

World Religions (ONLINE)

PHIL 3100-OL1

UCCS—Spring 2019

Instructor: Patrick J. D'Silva, PhD

Office Hours: E-mail me to arrange a time to speak via phone/Skype

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Course Description

This course will introduce the student to the major religions of the world, including indigenous and minority religions. This course does not assume that the descriptions of religions offered in the book or in the lectures in any way capture the religious experiences of practitioners or the full religion itself. Nor does it take for granted that an agreed upon definition of "religion" actually exists that can be applied to each of the world religions. Nor does this course any religion over others. A survey course like this is intended to be an introduction into the major religious traditions and to the cultural context in which they function. I will utilize a variety of learning approaches including readings, video, critical essays, and group discussion.

The primary focus of the course is twofold. One, the basics of each religion that we discuss will be the content of the introduction lecture. We will focus on the "5 Major Religions": Hinduism, Buddhism, Judaism, Christianity, and Islam, but will also cover indigenous traditions as well as several new religious movements. But based on the limited time frame of the course, we will not be able to cover *all* religions. Your final paper will allow you to cover a religion that we did not cover in class. Additionally, as a group you will get to vote on an additional tradition you would like to study towards the end of the semester. Two, I will be emphasizing issues such as modernization, colonialism, cultural accommodation, etc. that have affected these religions as they attempt to cope with historical and political changes.

Required Text

Invitation to World Religions, 3rd ed., Jeffrey Brodd, et. al. Oxford University Press. Other materials will be provided by the instructor.

You MUST use this edition of the text. You may use electronic versions of the text.

Writing Intensive Course

Note that this course is a *Writing Intensive Course* that is a part of UCCS' Compass Curriculum.

Writing Intensive courses help you learn how to:

Approach writing as a process.

Revise your written work based on feedback.

Provide useful feedback to your classmates about their written work.

Refine your critical and analytical writing skills.

Communication with Instructor

The best way to contact me is through e-mail (pdsilva@uccs.edu). Given that this is an online course, I will make every effort to respond to your message within 24 hours (Monday through Friday), and 48 hours over the weekend. Please do not expect an instantaneous response to your messages. If you have a question about an assignment, please contact me with as much time as possible *before* the assignment deadline. If you have a technical issue with Canvas, please contact technical support at UCCS using the Help feature.

Course Requirements

Quizzes (2)

There will be two quizzes during the semester. Dates for each are posted below, but they approximate mid-terms and finals in terms of timing during the semester. You will take the quizzes using Canvas. The quizzes are timed, and include a variety of True/False, Multiple choice, and short essay questions. Quizzes are open book, open note, but I strongly recommend that you review the readings and notes that you have taken before sitting down to take the quiz. Each quiz is worth 10% of your final grade, for 20% total.

Weekly Discussions (12)

Most weeks during this semester, I will post discussion questions and you will be graded on your participation in these discussion threads. I will post several questions to serve as a jumping off point, and it will be your responsibility to post a response by Wednesday at 11:59 p.m. of that week. You will then be expected to post a response to one of your colleagues by 11:59 p.m. on Sunday. More details about what I expect from the discussion posts can be found below. Keep reading!

Each posting is worth 3% of your final grade, combining for 36% total.

Interview with a "religious other"

Will be descriptive assessment of an interview with someone who is a “**religious other**” for you (i.e., someone who is from a different religious background). The final paper is worth 20 points. Please see the assignment link on Canvas for the grading rubric.

~ 5 pages, double-spaced, 12 point font, 1” margins

Instructions for this paper will be given under Course Content on Canvas during week 2 of class.

Due on the date listed on the schedule below.

Final Research Paper

Will be an argumentative and analytical paper focused on a ***new religious movement***.

~**6 pages**, double-spaced, 12 point font, 1” margins

Instructions for this paper will be given under Course Content on Canvas during week 2 of class.

Due on date listed in schedule below.

