



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

REL-102-D01
World Religions of the East
Summer 2021

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/rel.html>

* Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

Territorial Acknowledgement:

Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Lekwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and WSÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.

1. Instructor Information

| | |
|------------------|---|
| (a) Instructor | Dr. Stephen Fielding |
| (b) Office hours | By email or scheduled video chat on Tuesdays and Thursdays 1:00-2:00 pm, or by appointment |
| (c) Location | D2L |
| (d) Phone | 250-370-3390 (messages only) Alternative: _____ |
| (e) E-mail | FieldingS@camosun.bc.ca |
| (f) Website | http://camosun.ca/learn/school/arts-science/bios/Fielding-Stephen.html |

Growing up in a railway family, 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 10-year-old girl and ~~little stinker~~ 5-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 grasp of their place 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, Buddhism, Sikhism, Chinese religions, 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 each religion's view of the others.
8. Evaluate their relationship to and impact on the world today.

3. Required Materials

(a) Texts

1. Roy C. Amore, Amir Hussain, and Willard G. Oxtoby, ***A Concise Introduction to World Religions***, 4th ed.

4. Course Content and Schedule

Lectures: The lectures will appear on D2L course site as a recorded PowerPoint file with video and audio every Monday and Wednesday at 11:30 am. Most often, the lecture will be available for viewing many days in advance.

Seminars: Following almost every class, students must upload their seminar contributions that evening before 11:59 pm (midnight). They will then respond to others' posts by the next evening at 11:59 pm (midnight).

The lectures aim to follow a similar structure to the textbook. It should also be noted that the course delivery format is asynchronous, meaning that it is not in real time. However, "visits" from local religious leaders may take place live, in which case they will be recorded for students who wish to view them at a later time.

Read actively the assigned textbook readings for each lecture, ideally having guide questions beside you (the question that you consider as you read the material or the ones provided in the textbook), and always be aware of the major themes of each chapter. These are listed in the textbook on the first page of every chapter. Students who do the required readings each week and view the lectures will gain a stronger understanding of eastern world religions, be more likely to enjoy the course, and be well positioned for success.

As mentioned, on certain occasions during the semester, leaders from a local religious community (i.e. a Buddhist priest) will visit the class for an online presentation. These are often a highlight of the course because they generate interactive and personable discussions with a practicing expert in the faith. As such engagements can be arranged, the lecture schedule and content will change accordingly.

Detailed Instructions about the Seminars

The seminar component of the course is critically important to the student (and instructor) learning experience, which is reflected in its weighting as 30 percent of your final grade. During the seminars, you will discuss and sometimes debate the assigned seminar materials. These are mostly based on the textbook chapters, sometimes in addition to other sources (eg. Scripture excerpts) made available on D2L

As part of your seminar preparedness, I strongly recommend that you first read the preset questions on D2L and then explore the readings themselves.

My role in the online seminar discussions is primarily as an observer and occasional moderator, if required. I read and thoughtfully consider every post and might contribute my own comments from time to time.

General Seminar Format: The Seminar includes the following

- a) Your own reaction to that week's readings (i.e. What did you learn? What surprised you? What unanswered questions do you now have about this religious tradition?)
- b) Respond to 2 of the pre-set questions on D2L. This is done at the same time as a)
- c) The following night: Respond to 2 other students' threads.

*Students who miss three or more seminars will forfeit their entire participation grade.

Order of Participation:

All postings should be made in the "Discussion" link for that day's webpage (On the D2L Course Page, Go to My Tools → Content → Select the Date on the left (eg. July 5) You will see a Seminar Discussions link further down the page). Your first day's postings should start a thread; the second day's postings (your responses) should be made on other students' threads.

Monday and Wednesday before 11:59pm (midnight)

1. Contribute your initial 100-word "first impressions" post. Some suggested questions to guide your response: What did you learn? What surprised you? How is the story, idea, value, claim, belief or practice in this passage similar or different to those in other religious traditions? What questions do you have?
2. Then answer 2 of the prescribed questions I've provided on D2L. Each one must be a minimum of 50 words

Tuesday and Thursday before 11:59pm (midnight)

3. React/add to 2 other students' threads from the day before. Your response can be to their initial "first impressions" post and/or to their answers to the prescribed questions. Each one must be a minimum of 50 words

What you should do

In your responses, I need to see thoughtful consideration of the scriptures and other sources you read, communicated effectively to the other students.

