



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

REL-102-001
World Religions of the East
Winter 2020

COURSE OUTLINE

1. Instructor Information

(a) Instructor	Dr. Stephen Fielding
(b) Office hours	Mondays 12:30 – 2:00 and Thursdays 10:30 – 12:00, or by appointment
(c) Location	Young 320
(d) Phone	250-370-3390 Alternative:
(e) E-mail	<u>FieldingS@camosun.bc.ca</u> *E-mail is best way to reach me

The son 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 Bachelor's degree at the University of Winnipeg, followed by a Master of Arts from Simon Fraser University and Ph.D. from the University of Victoria.

I have taught History and Religion at four colleges and universities and published research on a wide range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy and we are parents of a 9-year-old girl and ~~epic little monster~~ 4-year-old boy.

An understanding of the world's religious traditions, particularly of their similarities and differences, is critical to the development of a person's worldview and how they situate themselves in the diverse human landscape. I am looking forward to exploring 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*, 5th edition (New York: Oxford University Press, 2019).

4. Course Schedule and Content

Lectures (Tuesdays 12:30 – 2:20)

The instructional component of the course aims to follow a similar structure as the *World Religions, Eastern Traditions* textbook. You are strongly encouraged to bring the required weekly readings from the textbook to class to assist in your engagement with the lecture material. The lectures will sometimes 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 take-home 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, Group A 12:30 – 1:20, Group B 1:30 – 2:20)

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).

Lecture Schedule

Week 1:	Why are there Religions?
Tues. January 7	Lecture: Introduction, Religious Symbols. Read/Skim Chapter 1
Thurs. January 9	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
Tues. January 14	Lecture: Basics of Hindu Thought and Practice, Read Ch. 2 to page 70
Thurs. January 16	Seminar: Discussion of Hinduism 1

Week 3: Tues. January 21	Hinduism Part 2 Lecture: Hindu Sacred Scriptures, The Epics, and their Impact on South Asian Culture, Read the remainder of Chapter 2, but skip pages 70-75 and 96-101
Thurs. January 23	Seminar: Discussion of Hinduism 2
Week 4: Tues. January 28	Jainism Lecture: Jainism, Read Chapter 4
Thurs. January 30	Seminar: Discussion of Jainism
Week 5: Tues. February 4	Test Week TEST #1, on Introductory Lecture, Hinduism, and Jainism (2 hours)
Thurs. February 6	Seminar: Mohandas Gandhi's views on Hinduism among other Religions. Read Manisha Barua, "Gandhi and Comparative Religion," https://www.bu.edu/wcp/Papers/Comp/CompBaru.htm
Week 6: Tues. February 11	Buddhism Part 1 Special Guest: Rev. Hoyu Boulter, Zenwest Buddhist Society Lecture: Buddhist Teachings and Philosophy, Read Chapter 5 to p. 240
Thurs. February 13	Seminar: Discussion of Buddhism 1
Week 7:	READING BREAK—NO CLASS
Week 8: Tues. February 25	Buddhism Part 2 Zen Buddhism, Read Chapter 5 p. 241 to 276
Thurs. February 27	Seminar: Discussion of Buddhism 2
Week 9: Tues. March 3	Test Week TEST #2, on Buddhism, 1.5 - 2 hours
Thurs. March 5	Seminar: Discussion of Daoism *Read Chapter 6 (parts on Daoism)
Week 10: Tues. March 10	Daoism and Confucianism Lecture 1: Daoism, Read Chapter 6 (parts on Confucianism)
Thurs. March 12	Seminar: Discussion of Confucianism
Week 11: Tues. March 17	Shinto Lecture: Shinto, the <i>Kami</i> , and Japanese Culture, Skim Chapter 7 to p. 382, then read to end of chapter
Thurs. March 19	Seminar: Discussion of Shinto

Week 12:	Test Week
Tues. March 24	TEST #3, on Daoism, Confucianism, and Shinto , 1.5—2 hours
Thurs. March 26	Seminar: Discussion of Shinto
	Facilitator Summaries Due March 26 @ 4pm; Class Summaries Due March 29 @ 4pm
Week 13:	Sikhism
Tues. March 31	Lecture: Sikhism in History, its Principles and Practices, Read Chapter 3
Thurs. April 2	Seminar: Discussion of Sikhism
	Facilitator Summaries Due April 2 @ 4pm; Class Summaries Due April 5 @ 4pm
Week 14:	Test Week
Tues. April 7	TEST #4, on Sikhism , 60-90 minutes
Thurs. April 9	Seminar: Comparing and Contrasting the Great Eastern Traditions
	Facilitator Summaries Due April 9 @ 4pm: No Class Summaries