There are quite a few New Religious Movements described in Brodd, Ch. 14—it is recommended that you pick one of these. However, if you would prefer to write on one not listed in Brodd, you may, but you must get approval from me on your choice. Given that you will be turning in components of the paper gradually over the semester, we will have plenty of time to discuss the NRM you want to write about.

More information on the final paper

The final paper will be turned in electronically through Canvas’ SafeAssign program. This program is a “plagiarism catcher” that checks your paper against not only EVERYTHING on the web (including books and journal articles) but also ALL papers previously turned into Canvas, Blackboard, UCCS and all other schools using Bb. So make sure that what you turn in is your own work

If you cite Brodd, cite parenthetically: “. . . **found in the Bible**” (Brodd, 46).

For all other sources, you should follow the Chicago Manual of Style “Notes and Bibliography” for both footnotes and a separate bibliography page. If you are not familiar with this style, here is a link: https://www.chicagomanualofstyle.org/tools_citationguide.html.

I realize that many of you will do some of your research for the final paper on the internet. That is fine, but realize that many of the sources online that discuss religion are written by ardent followers or committed skeptics. Think about the insider/outsider dichotomy presented

in Brodd, ch. 1. Be sure to investigate the people/institutions upon whose work you draw for this paper. For secondary sources, you must use sources located using the UCCS Library catalog website (<https://www.uccs.edu/library/>).

On my grading: Green highlighting of your highlights something good that you wrote. Red highlighting highlights a problem, either grammatical/spelling or logical. Be sure to read my comments that I make outside of your text as well.

An "A" written on your paper = 97%. I reserve an "A+" or 100% for papers that are perfect, both content-wise and grammar/spelling-wise.

A grading rubric is below in this syllabus

Extra Credit

There will be several opportunities to earn extra credit by attending a public event on campus. I will announce these during the semester.

Missed assignments

If you cannot turn in a paper on time for a ***legitimate reason: medical, family crisis, severe weather***, you need to make arrangements BEFORE the assignment is due (email it to me, for instance) prior to its due date.

If you have not made arrangements because of the suddenness of the emergency, an authorized note is needed to explain your absence *afterwards in a timely fashion*.

Otherwise, a paper not turned in on time will receive a **ZERO**—no exceptions.

Attendance

"Attending" an online class is obviously very different than a conventional in-person class. For this class, I will evaluate your attendance through your participation in the online discussion boards, as well as submitting the required assignments.

Additional notes

Plagiarism (or using someone else as a source for your own material without giving credit to that other source) will receive either a failing grade on the assignment or for the class (I will use discretion on a case-by-case basis)

I retain the right to modify the syllabus as needed. However, I will only do this if absolutely warranted and I will let you know immediately if I do.

Grade Breakdown

Discussions (3 pts x 12= 36) 36%

Quizzes 1 & 2 = 20% (10% for each quiz)

Interview with a Religious Other paper 20%

Final Research Paper 24%

- Thesis and Outline (10%) -- Note: these will be submitted as a separate assignment.

- Final Paper (14%)

Grade Scale

94 – 100 = A 74 –76 = C

90 –93 = A – 70 – 73 = C-

87 –89 = B+

84 –86 = B 60 –69 = D

80 – 83 = B-

77 –79 = C+ Below 60 = F

Note: I round up to the nearest tenth of a percent on your FINAL GRADE. If you finish with an 89.5, that is rounded up to an A-. But if you finish with an 89.4999999999999999, that is still a B+.

Grading for Discussion posts:

Trait/ Criteria	1	.5	0
Reasons	Writer demonstrates reasoning in the presentation of the post; ideas and positions are well-developed and supported with at least three (3) relevant reasons. Writer cites readings in both primary and response posts.	Writer demonstrates reasoning in the presentation of the post; ideas and positions are developed and supported with two (2) relevant reasons. Writer cites readings in either primary or response posts.	Writer demonstrates reasoning in the presentation of the post; ideas and positions are developed and supported with less than two (2) relevant reasons.