You are welcome to mention what was interesting, clear or unanswered, and what made (or did not make sense) to you. Don't worry: if something doesn't seem to make sense to you, there are probably other students feeling the same way. Everyone is on a learning path here. In your posts, feel free to include your own questions for other students, as long as they relate to the material. Great dialogue and debate always starts with a thought-provoking question. "Comparison" is one of the highest forms of analysis. I strongly encourage you to look for similarities and differences in the great Eastern religious traditions, and perhaps also consider how they compare and contrast to the western secular society in which most of us live. As we move further into the semester, you will be better able to compare themes in one religious tradition (eg. the afterlife/lives, nature, reality and illusion, views on food, the nature of the Divine, principles to live by, good and evil, etc.) with ones we've already studied.

What you should not do

I do not want to see mere congratulatory responses to other students' contributions, such as "Josh, you did a great job and clarified everything for me." This is a poor attempt at participation, akin to a Facebook "like." The result will be a very poor grade. Make sure that you write an informed response that adds richness to the discussion or debate. It's okay to compliment someone (and right so, because many of you have fascinating things to say!), but make sure to follow up your virtual high-five with your own contribution. Also, try to avoid "going into the weeds," so to speak. Keep on topic as much as possible. It is okay to meld some personal experience into your postings, but first speak to the assigned reading material. For your participation mark, you are assessed primarily on the quality of your interpretations and grasp of the course readings.

Your participation mark will be based on the seminar activity, which is broken down as follows:

- a) "Attendance" in the seminar discussions (making posts)
- b) Demonstration of an early grasp of the readings and topic
- c) The quality of your contributions (Is it thought-provoking, on topic, generating further student interest, etc.)

Important Dates at a Glance

| | |
|---------------------------|---|
| Mon. July 5 @ 11:30 am | First Online Lecture Released (or earlier) |
| Wed. July 14 @ 11:30 am | Test 1: Intro/Hinduism Released (due next day at 11:59 pm) |
| Wed. August 4 @ 11:30 am | Test 2: Jainism/Buddhism/Sikhism Released (due next day at 11:59 pm) |
| Wed. August 18 @ 11:30 am | Test 3: Daoism/Confucianism/Shinto Test Released (due next day at 11:59 pm) |

Lecture and Seminar Schedule (subject to change)

Section 1: Why are there Religions?

Read Textbook Chapter 1

- July 5 Lecture: Introduction, Religious Symbols
- July 5-6 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),

Link: https://www.ted.com/talks/devdutt_pattanaik_east_vs_west_the_myths_that_mystify

Section 2: Hinduism Part 1

Read Textbook, Chapter 7 to page 338

- July 7 Lecture: Basics of Hindu Thought and Practice
- July 7-8 Seminar: Discussion of Hinduism 1

Section 3: Hinduism Part 2

Read Textbook, the rest of Chapter 7 (from page 339 to the end)

- July 12 Lecture: Hindu Sacred Scriptures, The Epics, and their Impact on South Asian Values and Culture
- July 12-13 Seminar: Discussion of Hinduism Part 2

Section 4: Test #1 and Hinduism Seminar 3

July 14 **Test #1 on Introductory Lecture and Hinduism**
Released at 11:30 am on Wed. July 14
Due before 11:59 pm (midnight) on Thurs. July 15

July 14-15 Seminar: Discussion of Hinduism 3. Yoga in the West.

*Note: Due to the test, you will not have to post responses on Wed. evening
Instead, select and respond to three (3) of the assigned questions for this week
before Thursday at 11:59 pm (midnight). Minimum 75 words each.

Seminar Readings

1. "To Some Hindus, Yoga has lost its way," *NPR News*
<https://www.npr.org/2012/04/11/150352063/to-some-hindus-modern-yoga-has-lost-its-way>

2. Read Samantha Bahan, "A Spiritual Profit for Western Yogis? The Spiritual Significance of Postural Yoga for Religious 'Nones'" *The Arbutus Review* (2016). Section I. Introduction Section on p. 68-69, Section II on 73 to the bottom of p. 75, and IV. Conclusion on p. 78. Link is on D2L.

