RS 3310 Major World Religions

Fall 2015

I. Course and Instructor Information
Course: RS 3310: Major World Religions, CRN 14742
WS 3383 Women’s Studies Special Topics, CRN 17785
MW 1:30-2:50 CRBL C305
Instructor: Dr. Ann Branan Horak
Office: Worrell 210
Office Hours: MW 12:30-1:30, and by appointment
Contact Info: Students can contact me at any time by phone 915-747-5519 or by email at abhorak@utep.edu.
When you email me, please include your full name and student ID number.

II. Course Description
Major World Religions explores a wide variety of religions that have shaped human cultures and continue to influence human behavior across the globe. This course will consider these religions in terms of their histories, their practices, their belief systems, their organizational structure, their social and political philosophies, their treatment of Others, and their current expressions around the world and in our border region. As students learn about unfamiliar religions, they will be encouraged to analyze their own beliefs, practices, and experiences. Students will also have opportunities to synthesize the knowledge they are gaining about world religions through the course assignments. This course is required of all Religious Studies Minors and is an excellent interdisciplinary introduction to global cultures.

III. Course Expectations
I expect every student in this class to be fully engaged with the subject matter and with their peers. To do that you must:

- Read all assigned material from the book and the Blackboard BEFORE class. Come to class ready to discuss the material and/or be quizzed on it.
- Complete all course assignments on time – some of the assignments for this class cannot be made up so DO NOT fall behind.
- Participate fully in all class activities – we will be doing a lot of talking in this class and engaging in active learning activities and I expect everyone to get involved.
- Follow the syllabus and course calendar to stay on track with all due dates – the syllabus and calendar are available on Blackboard so check them regularly.
- Remain respectful and open minded to the material, to me, and to your fellow students.
- Within the discipline of Religious Studies, all belief systems are analyzed historically, culturally, philosophically, and practically (how they are lived by their followers). No one belief system is assumed to be correct or true. You are not being asked to give up your personal beliefs, but to remain aware that others may not share your beliefs and to approach this class with a respectful open mind.

Do not take this class if you cannot meet these expectations.
What you can expect from me: Every student in this class can expect that I will be fully engaged with the subject matter of this class, with each of you, and with the class as a whole.

- I will be available via office hours, email, or telephone – contact me at any time!
- I will grade all assignments in a timely manner.
- I will respond in a timely manner to all questions and class communications.
- I will inform the class if there are any changes to the syllabus or course calendar.
- I will remain respectful and open minded to the material and the students.

IV. Learning Goals and Outcomes

With full participation, after completing this course, students should be able to:

- Demonstrate basic familiarity with the beliefs and practices of the world religions covered.
- Appreciate the rich religious diversity and heritage of our global village and border region.
- Analyze the positive and negative contributions of world religions to self-identity and the creation of identities based on social class, gender, race, and sexual orientation.
- Evaluate claims of absolute truth and discuss the assumptions and perspectives underlying such claims.
- Interact with persons of differing religions and belief systems in a way that is respectful and promotes mutual understanding.

With full participation, after completing this course, students will have improved their skills in:

- **Reading** – Students will become critical and careful readers of both primary and secondary source material and learn to synthesize what they are reading by responding to it in writing and in class discussion. *Liberal Arts Honors Criteria #2 Advanced Readings*
- **Writing** – Students will write responses to the material being covered. Students will learn to develop and support an argument through their writing and incorporate the arguments and thoughts of others. *Liberal Arts Honors Criteria #3 Intensive Writing and #4 Intensive Research*
- **Critical thinking** – Students will be asked to critically evaluate texts, the perspectives articulated in those texts, and the assumptions underlying the arguments being made. Students should become comfortable with differences of opinion and confident in expressing their own point of view. *Liberal Arts Honors Criteria #9 Critical Thinking*
- **Campus and community engagement** – Students will be encouraged to participate in campus and community events related to the religions being studied. Students will be encouraged to participate in events organized by Religious Studies and its affiliated student organizations. *Liberal Arts Honors Criteria #6 Campus Resources and #7 Community Based Experiences*
- **Lifelong learning** – Students should feel motivated and confident in seeking out new and unfamiliar religious and cultural experiences with the goal of learning more about themselves and their world.
V. Required Textbook

The textbook for this class is *Living Religions: A Brief Introduction* by Mary Fisher.

