



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

REL-102-001
World Religions of the East
Winter 2019

COURSE OUTLINE

1. Instructor Information

(a) Instructor	Dr. Stephen Fielding
(b) Office hours	Tuesdays 1:00 - 2:15 and Thursdays 1:00 - 2:15, or by appointment
(c) Location	Young 320
(d) Phone	250-370-3390 Alternative:
(e) E-mail	FieldingS@camosun.bc.ca *E-mail is best way to reach me

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, a Master of Arts from Simon Fraser University, and a Ph.D. from the University of Victoria. I have taught History at four colleges and universities and published research on a range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (we eat well) and we are the parents of an 8-year-old girl and ~~aspiring dictator~~ 3-year-old boy. I'm looking forward to exploring World Religions of the East together this semester.

2. Intended Learning Outcomes

Upon completion of this course, a student will be able to

1. Explain the contexts/historical settings in which Hinduism, Jainism, Buddhism, Sikhism, Chinese religions (Confucianism, Taoism), and Shintoism arose.
2. List major dates, events, and places central to each.
3. Describe the historical linkage/relationships among them.
4. Summarize their major beliefs, teachings, ideals, and practices.
5. Explain variations/splits/divisions in each tradition.
6. Analyze their similarities/differences.
7. Compare/contrast various elements in Eastern religions.
8. Evaluate their relationship to and impact on the world today.

3. Required Materials

Textbook: Mary Pat Fisher, *Living Religions: Eastern Traditions*

4. Course Schedule and Content

Lectures (Mondays 8:30-10:20)

The instructional component of the course aims to follow a similar structure as the Fisher textbook. You are strongly encouraged to bring the required readings from the textbook for the week to class to assist in your engagement with the lecture material. The lectures will often be punctuated with short workshops for students to reflect on and discuss key terms and concepts that are being introduced.

Questions on the tests and final exam will reflect your understanding of and engagement with the lecture content, handouts, and textbook.

Read actively the assigned reading before class, noting the major themes and illustrations in each chapter. Students who do the required readings each week and attend class will gain a stronger understanding of eastern world religions, be more likely to enjoy the course, and be well positioned for success.

Seminars (Wednesdays, Group A 8:30- 9:20, Group B 9:30-10:20)

During a seminar, we will discuss assigned materials, primarily the textbook chapters dedicated to a religious tradition. You are strongly recommended to take notes as you read and to write down questions that arise as you encounter and explore the religious belief systems. One or two students will facilitate each discussion (see below for more information).

Week 1: January 7 January 9	Why are there Religions? Lecture: Introduction, Religious Symbols, Read Chapter 1 p. 12-26 Seminar: Discussion of Hinduism
Week 2: January 14 January 16	Hinduism Lecture: Hinduism, Read Chapter 2 p.41-58, 64-81, 87-89 Seminar: Discussion of Hinduism
Week 3: January 21 January 23	Jainism Lecture: Jainism, Read all of Chapter 3 Seminar: Discussion of Jainism
Week 4: January 28 January 30	Test Week TEST #1, on Chapter 1 (p.12-26 only), Hinduism, and Jainism Seminar: Discussion of Buddhism
Week 5: February 4 February 6	Buddhism Lecture: Zen Buddhism, Read Chapter 4 p. 103-116 Seminar: Discussion of Buddhism
Week 6: February 11 February 13	Buddhism Lecture: Buddhism, Read Chapter 4 p.125-132, 134, 136 Seminar: Discussion of Buddhism
Week 7:	Reading Week *No Class*
Week 8: February 25	Test Week TEST #2, on Buddhism

February 27	Seminar: Discussion of Sikhism
Week 9:	Sikhism
March 4	Lecture: Sikhism, Read all of chapter 5
March 6	Seminar: Discussion of Sikhism
Week 10:	Taoism
March 11	Lecture: Taoism, Read Chapter 6 p.171-182
March 13	Seminar: Discussion of Taoism
Week 11:	Test Week
March 18	TEST #3, on Sikhism and Taoism
March 20	Seminar: Discussion of Confucianism
Week 12:	Confucianism
March 25	Lecture: Confucianism, Read Chapter 6 p. 186-96
March 27	Seminar: Discussion of Confucianism
Week 13:	Shinto
April 1	Lecture: Shinto, Read Chapter 7 p. 200-11
April 3	Seminar: Discussion of Shinto
Week 14:	Test Week
April 8	TEST #4, on Confucianism and Shinto
April 10	Seminar: Comparing and Contrasting the Great Eastern Traditions

5. Basis of Student Assessment (Weighting)

- a) 3 in-class tests: 25 percent each
- b) 1 last in-class test: 15 percent
- c) Seminar participation: 10 percent

In-class tests (3 x 25 percent)

In lieu of a midterm and final exam, there will be in-class tests. They will feature a combination of short answer definitions, long answer questions, and multiple choice queries. The tests will each take 90 minutes to complete.

1 last in-class test (15 percent)

The last of the four tests will have a similar format to the previous three; however, it will be worth 15 percent of your total grade and take 60 minutes to complete.

Seminar Participation (10 percent)

The academic study of Religion is most interesting and relevant when discussed and debated. Students will meet for 50 minutes every Wednesday for group discussions (called "seminars") based on that week's readings. You have already registered for one of the two morning slots. One or two students will come to each seminar with a list of ten questions (There will be a sign-up sheet during the first week). The students will not "lead" the group *per se*. They will introduce the seminar by briefly summarizing the main teachings of the faith tradition discussed that week, along with their initial impressions and curiosities. After this, they will read out their ten discussion questions one at a time and allow the other students to take turns responding.

Students will come to class prepared to answer questions, having done their readings in advance, and they will consider one another's interpretations on the topic. You are welcome to ask

questions and provide insightful comments during the seminars and the lectures as well. I will engage the latter as time permits.

Your participation mark will be based primarily on the seminars, though involvement in the lectures is also encouraged. You will be graded on a 3-point criteria:

- i) attendance
- ii) the frequency of your contributions to the discussion
- iii) the quality of these contributions

To participate well means demonstrating that you read the assigned materials carefully, that you have identified the key points and illustrations of the chapter, and that you are prepared to discuss your ideas in a small-group setting.

My role in the seminars is primarily as an observer. I will move around the room and listen in on groups, take notes on students' participation, and occasionally interject with a comment or question. Feel free to ask me a question if your group is mulling over a topic or stuck on it. I encourage you to make the most of these seminars because they are much more interactive and inclusive than the lectures and the participation grade is a significant portion of your final mark.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

Note: Students who miss more than three seminars will forfeit their entire participation mark.

Policy on missed tests: Make-up tests are permitted in cases of illness or personal crisis only. A make-up test will not be scheduled until proper documentation is provided.

Cell phones: cell phones must be turned off and **PUT AWAY** during class time.

6. Grading Systems <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA): x

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrolment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.