



**CAMOSUN COLLEGE**  
***School of Arts & Science***  
***Department of Humanities***

**REL-102-001**  
**World Religions of the East**  
**Fall 2019**

**COURSE OUTLINE**

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**1. Instructor Information**

<b>(a) Instructor</b>	Dr. Stephen Fielding
<b>(b) Office hours</b>	Mondays and Wednesdays 1:00 - 2:15, or by appointment
<b>(c) Location</b>	Lansdowne Campus Young 320
<b>(d) Phone</b>	250-370-3390 <b>Alternative:</b>
<b>(e) E-mail</b>	FieldingS@camosun.bc.ca *E-mail is best way to reach me
<b>(f) Website</b>	<a href="http://camosun.ca/learn/school/arts-science/bios/Fielding-Stephen.html">http://camosun.ca/learn/school/arts-science/bios/Fielding-Stephen.html</a>

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've also lived in Vancouver, Toronto, and Rome, Italy. I completed my first degree at the University of Winnipeg, a Master of Arts from Simon Fraser University, and recently finished my Ph.D. at 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 9-year-old girl and ~~little monster~~ almost 4-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:** Roy Amore, Amir Hussain, and Willard Oxtoby, *World Religions, Eastern Traditions*, 5<sup>th</sup> edition (New York: Oxford University Press, 2019).

### 4. Course Schedule and Content

#### Lectures (Thursdays 6-7:50)

The instructional component of the course aims to follow a similar structure as the 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 (Thursdays 8-8:50)

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. The class will be divided into two groups. *One or two students will facilitate the discussion of each group* (see below for more information).

#### Lecture Schedule

##### **Week 1: Why are there Religions?**

September 5 Lecture: Introduction, Religious Symbols, Skim Chapter 1

Seminar: Eastern versus Western Perspectives (no advanced readings)  
View and Discuss the Ted Talk by Devdutt Pattanaik, "East v. West: The Myths that Mystify," (18:26).

##### **Week 2: Hinduism Part 1**

September 12 Lecture: Basics of Hindu Thought and Practice, Read Chapter 2 to page 70

Seminar: Discussion of Hinduism 1

##### **Week 3: Hinduism Part 2**

September 19 Lecture: Hindu Sacred Scriptures, The Epics, and their Impact on South Asian Values and Culture, Read the remainder of Chapter 2, but skip pages 70-75 and 96-101

Seminar: Discussion of Hinduism 2

- Week 4: Jainism**  
September 26 Lecture: Jainism, Read Chapter 4  
Seminar: Discussion of Jainism
- Week 5: Test Week**  
October 3 **TEST #1, on Introductory Lecture, Hinduism, and Jainism (2-2.5 hours)**  
  
\*No Seminar
- Week 6: Buddhism Part 1**  
October 10 Lecture: Buddhist Teachings and Philosophy, Read Chapter 5 to p. 240  
  
Seminar: Discussion of Buddhism 1
- Week 7: Buddhism Part 2**  
October 17 Zen Buddhism, Guest Presentation by Rev. Soshin McMurchy and Rev. Doshu Rogers, Read Chapter 5 p. 241 to 276  
  
Seminar: Discussion of Buddhism 2
- Week 8: Test Week**  
October 24 **TEST #2, on Buddhism, 1.5-2 hours (We will begin class with the seminar)**  
  
Seminar: Discussion of Buddhism 3
- Week 9: Sikhism**  
October 31 Lecture: Sikhism in History, its Principles, and Practices, Read Chapter 3  
  
Seminar: Discussion of Sikhism 1
- Week 10: Test Week**  
November 7 **TEST #3, on Sikhism, 60-90 minutes (We will begin class with the seminar)**  
  
Seminar: Discussion of Sikhism 2
- Week 11: Daoism**  
November 14 Lecture 1: Daoism, Read Chapter 6 (the same for Confucianism and Week 12)  
Lecture 2: "There is an Imbalance in the Force": Taoism and Popular Culture  
  
Seminar: Discussion of Daoism
- Week 12: Confucianism**  
November 21 Lecture: Confucianism, Finish Reading Chapter 6  
  
Seminar: Discussion of Confucianism
- Week 13: Shinto**  
November 28 Lecture: Shinto, the *Kami*, and Japanese Culture, Skim Chapter 7 to p. 382, then read to end of chapter  
  
Seminar: Discussion of Shinto
- Week 14: Test Week**  
December 5 **TEST #4, on Daoism, Confucianism, and Shinto, 60-90 minutes (We will begin class with the seminar)**

## 5. Basis of Student Assessment (Weighting)

a) Test 1: Intro, Hinduism, and Jainism	30 percent
b) Test 2: Buddhism	25 percent
c) Test 3: Sikhism	15 percent
d) Test 4: Daoism, Confucianism, and Shinto	15 percent
e) Seminar participation (including 5% group facilitation)	15 percent

### In-class tests (varying values)

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 first test will take 2 to 2.5 hours to complete, the second one 1.5 to 2 hours, and the final two tests will require about 60 to 90 minutes of time.

### Seminar Participation (15 percent)

The academic study of Religion is most interesting and relevant when discussed and debated. Students will meet for 50 minutes, typically at the end of class, for group discussions (called “seminars”). These are based on that week’s readings. The class will be divided into two groups, each having one or two students facilitating their discussion. The student will introduce the seminar by briefly summarizing the main teachings of the faith tradition discussed that week, along with their initial impressions and curiosities. They will also come to the 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*. After their brief summary, they will read out their ten discussion questions one at a time and allow the other students to take turns responding. Group facilitation is worth 5 percent of a student’s grade.

For the seminar period, students, having done their readings in advance, will come to class prepared to answer questions, 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.

Apart from group facilitation, the other 10 points of the participation mark will be based primarily on the seminars, though involvement in the lectures is also encouraged. You will be graded according to 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 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 only in cases of illness or personal crisis. 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.

<b>Temporary Grade</b>	<b>Description</b>
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.