You can purchase the book one of three ways:

1. The UTEP bookstore will have hard copies for sale and they should cost about $45.

2. You can also purchase an ecopy of the book directly from Pearson, the publisher of the book. The ecopy should cost about $55. To purchase an ecopy, follow the instructions below:

   **To register for RS 3310 Major World Religions:**
   2. Under Register, click Student.
   3. Enter your instructor’s course ID: horak38747, and click Continue.
   4. Sign in with an existing Pearson account or create an account:
      - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click Sign in.
      - If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
   5. Select an option to access your instructor’s online course: · Use the access code that came with your textbook or that you purchased separately from the bookstore. · Buy access using a credit card or PayPal. · If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
   6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering New Design on the left, click RS 3310 Major World Religions to start your work.

   **To sign in later:**
   2. Click Sign in.
   3. Enter your Pearson account username and password. Click Sign in.
   4. Under MyLab & Mastering New Design on the left, click RS 3310 Major World Religions to start your work.
3. You can purchase the book from Amazon. Follow the link below to see your buying options – used copies are fine for this class

If you buy the book from the UTEP bookstore or from the Pearson online store, you will also gain access to MyReligionLab. MyReligionLab is an online website through Pearson that has lots of additional information about the religions we will be studying in the class. MyReligionLab is NOT required for this class, but it is a great resource.

Another excellent resource for this class is Films on Demand, an online video resource that all students can access through the UTEP library. Click on the link below to learn more about Films on Demand. You may need to enter your UTEP credentials and you may be prompted to set up an account on Films on Demand, but it’s free and will give you access to dozens of informative videos.
http://libguides.utep.edu/content.php?pid=394474&sid=3230789

VI. Required Technology
You will be required to use the UTEP Blackboard system for this class. You should check Blackboard frequently!

- **Blackboard** - You can access Blackboard by logging in to www.my.utep.edu. Once you are on the home page, click on the Blackboard link then look for our Major World Religions class. On the right hand side is a column entitled Course Tools. We will use many of these tools.
  - Learning Modules – This is where the readings, assignments, and blogs for each week can be found.
  - Announcements - Check Blackboard often, even when you don’t have an assignment due, for class announcements.
  - Syllabus and Assignment schedule - Click on this tab to access the syllabus or assignments sheet.
  - Blogs – Blogs can also be accessed here. Be sure you click on the correct blog for each week.
  - Experiencing Religions – The Experiencing Religion worksheet is here as well as the rubric.
  - Rubrics – All assignment rubrics are here.
  - Religion in Culture Xtra credit postings – Use this discussion board for extra credit postings.
  - Email – The Blackboard email link will send a message to my email abhorak@utep.edu. Please identify yourself as a student in the Major World Religions class.
  - Blackboard Help – This link takes you to an online blackboard help site. You can also call the UTEP HELP desk at 915-747-5257.

- **UTEPE email account** - Please use your UTEP email account to email me at abhorak@utep.edu.
  - **Students must use proper email etiquette**
  - Write a clear, concise message using Standard English with proper grammar, spelling, and punctuation
  - Provide all necessary information – for example, your name, student ID, which class you’re in, etc…
  - Provide all necessary contact information – email, phone number, etc….
VII. UTEP Resources

- **CASS (Center for Accommodations and Support Services)** – If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in the UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

- **Military Student Success Center** – If you are active military, a veteran, or a family member of military personnel, please visit the Military Student Success Center in the UTEP University Library Room 205 for help with benefits, registration, and tips for being successful at UTEP. You can also call them at 747-5342, or visit their website at http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/militaryservicesoffice.

- **University Counseling Center** – If you are having a difficult time with personal relationships or with college life, please visit the University Counseling Center at the UTEP Union West, Room 202, or contact them at 747-5302, or visit their website http://sa.utep.edu/counsel/. They provide one-on-one counseling as well as many helpful workshops.

- **Liberal Arts Honors Program** - This class has been designated as a Liberal Arts Honors Program [LAHP] course. It has received this designation because it features at least five of the Honors course criteria, which include student leadership, advanced readings and/or reviews, opportunities for intensive writing, opportunities for intensive research, opportunities to utilize technology, opportunities to make extensive use of campus resources, community-based experiences, pre-professional opportunities, and development of critical thinking. In broader terms, this course is honors-designated because of its creativity and/or intellectual rigor, both of which are integral components of the Liberal Arts Honors Program. No additional coursework is necessary for this course to count towards the LAHP Honors minor. If you are not a member of the LAHP, and are interested in the program, please visit the LAHP website at http://academics.utep.edu/lahp.

