



FALL 2020



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Synchronous (Zoom) meetings during scheduled class time on Wednesdays and Fridays

Individual sessions during class time on Mondays (by appointment)

**Course Description:** This course is designed to be an introduction to the study of religion and of the world's major religious traditions including Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity and Islam. Our study will include the historical development, sacred text, ritual, concepts of the divine, and soteriology. The methodology will include analysis through historical, literary, comparative and feminist criticisms.

# What you will learn:

**Objectives of the course:** 1) a critical approach to the study of religion, 2) gain a general knowledge of each of the world's major religions, 3) 'cross over' to the cultural worldview of others and, 4) develop greater empathy and appreciation for these.

**General Education Student Learning Outcomes:** This course satisfies the General Education requirements for a course in the Humanities, which address these two additional Student Learning Outcomes: 1) Students analyze how ideas are represented, interpreted or valued in various expressions of human culture; 2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. **Students will demonstrate successful mastery of the General Education Student Learning Outcomes 1 and 2 by writing Response Paper/Signature Assignment #2. Paper value is 33 pts.**

## Required Text:

*E-readings in OAKS and...*

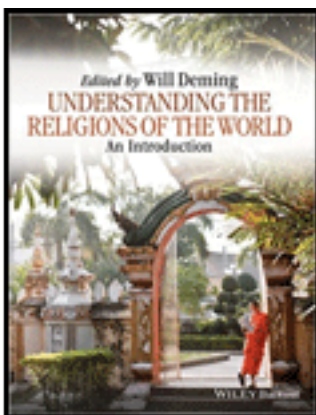
*Understanding the Religions of the World*, Will Deming, ed.

This textbook is available online FOR FREE to all CofC students at:

<https://ebookcentral.proquest.com/lib/cofc/reader.action?docID=2009831>

I'll also imbed the link in OAKS.

NOTE: Since you will not be purchasing any books for the course, there may be occasions when you may have to purchase access to a film for a few dollars.



# Course Assessment:

## Course Requirements:

Five quizzes (50 points)

Two Exams (200 points)

Three short papers (100 points)

Participation in discussion (50 points)

The General Education SLO assessment assignment is included as one of the Short Papers and will be worth 50 points.

## Grading:

Numerical and letter grades will be based upon the following scale:

A	100-92	A-	91-89
B+	88-86	B	85-82
B-	81-79	C+	78-76
C	75-72	C-	71-69
D+	68-66	D	65-62
D-	61-59	F	-58

## *How can I be successful in this class?*

**Log into OAKS, at minimum, three days per week.** To be an active member of the online community and to avoid procrastinating, you should log in frequently. To get in the habit, set a schedule for yourself and put it in your calendar just like you would any other class or appointment.

**Actively participate in the course.** There will be numerous opportunities for interaction including the discussion boards, Zoom. This class will be incredibly boring unless you're willing to engage your classmates and me in conversation.

**Expect similar academic rigor as in a face-to-face class.** Online classes are not slack classes! The same content is covered and the assignments are just as challenging.

**Complete assignments on time.** One of the problems students have with online classes is procrastination. When you can learn at your own pace, it's tempting to put off assignments. Don't fall into that trap.

**Utilize course management features in OAKS.** OAKS provides a variety of features and tools that can be used to help you stay organized.

## *Navigating This Course:*

Course materials will be organized into ten modules that you will access and process once I release them according to the weekly module schedule. I encourage you to create a personal work schedule to help you remain current and to avoid procrastination. Each module will contain a checklist to assist you in staying organized. More specific instructions for assignments will be posted under the Course Content section in OAKS.

Each module will include:

1. Required readings
2. Recorded lectures on VoiceThread
3. A module quiz
4. Discussion questions
5. Participation opportunities

**Zoom meetings will be held weekly on Wednesdays and Fridays at the following times:**

**RELS 105-01 @ 10:00-10:50. RELS 105-02 @ 11:00-11:50.**

### ***Technical Difficulties***

If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

- Student Computing Support
  - 843-953-5457
  - [studentcomputingsupport@cofc.edu](mailto:studentcomputingsupport@cofc.edu)
  - [blogs.cofc.edu/scs](https://blogs.cofc.edu/scs)
- Helpdesk
  - 843-953-3375
  - [helpdesk@cofc.edu](mailto:helpdesk@cofc.edu)
  - [it.cofc.edu/help/helpdesk](https://it.cofc.edu/help/helpdesk)

## *How should you communicate with me?*

Communicate with me through email, the OAKS discussion board and Zoom appointments. A few procedures to keep in mind:

### *Check These, Then Me*

I receive many emails every week, some from students asking questions that can be answered through other sources. Before emailing me, please follow these steps:

