information is correctly cited and derives from scholarly and/or authoritative sources.

Course Policies

Attendance

In this online asynchronous class, attendance of the weekly zoom meetings is optional.

Late Work

The assignments have to be completed on time in order for the student's progress through the lessons to be properly evaluated. Your timely submissions are essential if you want to have a full credit for the course.

Points will be deducted for the late submissions of essays, discussion posts and projects up to one letter grade per week of delay. No late submissions on quizzes. The only exception to this policy would be if you could prove to the campus disability office that you had medical emergency, or other medical issues that did not allow you to take a quiz on time.

Extra Credit

Extra credit is available, but only if all regular assignments have been submitted.

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 assignment and 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

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point. The highest incomplete grade is IB.

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

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. 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.

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.

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.

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.

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/>

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

COURSE SCHEDULE

MODULE 1 Introduction to the course requirements. The major theories on the origin of religions. The forms and the structure of religions. The mutual features of the world religions. The religious views on the sacred, time and space; the meaning of religious symbols, myths, and rituals. The role and the function of religion in man’s life. Religion and morality: ethical norms, virtue, and values in world religions. Social and religious notions of Justice. Religions and art.

Read: Chapters 1,2 – textbook; handouts on the Sacred Space and Myth

Assignment: Test 1 answer the questions for the Seminars 1& 2 (the questions are provided in the Module 1 on Canvas).

MODULE 2.

The main ideas of *Nostra Aetate* on the importance of world religions for the global community.

Read: Vatican II, *Nostra Aetate*, Declaration on the Relation of the Church to Non-Christian Religions, Oct.28, 1965

https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_nostra-aetate_en.html

Assignment:

Discussion #1 on the central ideas of Vatican II, *Nostra Aetate*, Declaration on the Relation of the Church to Non-Christian Religions, Oct.28, 1965

Test 2 on Module 1 & 2.

MODULE 3 Hinduism. Ancient Harappa culture. Aryans. The Major Texts of Hinduism. The major deities, terms and concepts of Hinduism. *Nostra Aetate* on the exploration of the divine mystery in Hinduism.

Read: *Nostra Aetate* on Hinduism; Chapter 3-textbook; Bhagavad-Gita- excerpts; Power Point & Handouts on Hinduism; Study Guide.

Watch: Hinduism, parts 1-3; Ramayana, 22 min. (the link is provided on Canvas)

Assignment: Essay

In short (300-450 words) essay explain the meaning of one of the excerpts of the Bhagavad-Gita (details are provided on Canvas). Explain, how Bhagavad-Gita illustrates the Hindus’ search for the ‘release from the trials of life’ (NA).

MODULE 4. An introduction to the Buddhist spiritual tradition. Culture and religion. Buddha and his teachings. Buddhist saints. Buddhist culture and values. Man in the Buddhist picture of the world. Buddhist symbols, rituals and shrines. Buddhist calendar. Holidays in Buddhist culture. Art in Buddhist culture.

Read: Ch. 4; handouts, Lecture on PowerPoints,

Review: Study Guide.

Watch: On Shared Humanity: <https://www.youtube.com/watch?v=y3xOf-jXJSY> ;

Buddhist Art in South Asia (on Canvas):

<https://www.khanacademy.org/humanities/ap-art-history/introduction-cultures-religions-apah/buddhism-apah/v/beliefs-made-visible-ii>

Assignments:

- 2 Discussion on the relationship between the notions of bodhisattva and nirvāṇa in early Mahāyāna Buddhism.

MODULE 5 Branches of Buddhism: Mahayana Buddhism. Tibetan Buddhism. Neo-Buddhism. Japanese Zen Buddhism: branches and revival. Buddhism on Wealth and Poverty. Buddhism on Equality. Non-violence and Buddhist Belief system.

Read: Ch.4; handouts on Canvas

Assignment: 3 Discussion on the notion of yonaoshi 世直し (‘world renewal’) in Japanese Neo-Buddhism.

Essay on Kim Ki-Duk, Spring, Summer, Fall, Winter...and Spring.

MODULE 6. Jainism: origin, key beliefs and ethical practices.

Read: textbook; PowerPoint and the outline on Jainism

Watch: Jainism & Surprising facts about Jainism, (on Canvas)

Assignment: Prepare for the test on Hinduism, Buddhism.

Test 3 On Hinduism, Buddhism and the excerpts from the *Nostra Aetate* on valuable views of H.& B. for the universal quest on the meaning of life and man’s place in the universe.

MODULE 7. Chinese Universe: Interconnectedness of moral and religious views. Ancient Chinese Cosmogonic views.

Read: Ch.6-textbook;

Review PowerPoint lecture on Chinese religious views.