- **If you are a transfer student from EPCC or an Early College High School Program, please let me know!** You can speak with me after class or send me an email.

VIII. Course Assignments

- **There are three assignments you will complete just about every week of this class:**

  1. **Quote, Question, Connection, and Key point (QQC&Ks)** –

     - **What** – Bring to class, at the beginning of class on the days assigned, a typed sheet of paper with 1 Quote, 1 Question, 1 Connection, and a brief description of what you see as the key point of the religion we’re studying. The Quote, Question, Connection, and Key point should be from the material in the book and on the Blackboard that you read for class. We will be sharing these Quotes, Questions, Connections, and Key points with each other in class.

        - The Quote can be from any part of the textbook. Quotes from other sources are fine as well, but only in addition to a quote from the textbook.
The Question should be something you don’t understand, want to know more about, or want to hear the class discuss.

The Connections can be to other religions, ethical or moral questions, cultural practices, your own beliefs or experiences, popular culture like movies, music, and books, other classes you’re taking etc…

The Key point is how you would characterize the religion we are studying – what’s the most important belief, practice, philosophy, etc… of that religion?

- **Where** – QQC&Ks will be brought by you to class. **They must be typed.**
  
  If you’re not able to type your paper, bring your handwritten copy to me at the beginning of class so that I can sign it as proof that it was completed before class. **No handwritten copies that have not been signed by me before class will be accepted for a grade.**

- **When** – QQC&Ks are due at the beginning of class on the day they are assigned.
  
  **Please note: If you miss class the day a Quotes, Questions, Connections and Key points is due, you must turn in your QQC&K by the next class period to receive partial credit. You will only receive partial credit and will need to attend extra credit activities to earn points to make up the points you lose.**

- **Why** – QQC&Ks will help you engage more fully with the material by integrating it with your prior knowledge and by pointing out areas where you need more instruction and understanding. Sharing your QQC&Ks will allow you to become co-teachers and co-learners in this classroom.

  - **Learning Goals** –
    
    - **Students will become more active readers of the material assigned by looking for and appreciating meaningful quotes, recognizing information they don’t understand or want to discuss further, and linking the new information they’re gaining to what they already know and have experienced.**
    
    - **Students will gain practice in discussing the material they’re reading and sharing their thoughts on that material.**
    
    - **Students will learn to listen and appreciate the reactions, questions, and thoughts of others.**
    
    - **Students will become comfortable with not knowing all the answers and be willing to engage in further research and learning.**

- **How I grade them** – QQC&Ks will be graded based on the effort you put into them. If you complete the assignment fully, you will receive a 9 on your QQC&K. A 10 means you have gone above the basic requirements for the assignment. Your quote must be from the textbook. Your question must be appropriate and lead to greater discussion – not something easily answered by the material you were assigned to read. Your connection must be substantive, not simplistic. Your key point must indicate that you have tried to understand the religion we are discussing and its beliefs.

  - There are 10 Quotes, Questions, Connections, and Key points papers due for 10 points each for a total of 100 points. If you complete the assignment fully, you will receive a 9 on your QQC&K. A 10 means that you have gone over and above in asking questions and creating connections and key points.
  
  - A QQC&Ks Rubric is provided on the Blackboard under the Rubrics tab.

*Liberal Arts Honors Criteria #3 Intensive Writing and #9 Critical Thinking*
2. Blog Posts (BPs) and
3. Blog Post Responses (BPRs) –