5. Basis of Student Assessment (Weighting)

a) Test 1: Intro, Hinduism, and Jainism	30 percent	35 percent
b) Test 2: Buddhism	20 percent	25 percent
c) Test 3: Daoism, Confucianism, and Shinto	20 percent	
d) Test 4: Sikhism	15 percent	
e) Seminar participation (including 5% group facilitation)	15 percent	20 percent
f) Take-home Exam		20 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 hours to complete, the second and third ones 1.5 to 2 hours each, and the final test will require about 60 to 90 minutes of time.

Seminar Participation ~~(10 percent + 5 percent for facilitating a seminar)~~
(15 percent + 5 percent for facilitating a seminar)

The academic study of Religion is most interesting and relevant when discussed and debated. Students will meet for 50 minutes every Thursday for group discussions (called “seminars”) based on that week’s readings.

The ~~10-point~~ 15-point participation mark will be based primarily on the seminars, although involvement in the lectures is also encouraged.

For the seminar period, all 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.

Overall, your participation 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: spirited debate will be encouraged, but any form of disrespect for your classmates will not be tolerated.

Facilitating a Seminar

Each seminar, one or two students will facilitate their discussion. The role of each student facilitator is divided into three parts. You will

1. Summarize the main teachings and practices of the faith tradition discussed that week
2. Share their initial impressions and curiosities
3. Come to the seminar prepared with a list of ten questions and guide the students through these questions

The facilitating students will not "lead" the group *per se*. After their brief summaries in points 1. and 2., they will read out their ten discussion questions one at a time and allow the other students to take turns responding. I strongly recommend connecting with the other person who is facilitating on your week to discuss how to allocate responsibilities and avoid overlap.

Group facilitation is worth 5 percent of a student's grade. (There will be a sign-up sheet during the first week).

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

Instructions for Seminars after the COVID-19 Cancellation of in-person instruction:

Before March 17th, facilitators would come to class to read a summary of that week's religious tradition and follow with a series of discussion questions. Now, the Facilitators for each week will email their short summaries and questions to me, which I will then post to the "Content" section and appropriate date on our D2L course site. All submissions can be made to the appropriate D2L dropbox found under **My Tools** and then **Assignments**.

The responsibility of everyone else is to answer **three (3)** of the questions in the space of 250 words, minimum. For the first week (Week 12), facilitators will need to send me their summaries and questions by Friday March 20th at 4pm. I will then post them to the D2L right away. You will be able to log on to the course D2L on Saturday morning to view the questions. Everyone else will need to send me their responses by Monday March 23 at 4pm.

For the week of March 23-7, facilitators must send me their summaries and questions by Thursday March 26 at 4pm. Students will have until Sunday March 29 at 4pm to send me their responses. The same submission schedule follows for the week of March 30-April 3, with

facilitators sending me their summaries by Thursday at 4pm and students responding to me by Sunday at 4pm.

Students do not need to do a summary for the final week of class. However, if you are the scheduled facilitator for that week, please send me your summary and questions and you will receive participation marks for doing so. Remember that students will not be replying to these. As a helpful guide, I will also post the dates and deadlines on the D2L calendar.

*Please note that I have increased the participation grade to 25 percent. This will ensure that the seminar component of the course remains an important and effective way to achieve a higher grade. The increased amount also makes room for the seminar responses you will be submitting each week. Late assignments will be penalized at 5% per day, starting at 4pm on the due date.

Take-home test during the final week (to replace the two missed tests) 20 percent

For our regularly scheduled lecture day of the final week (Tuesday April 7), you will receive a take-home test. Because it is not possible to send multiple choice and true/false questions, the test will consist of two essay questions that will require you to compare and contrast the religions we've studied in the course. One question will focus on your knowledge of the different faith systems; the other will focus on your personal application of that knowledge. For example, you might explain why the beliefs, metaphysics, and practices of certain religions appeal to you more than others. There will be no advanced review for this test and you will have 24 hours to complete it. The test is worth 25 percent of your total grade.

Other important information:

Given the circumstances, I think the weekly seminar summaries and take-home test during the final week are sufficient to effectively evaluate students' progress in the course.

Policy on missed tests: Make-up tests are permitted only in cases of illness or personal crisis. A make-up test may be scheduled if 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
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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.