Watch: The Heart of Taoism (Ep.1-5 on Canvas)-4 hours

Written Assignment-Do all the exercises on Confucianism and Daoism provided in the Module. The exercises are connected with the text under the Reading) on Confucianism and Daoism provided in the module, so, all the answers you will find in the text. These exercises will help you to successfully complete the quiz #3.

MODULE 8. Daoism. Confucianism.

Read: Ch. 6-textbook; readings on Confucianism and Daoism; Excerpts from Dao De Jing by Lao-tzu; Excerpts from Zhuangzi;

Review Study Guide on Chinese Thought

Assignments:

- Read attentively and think about the meaning of the excerpts from the “Analects” by Confucius and from "Da De Jing" by Lao Tzu.
- **Discussion** on the relationship between the notions of dào 道 and dé 德 according to Daoist thought.

MODULE 9. Shinto. Origin. Historical development. Nature and Morality. Beauty, Purity, and Virtue in Shintoism. Eastern tradition. Japanese religious views in Art and Architecture.

Watch: <https://www.youtube.com/watch?v=WZoVEAHHbiQ>

Read: Ch.7 in the textbook; handouts on Canvas.

Assignment: 5 Discussion on Shintō: Is it an indigenous religion?

Test #4 on Chinese and Japanese religious views.

MODULE 10. *Nostra Aetate* on Judaism in its relation to Christianity. Major beliefs and practices of Judaism. The Torah as the main book of Judaism. The three parts of Hebrew Bible. Culture and religion. Classical texts of Judaism. Patriarchs of the Jewish people. Prophets and righteous people in Jewish culture. The Temple in the Life of the Jews. The purpose of the synagogue and its structure. Saturday (Shabbat) in the Jewish tradition. Traditions of Judaism in the everyday life of Jews. Responsible acceptance of the commandments. Jewish holidays: their history and traditions. Values of family life in the Jewish tradition.

Read: Ch.8.; outline;

Review PowerPoint lecture

Review Study Guide on Judaism, *Nostra Aetate*.

Watch: Judaism through its scriptures: <https://www.youtube.com/watch?v=2sOzmBAaCHA>

Assignment: Discussion on the relations of Judaism with Christianity in their historical and modern perspective according to *Nostra Aetate*.

MODULE 11. Jewish mysticism. Marriage. Mourning. ‘Pilgrimage Festivals’.

Read: Ch.8 textbook; reading materials on Jewish mysticism.

Watch: Jewish Mysticism Explained: <https://www.youtube.com/watch?v=pGBnJxFwiVs>

Assignment: Essay 2 Submit one-page reflection on Jewish mysticism.

MODULE 12. Islam. Sunni, Shiite, Sufi. Five Pillars of Islam. Islamic mysticism.

Read: Ch. 10, handouts. *Nostra Aetate*.

Watch: Islam: Empire of faith: <https://www.youtube.com/watch?v=9CgLpjn9B9M>

MODULE 13. Islamic religious ideas in Art and poetry.

Read: Ch. 10, PowerPoint, handouts

Watch: *Islamic Art*, 11 min. (on Canvas); *Symbolism in Islamic Architecture*. 4 min. (on Canvas)

Assignment: An essay on the expression of the religious ideas in Islamic art from one of the videos (one page, questions are provided on Canvas).

MODULE 14. Christianity and the importance of the interreligious dialogue expressed in *Nostra Aetate*.

Read: Ch. 9-textbook, PowerPoint, handouts on the Historical development of Christianity, Christian Monasticism. Asceticism. Mysticism.

Assignments: Discussion on the Christian Intellectual Tradition.

MODULE 15. Prepare for the Final quiz.

Review: Final quiz instructions

Study guide on Christianity, Islam and Judaism (pages); Study guide on Judaism & Islam (Power point); *Nostra Aetate*.

Assignment: Final **TEST #5**.

Final Project due.

week	assignment	format	Due Date
1	Please, introduce yourself and your view on religion.	Discussion	01/14
2	Nostra Aetate on the relations with other religions	Discussion	01/25
3	Particular features of Religious worldview	Quiz 1	02/02
4	Religious time & space.	Prepare for the test	no submission
5	<i>Nostra Aetate</i> on the importance of non-Christian religions for the global community	Quiz 2	02/11
6	The Bhagavad Gita.	Discussion	02/22
7	Vritra and Indra- text analysis	Essay	03/07
8	Chinese Religious views	Worksheets	No submission
9	Mar 16-Mar 20 Spring Break		
10	Dao De Jing	Discussion	03/25

11	Shintoism & Chinese religions	Quiz 4	04/03
12	Judaism, film analysis	Essay	04/10
13	Ethical views in Islam, Christianity & Judaism	Discussion	04/17
14	Islam , Christianity, Judaism.	Quiz 5	04/24
15	Working on the final project	Final project due	04/27