- **What** – You will be required to participate in online discussions by replying to a Blog Post prompt in the Blog section of the class Blackboard. You will also write at least two responses to at least two of your classmates Blog Posts.
- **Where** – The BP prompts, posts, and responses can be found in the Learning Module of the week they are assigned. BP prompts can also be found in the syllabus.
- **When** – BPs are due by Thursday at midnight of the week they’re assigned. BPRs are due by Sunday at midnight of the week they’re assigned.
  - Please note: BP and BPRs will only be available for the week they are assigned. If you do not post or respond to your classmates posts during that week, you cannot make up the grade but will have to attend extra credit activities to earn points to replace the zero you will receive.
- **Why** – Reading and responding to each other’s work allows us to build an intellectual community of scholars learning together. Online class discussions will help you become a stronger reader and writer as you evaluate your classmate’s arguments and your own and will lead to richer discussions during face to face class meetings.
  - Learning Goals –
    - Students will practice thinking about and then writing about sensitive or challenging issues.
    - Students will become comfortable discussing these issues with others who may or may not share their beliefs.
    - Students will develop appreciation for the viewpoints of others even if they do not agree with them.
    - Students will be able to engage with others of differing belief systems and cultural practices in a manner that is non-judgmental, respectful, and looking for mutually beneficial opportunities to appreciate these differences.
- **How I grade them** – BPs and BPRs will be graded based on the effort you put into them. Your BPs should demonstrate substantial interaction with the questions being asked and the material being discussed. What you write in your BPRs must demonstrate thoughtful interaction with your classmates and go beyond simple agreement with what is being said.
  - BPs and BPRs are graded as a unit so if you write a wonderful BP, but don’t respond to your classmates’ posts, you will get a lower grade. You must write your own BP and respond to at least two classmates to get full credit for the assignment.
  - There are 10 BPs worth 10 points each for a total of 100 points. If you complete the assignment fully, you will receive a 9 on your Blog Post. A 10 means that you have gone over and above in creating your blog.
  - Disrespectful or rude language – towards students or their beliefs - or any attempts at proselytizing fellow students will cause you to lose all points for that week’s discussion and will require a conference with me to review Netiquette (see below). If you are ever in doubt whether or not your post or your response will be seen as inappropriate, you are welcome to send the post to me before you submit it on Blackboard or discuss the post with me via email.
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- BPs must be at least **200 words** long. BPRs to your classmate’s posts must be at least **75 words** long. Shorter posts and responses will receive lower grades.
- A Blog Post and BPRs Rubric is provided on Blackboard under the Rubrics tab.

*Liberal Arts Honors Criteria #3 Intensive Writing and #9 Critical Thinking*

**All students must observe proper online “Netiquette”**

- Always consider your audience – your class mates and I will be reading your posts.
- You must be respectful in your responses to all posts. You don’t have to agree with each other, and lively discussion is encouraged, but you can never be rude.
- No inappropriate or harassing posts will be tolerated.
- All posts must be written in Standard English and edited for grammar, spelling, and punctuation.
- Inappropriate language, shortened “texting” words, or all caps posts will not be allowed.
- Read through all the posts before adding your response. Don’t repeat what someone else has said or ask a question that has already been answered. Add something new to the discussion!
- When responding to a class mate’s post, be sure to respond to the ideas and perspectives being presenting and not to the person. **Do not engage in personal judgments or attacks.**
- **Do not attempt to convert or proselytize a classmate to your own religious or cultural beliefs. Do not insult or belittle your classmates beliefs (religious or not).** Engaging in this type of behavior will result in lower grades, a conference with the professor, and may be grounds for removal from the class. Remember, the purpose of this class is the academic study of religion.
- A good rule of thumb to keep in mind is that, if you would not say in it in a face-to-face classroom discussion, do not post it in our online classroom discussion.

➢ **There are three assignments that you’ll work on throughout the semester:**

1. **Experiencing Religions Worksheet**
   - **What** - You need to attend 1 religious service during the course of the semester and complete the Experiencing Religions Worksheet. You should attend a service from a religious tradition with which you are unfamiliar.
   - **Where** – The Experiencing Religions worksheet is on the Blackboard under the Experiencing Religions link. Turn in your worksheet on Blackboard.
     - An information sheet with addresses and websites for a number of religious institutions in the El Paso area can be found under the Course Content tab. You are not limited to visiting these sites.
     - Throughout the semester, I will also post information about religious events that can be used to fulfill this requirement in the Announcements tab on Blackboard.
   - **When** – The Experiencing Religions worksheet is due by 10:00pm **Sunday, November 29th**. You are also welcome to turn your worksheets in early.
Why – Experiencing how religions are practiced in the places where they are practiced provides valuable insights into the belief systems and organizational structures of those religions. Attending a service or an event helps you see things in a totally different light.