Section 5: Jainism

Read Textbook Chapter 9

July 19 Lecture: Understanding Jainism

July 19-20 Seminar: Discussion of Jainism

Section 6: Buddhism Part 1

Read Textbook Chapter 10, to page 474 Subheading "Cultural Expressions"

July 21 Lecture: Buddhist Teachings and Philosophy

July 21-22 Seminar: Discussion of Buddhism 1

Section 7: Buddhism Part 2

July 26 Zen Buddhism, *Tentative Date for Guest Presentation by Rev. Doshu Rogers

Read Textbook, the rest of Chapter 10 (page 474 to end)

July 26-27 Seminar: Discussion of Buddhism 2

Section 8: Sikhism

Read Textbook Chapter 8

July 28 Lecture: Sikhism in History, its Principles, and Practices

July 28-29

Seminar: Seminar: Discussion of Sikhism 1

***Monday August 2—NO CLASS DUE TO BC DAY**

Section 9: Test #2 and Seminar on Enlightenment

August 4

Test #2, on Jainism, Buddhism, and Sikhism

Released at 11:30 am on Wed. August 4

Due before 11:59 pm (midnight) on Thurs. August 5

August 4-5

Seminar: What does it Feel Like to be Enlightened?

**Note: Due to the test, you will not have to post responses on Wed. evening. Instead, select and respond to three (3) of the preset questions before Thurs. at 11:59 pm (midnight). Minimum 75 words each.*

Section 10: Daoism

Read Textbook, the first half of Chapter 11 (finish next week)

August 9

Lecture: Daoism

August 9-10

Seminar: Discussion of Daoism

Section 11: Confucianism

Finish Reading Chapter 11

August 11

Lecture: Confucianism

August 11-12

Seminar: Discussion of Confucianism

Section 12: Shinto and Japanese Religion

Read Textbook Chapter 12

August 16

Lecture: Shinto, the *Kami*, and Japanese Culture

August 16-17

Seminar: Discussion of Shinto and Japanese Religion

Section 13: Test #3 and Comparative Religion Seminar

No Textbook Readings this week

August 18

Test #3, on Daoism, Confucianism, and Shinto

Released at 11:30 am on Wednesday August 18

Due before 11:59 pm (midnight) on Thursday August 19

August 18-19

Seminar: Reflecting on the Great Eastern Traditions

*Note: Due to the test, you will not have to post responses on Wed. evening. Instead, select and respond to three (3) of the preset questions before Thurs. at 11:59 pm (midnight). Minimum 75 words each.

5. Basis of Student Assessment (Weighting)

| | |
|--|------------|
| Test 1: Intro, Hinduism, | 22 percent |
| Test 2: Jainism, Buddhism, and Sikhism | 30 percent |
| Test 3: Daoism, Confucianism, and Shinto | 18 percent |
| Seminar Participation | 30 percent |

(a) Assignments (none)

(b) Online Tests – In this span of seven weeks, REL 102 covers a remarkable number of religions and their traditions, philosophies, and practices. To simplify this venture, the course material is organized into three online tests, spread across the semester schedule.

Each test consists of:

- i) Short Answer and Multiple Choice questions, which will require you to revisit your lecture notes and textbook readings.
- ii) Reflection and Application Long Answer Questions. The purpose of these paragraph-style inquiries is to encourage the student to go well beyond identifying and reciting the course material to apply their growing understanding of Eastern World Religions. More specifically, these questions will test your knowledge of the key religious concepts, practices, and systems by asking you to compare and contrast them and/or imagine how followers of a religious tradition will respond to certain contexts.

(c) Exams— This is no mid-term exam or final exam in REL 102

*An exception for a missed or late seminar contribution may require a medical certificate.

Academic Integrity

An Important Note on Plagiarism:

All work that you submit in REL 102 must be your own original work. This includes all tests and discussion posts. To falsely claim authorship of someone else's ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed Religion assignment. The internet has become a popular tool for dishonest students who want to cut corners on assignments. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

In brief, plagiarism is:

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, film, or magazine form, or anything found on the internet. In other words, it is plagiarism if someone copies and pastes work and presents that work as their own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source
3. Copying another student's work, either on discussions or tests

Negotiating Grades.

A student's final grade is the result of their performance in the course. It is exclusive to their scores on assignments and exams, along with their attendance and engagement at seminars. It is not the product of a negotiation between the student and instructor. Therefore, please do not approach me with requests for a higher grade, as this is inappropriate, unethical, and unfair to your fellow students who have earned their score on merit.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. 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.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

| 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. |

B. 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 enrollment 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. |