Postings	Writer submits at least two (2) posts: the initial posting along with at least one (1) response on discussion board.	Writer submits one (1) post: the initial posting or one (1) response on discussion board.	Writer submits zero (0) posts. This will result in a zero for that week's discussion board thread.
“Netiquette”	Writer demonstrates “netiquette” in posting; comments are civil, inclusive, and non-discriminatory.	Writer demonstrates “netiquette” in posting; comments are civil, inclusive, and non-discriminatory, with one (1) exception.	Writer demonstrates “netiquette” in posting; comments are civil, inclusive, and non-discriminatory, with more than one (1) exception.

Schedule

Note: All of the readings below are from Brodd, *Invitation to World Religions* (3rd edition), unless otherwise noted. There are also a variety of audio and visual materials assigned, usually in the form of podcasts and/or documentaries available online. In many cases, the discussion questions for a given week will ask you to compare and contrast the material in Brodd with the audio/visual materials (these will be posted here on the syllabus page as well as under the announcements page on Canvas, just to help you keep track). Lastly, I will notify you regarding any changes to this schedule, and endeavor to give you as much notice as possible.

Date	Reading Assignment	Brief Description
Week 1 - 1/22 - 1/27	Ch. 1—Introduction [pp. 3-30]	Syllabus overview and introductory remarks Post a brief introduction about yourself on the discussion thread titled “Introductions.”
Week 2 - 1/28 - 2/3	Chs. 2 and 3—Indigenous Religions [pp. 31-60; 61-90] Videos: From ARC: "CNN 12: Santeria Religion in Cuba"; "CNN 13: Honoring Native American	Check Canvas for Discussion Questions

Warriors"; "CNN 14: The Apache Sunrise Dance";

Note: These videos are available from Oxford University Press (the textbook publisher). OUP has the videos listed on their "Ancillary Resource Center" (ARC). If you go to <https://oup-arc.com/students> and register (for free!), then go to https://oup-arc.com/access/world-religions-video-library#all_resources, you should be able to access all of the videos.

Week 3 -
2/4 - 2/10

Ch. 4—Hinduism

[pp. 91-143]

Videos from Brodd,
OUP textbook website:

OUP ARC: "CNN 01: A Visit to a Hindu Temple" and "CNN 02: The Hindu Kumbh Mela Festival 2013"

Abhijith Ravinutala, Harvard Divinity School, "How Hinduism Embraces Ambiguity":

[How Hinduism Embraces Ambiguity](#)

Check Canvas for
Discussion Questions

Week 4 -
2/11-2/17

Hinduism, part 2

Check Canvas for
Discussion Questions

The Yoga Sutra (translated into English by Chip Hartranft). You can find this text under the "Files" tab on the course page in Canvas. The PDF is 86 pages long, but you will see that the amount of text is actually much shorter (the translator presents each verse in English, Sanskrit, and transliteration from Sanskrit into English, along with the translation of each term).

– Yoga: The Allusionist –

Namaste:

<https://www.theallusionist.org/allusionist/namaste>

– Yoga: Surprisingly Awesome:

<https://www.gimletmedia.com/surprisingly-awesome/18-yoga>

– Yoga: NPR Rough

Translation: Om Alone in India:

<https://www.npr.org/podcasts/510324/rough-translation>

For the "Rough Translation" podcast, the link takes you to the podcast homepage, and then you have to scroll down to click on this specific podcast).

Week 5 -
2/18 -
2/24

Ch. 5—Buddhism

[pp. 145-191]

OUP ARC: "CNN 03: Saisho Homa - A Buddhist Prayer Ritual"; "CNN 04: The Dalai Lama on Tibet and China"

Check Canvas for
Discussion Questions

Week 6 - Ch. 6 – Jainism [pp. 193-222]
2/25 - 3/3

Check Canvas for
Discussion Questions

Videos:

"Introduction to Jainism"
([Introduction to Jainism | Belief | Oprah Winfrey Network](#))

"Allison's Jain Journey"
([ALLISON'S JAIN JOURNEY](#));

