



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

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

**COURSE OUTLINE**

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**1. Instructor Information**

<b>(a) Instructor</b>	Dr. Stephen Fielding
<b>(b) Office hours</b>	Mondays 12:30 – 2:00 and Thursdays 10:30 – 12:00, or by appointment
<b>(c) Location</b>	Young 320
<b>(d) Phone</b>	250-370-3390 <b>Alternative:</b> _____
<b>(e) E-mail</b>	<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*, 5<sup>th</sup> 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 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

<b>Week 1:</b>	<b>Why are there Religions?</b>
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)
<b>Week 2:</b>	<b>Hinduism Part 1</b>
Tues. January 14	Lecture: Basics of Hindu Thought and Practice, Read Ch. 2 to page 70
Thurs. January 16	Seminar: Discussion of Hinduism 1

<b>Week 3:</b> Tues. January 21	<b>Hinduism Part 2</b> 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
<b>Week 4:</b> Tues. January 28	<b>Jainism</b> Lecture: Jainism, Read Chapter 4
Thurs. January 30	Seminar: Discussion of Jainism
<b>Week 5:</b> Tues. February 4	<b>Test Week</b> <b>TEST #1, on Introductory Lecture, Hinduism, and Jainism (2 hours)</b>
Thurs. February 6	Seminar: Mohandas Gandhi's views on Hinduism among other Religions. Read Manisha Barua, "Gandhi and Comparative Religion," <a href="https://www.bu.edu/wcp/Papers/Comp/CompBaru.htm">https://www.bu.edu/wcp/Papers/Comp/CompBaru.htm</a>
<b>Week 6:</b> Tues. February 11	<b>Buddhism Part 1</b> 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
<b>Week 7:</b>	<b>READING BREAK—NO CLASS</b>
<b>Week 8:</b> Tues. February 25	<b>Buddhism Part 2</b> Zen Buddhism, Read Chapter 5 p. 241 to 276
Thurs. February 27	Seminar: Discussion of Buddhism 2
<b>Week 9:</b> Tues. March 3	<b>Test Week</b> <b>TEST #2, on Buddhism, 1.5 - 2 hours</b>
Thurs. March 5	Seminar: Discussion of Daoism *Read Chapter 6 (parts on Daoism)
<b>Week 10:</b> Tues. March 10	<b>Daoism and Confucianism</b> Lecture 1: Daoism, Read Chapter 6 (parts on Confucianism)
Thurs. March 12	Seminar: Discussion of Confucianism
<b>Week 11:</b> Tues. March 17	<b>Shinto</b> 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

<b>Week 12:</b> Tues. March 24 Thurs. March 26	<b>Test Week</b> <b>TEST #3, on Daoism, Confucianism, and Shinto</b> , 1.5 – 2 hours Seminar: Discussion of Shinto
<b>Week 13:</b> Tues. March 31  Thurs. April 2	<b>Sikhism</b> Lecture: Sikhism in History, its Principles and Practices, Read Chapter 3  Seminar: Discussion of Sikhism
<b>Week 14:</b> Tues. April 7  Thurs. April 9	<b>Test Week</b> <b>TEST #4, on Sikhism</b> , 60-90 minutes  Seminar: Comparing and Contrasting the Great Eastern Traditions

## 5. Basis of Student Assessment (Weighting)

a) Test 1: Intro, Hinduism, and Jainism	30 percent
b) Test 2: Buddhism	20 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

### 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)

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 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.**

**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**

<i>Percentage</i>	<i>Grade</i>	<i>Description</i>	<i>Grade Point Equivalency</i>
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

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