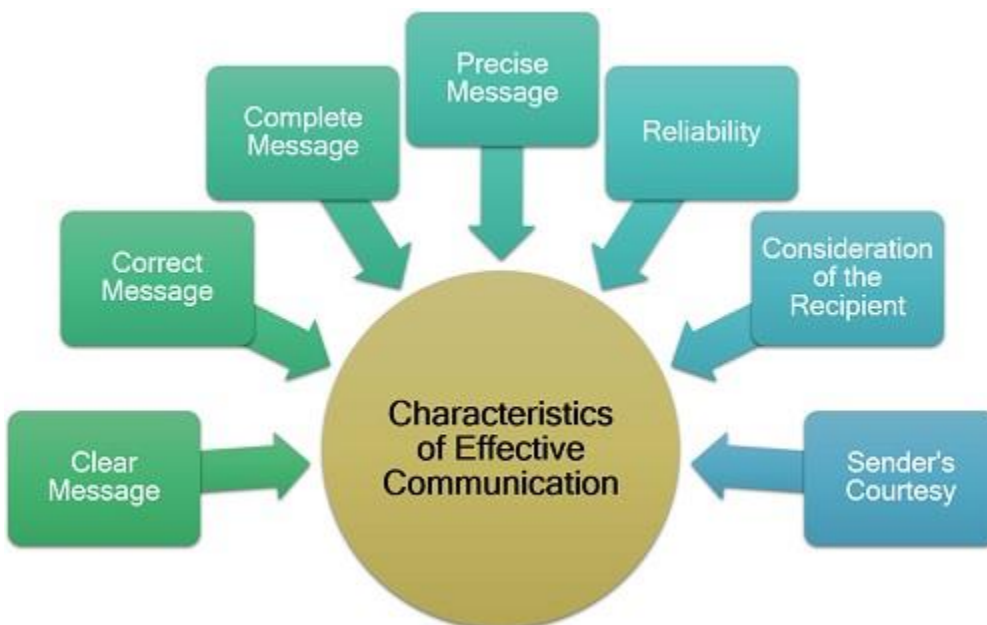
1. Consult the class schedule and syllabus.
2. Check OAKS for announcements and instructions
3. Confer with classmates.

If you still don't know the answer to your question, please email me. Help me to avoid confusion and added research by following these steps!

### *Email:*

- include RELS 105 and your Section number in the subject line
- sign your full name

Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends (24-36 hours). I stop responding to messages after 10:00pm. If you do not receive a reply within 48 hours, please re-send your message.



# Course Schedule and Modules

*“What you see depends upon where you stand.” ~Elisabeth Schussler-Fiorenza*

**\*\*\*This portion of the syllabus includes the reading assignments for each week in our FREE online textbook. Various other e-readings will be linked in the OAKS modules.**

## Module 1

### Week 1

Navigating the course

Read the syllabus.

## Module 2

### Week 2

Methodology in the study of religion

READ: *Introduction* pp. 1-7

## Module 3

### Week 3

Methodology, continued

**PAPER#1 DUE by midnight Sunday, 9/13**

## Module 4

### Week 4

Religion and the Power of Myth

**Homework (Quiz #1) DUE Friday, 9/18**

## Module 5

### Week 5

Hinduism

READ pp. 9-17

### Week 6

Hinduism, continued

READ pp. 18-22 and 34-40

**10/02 QUIZ#2**

## Module 6

### Week 7

Buddhism

READ pp. 61-66

### Week 8

Buddhism, continued

READ pp. 67-71

10/18 TEST #1

## Module 7

### Week 9

Judaism

READ pp. 269-286

### Week 10

Judaism, continued

10/30 QUIZ #3

READ pp. 297-304

## Module 8

### Week 11

Christianity

READ pp. 325-343

### Week 12

Christianity, continued

11/13 QUIZ #4

## Module 9

### Week 13

Islam

READ pp. 389-398

### Week 14

Islam, continued

READ pp. 419-426

NO ZOOM meetings on 11/25-11/27

Module 10

Week 15

Wrap Up

12/4 QUIZ #5

FINAL EXAM: 12/09

## *Online Code of Conduct*

To maintain a respectful and supportive environment, please uphold these rules of netiquette. [Netiquette](#) is network etiquette, the dos and don'ts of online communication.

**Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. [I'm assuming here that you would not feel comfortable saying rude or harassing things to a person's face. . .]

**Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident or might folks misinterpret your message?

**Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.

**Respect disagreement.** I expect everyone in the class to respect others' rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.

**Share your knowledge.** As Bill Nye says, "everyone you will ever meet knows something you don't." You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!

**Cite your sources.** When you share opinions, it's important to support your claims with sources. This doesn't mean that you must have a citation for *everything* you post, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.

**Help each other.** If you notice a colleague has asked a question or written about a problem, jump in and offer to assist. This is especially true in discussion board.

## *Honor Code and Academic Integrity:*

<http://deanofstudents.cofc.edu/honor-system/pdf/honor-code-sample-language-for-syllabi.pdf>



“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.

#### **DISABILITY/ACCESS STATEMENTS:**

THE COLLEGE WILL MAKE REASONABLE ACCOMMODATIONS FOR PERSONS WITH DOCUMENTED DISABILITIES. STUDENTS SHOULD APPLY FOR SERVICES AT THE CENTER FOR DISABILITY SERVICES/SNAP LOCATED ON THE FIRST FLOOR OF THE LIGHTSEY CENTER, SUITE 104. STUDENTS APPROVED FOR ACCOMMODATIONS ARE RESPONSIBLE FOR NOTIFYING ME AS SOON AS POSSIBLE AND FOR CONTACTING ME ONE WEEK BEFORE ACCOMMODATION IS NEEDED.

#### **Center for Student Learning:**

The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

#### **MENTAL & PHYSICAL WELLBEING:**

At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3<sup>rd</sup> Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3<sup>rd</sup> Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical

and mental health.

## FOOD & HOUSING RESOURCES:

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>).

Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

## INCLUSION:

The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun](#)  
[Information On Campus Gender](#)  
[Inclusive facilities Campus](#)  
[Resources](#)

[College of Charleston Reporting](#)  
[Portals National Resources for](#)  
[Faculty & Staff GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project) [College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

## STATEMENT ON “RELIGIOUS ACCOMMODATION FOR STUDENTS”

([Faculty/Administration Manual VIII.A.10](#))

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the

College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

\*\*\*The instructor reserves the right to make changes to the syllabus.