Week 7 - **Review + Quiz 1**
3/4 - 3/10

Week 8 - Ch. 14—New Religious
3/11 - Movements
3/17

Check Canvas for
Discussion Questions

[pp. 537-582]

Videos:

"The Suicidal Cult Heaven's Gate" Prof. Ben Zeller and Philip Menchaca - [The suicidal cult Heaven's Gate | Philip Menchaca & Benjamin Zeller](#)

Week 9 - Ch. 8—Judaism, part 1
3/18 -
3/24 **[pp. 362-385]**

OUP ARC: "CNN 05: The Jewish Passover Seder"

Week 10 - UCCS Spring Break - No
3/25 - assignments!

3/31

Week 11 - **Due: "Interview with Religious Other" paper**

4/1 - 4/7

Due: Thesis paragraph and Outline for NRM paper

Week 12 - Ch. 8—Judaism, part 2

4/8 - 4/14

Check Canvas for
Discussion Questions

[pp. 385-417]

Week 13 - Ch. 9—Christianity, part 1

4/15 -

4/21

Check Canvas for
Discussion Questions

[pp. 419-441]

OUP ARC: "CNN 09: Christians
Celebrate Palm Sunday"

Week 14 - Ch. 9—Christianity, part 2

4/22 -

4/28

Check Canvas for
Discussion Questions

[pp. 441-477]

Podcast -

<https://www.gimletmedia.com/st-artup/church-planting-1-the-movement#episode-player>

Week 15 - Ch. 13—Islam, part 1

4/29 - 5/5

[pp. 479-504]

OUP ARC: "CNN10: A Muslim Couple Reflects on the Hajj" ; "CNN11: Ramadan in Istanbul, Turkey"

"Muhammad and the Qur'an": [Muhammad and the Qur'an | Ariela Marcus-Sells \(Perspectives on Islam series\)](#)

"Islamic Law": [Islamic Law | Ariela Marcus-Sells \(Perspectives on Islam series\)](#)

Week 16 - Ch. 13—Islam, part 2

5/6 - 5/12

[pp. 504-535]; "The Autobiography of Omar Ibn Said" (available under the "Files" section on Canvas)

Ariela Marcus Sells: "Friends and Lovers of God" : [Friends and Lovers of God | Ariela Marcus-Sells \(Perspectives on Islam Series\)](#)

Week 17 - **Review + Quiz 2**
5/13-5/16

Final Paper due in Canvas Drop box at 11:59 pm on May 15th

Evaluation guidelines for all written assignments

Grade	Description	Content	Style
A 95-100	Excellent work	Assignment goes above and beyond completion according to instructions; shows both sophisticated understanding of course materials and original critical thought; professor learns something from the student	Grammar, spelling, punctuation, and citations are perfect or nearly perfect
A- 90-94	Strong work	Assignment shows not only solid understanding of materials but also some original thought and critical engagement	Only minor mistakes present in grammar, spelling, punctuation, and citations
B+ 87-89			
B	Acceptable work	Assignment is completed according to instructions but not much more; shows	Sloppy; grammar, spelling, punctuation, and citations

84-86		some understanding of materials but little individual thought/engagement	may be faulty or poor
B-			
80-83			
C+			
77-79			
C	Poor work	Assignment not completed according to instructions and/or shows lack of reading, thought, and/or understanding of materials	Grammar, spelling, punctuation and citations are poor
74-76			
C-			
70-73			
D+			
67-69			
D			
64-66			
D-	Unacceptable work	No evidence of reading/thinking at all; student shows blatant disregard for assignment apart from turning it in (or paper 4 days late or more)	Grammar, spelling, punctuation and citations are poor or non-existent
60-63			
F			
59>			
0	Ungraded	Student cheated/plagiarized or assignment was not turned in at all.	

Did you read this far? Hooray! Prove it by including the phrase “so say we all” in your introductory posting on Canvas, but without signaling to your colleagues that you are

doing so because you read it here. I will award one (1) extra credit point awarded to those who do so.

Statement of Academic Integrity

Academic integrity lies at the foundation of the academic process. Academic dishonesty includes, but is not limited to, acts of fraud and deception on an examination or class assignment, acts of forgery or unauthorized alteration of any official academic record or document, and attempts to gain credit for work which one has plagiarized from the work of another person.

Plagiarism means taking ideas and writings from another person—known or unknown, published or unpublished—and representing them as one's own work. The word-for-word use of another person's work must in every instance be acknowledged by the use of quotation marks or by indentation and single-spacing of the material if at least three lines long, and the citation of author and precise source. Dependence upon another person's work, whether through paraphrase or the utilization of that person's statements as a basis for one's own, must be acknowledged by author and source citation.

Academic dishonesty also includes the submission, as one's own work, of another person's work, such as another student's term paper or a paper from a term paper preparation service. The submission of one's own paper, or a substantial portion thereof, for academic credit in two or more courses also is considered to be academic dishonesty, except in those rare instances in which the instructors involved are so informed and give prior approval. In some cases when a faculty member believes that a student has not followed the rules for appropriate citation of materials he or she may wish to have the student redo the work or address the problem in another way.

***Collaborative studying is allowed for this course, but no amount of collaboration may take place in the writing phase of any assignment. Doing such will be considered a form of cheating. Any submitted work that resembles too closely the submitted work of another student will result in serious consequences. Students must complete their own written work in its entirety. Also, no amount of copying (cutting and pasting) from other documents is allowed. All use of academic resources (lectures, essays, articles, books, online material, etc.) must properly cite/credit these sources for the ideas and language contained therein. Failure to do so is plagiarism, and will result in expulsion from the class, a grade of "F," and perhaps further academic penalties.**

Resources for Avoiding Plagiarism

<http://web.uccs.edu/history/toolbox/plagiarism.htm>

<http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html>

<http://www.chem.uky.edu/Courses/common/plagiarism.html>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~istd/examples.html>

Student Conduct Standards and Procedures

<http://web.uccs.edu/studentconduct/>

Additional Course Information

No incompletes will be given unless the student contacts me well in advance of the end of the quarter. The circumstances must include serious medical problems or other extreme difficulties.

All requests for special accommodations, e.g., medical, athletic, or learning-related, must be presented to me the first day of class. All such requests must be accompanied by the appropriate paperwork to be considered.

No absences will be excused except in the cases of (a) an emergent medical situation or severe illness; or (b) a death in the student's immediate family.

"Disabilities Services: Students with disabilities should turn in their disability verification letters within the first two weeks of class. For further information, contact Disability Services, Main Hall 105, 255-3354. For more information, see the [Disability Services page](#):

<http://www.uccs.edu/~dservice/>

Military students: If you are a military student with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact your UCCS course instructor no later than the first week of class to discuss the class attendance policy. Please see the Military Students website for more information:

<http://www.uccs.edu/~military/>."

Upon matriculation, all students implicitly agree to abide by the University's Academic Honor Code. Any violations of that code in our class will be taken very seriously. If we find evidence that you've violated the Honor Code, *either intentionally or unintentionally*, you will either (a) receive no credit for the assignment in question; or (b) be expelled from the class and assigned a failing grade for the course. In extreme cases, you may also be reported to the appropriate authorities on campus for further review.

A great online resource for learning proper citation and bibliographic method is the following:
<http://www.dianahacker.com/resdoc/>

Accommodations

Any student wishing an accommodation based on the impact of a disability should contact the instructors privately as soon as possible to discuss your specific needs. We rely on the Office of Academic Support to verify the need for accommodation based on their office files.

FERPA Information

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, information concerning grades and other student information may only be disseminated to a student in a secure and confidential fashion.

OTHER INFO:

Philosophy Department Homepage: <http://web.uccs.edu/philosophy/>

Campus E-mail Log-in: <http://webmail.uccs.edu/>

Information Technology Site (for downloading VPN, helpdesk, etc.):

<http://www.uccs.edu/~helpdesk/index.html>

IT Services Helpdesk Phone: (719) 262-3536