Learning Goals –

- Students will gain practice encountering new and different situations and interacting with unfamiliar people in unfamiliar settings.
- Students will become more observant of their surroundings and more thoughtful about how the setting, behaviors, dress, etc… of a group demonstrates the values and beliefs of that group.
- Students will be able to engage with others of differing belief systems and cultural practices in a manner that is non-judgmental, respectful, and looking for mutually beneficial opportunities to appreciate these differences.

How I grade them –

- The Experiencing Worksheet is worth 100 points. If you complete the assignment fully, you will receive a 90 on your Experiencing Religions Worksheet. A grade above a 90 indicates you have gone above the basic requirements of the assignment.
- You may attend additional services and fill out additional Experiencing Religions worksheets for extra credit. You will receive 10 points of extra credit for each additional Experiencing Religions worksheet.
- The Experiencing Religions worksheet is graded on the effort you put into it and on the depth of your insights and analysis. Go beyond easy observations. Think of yourself as a social scientist studying a unique social group and give careful attention to experience.
- An Experiencing Religions Rubric is provided on Blackboard under the Rubrics tab.

Liberal Arts Honors Criteria #7 Community Based Experiences

2. Embodying Religions Paper –

What – Each student from the class will pick three groups that he or she would like to be assigned to from the religions we're studying in class: Indigenous Religions, Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, Shinto, Judaism, Christianity, Islam, or Alternative Paths.

- Once assigned to a group, each class member will research a person who follows the religion that you are presenting.
  - You need to choose a real person, though your person can be living or dead, so that you can do adequate research and find images of that person.
  - You may choose a famous person like Krishna, Buddha, Moses, Jesus, Muhammad, Gandhi, the Dalai Lama, Anne Frank, Martin Luther King Junior, Malcolm X, or you may chose a less well known person.
  - You can chose a person of any gender, but you will be appearing as that person at the World Religion Fair.
- Each student will write a 4-6 page paper in the voice of the person he or she is representing. The paper should include both biographical and historical information as well as analysis of your character’s role and
The paper should also include images of the person you are representing - **images do not count in the required 4-6 page length.**

- Outside research is necessary for this paper – at least 3 sources must be used.
- **All Embodying Religions personas must be approved by me and no two students can do the same person.**

**Why** – The Embodying Religions project allows you to identify with the religious tradition you are studying, and embody a member of that religion, as you carefully consider how to shape your persona and which essential elements of the overall religion to present to the rest of the class. The creative, active learning in this project will help you think imaginatively and critically about religious belief systems.

- **Learning Goals** –
  - Students will creatively, thoughtfully, and experientially immerse themselves in a religious belief system about which they want to learn more.
  - Students will research and actively think through the many elements of a person’s belief system and how it affects every aspect of their behavior.
  - Students will develop communication skills as they interact with one another in their characters.

**Where** – Papers will be turned in on Blackboard under the link Embodying Religion paper.

- **Wednesday, August 26th** all students will bring to class a paper with their name and their top three choices for which religion or group they’d like to be placed into.
- Religion groups will be announced on **Wednesday, September 9th**. Students can then begin submitting – in writing - via email or in class which person they would like to be. First come first served! If the person you would like to be has already been taken, you will need to choose another character. **I must approve all Embodying Religions characters.**

**When** – Embodying Religions papers are due by 10pm on Sunday, December 6th.

**How I grade them** –

- The Embodying Religions Paper is worth 100 points.
- Papers must be 4-6 typed, double spaced pages with one inch margins and a standard font size. All sources must be cited correctly and all images cited correctly.
  - Embodying Religions Papers will be graded on the effort you put into them and on how fully you investigate and then embody the person and the religion you are presenting.

- An Embodying Religions Rubric can be found on the Blackboard under the Rubrics tab.
- **Liberal Arts Honors Criteria #3 Opportunities for intensive writing and #4 Opportunities for intensive research**

**3. World Religions Fair and Project Paper** –

- **What** – The characters from the Embodying Religions project will work together to present a display on the religion or group to which they belong: Indigenous Religions, Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, Shinto, Judaism, Christianity, Islam, or Alternative Paths.
- **On Wednesday, December 9th 4:00 to 6:45 (our final exam time)** each group will create a display which will present their religion to their fellow students at our class World Religions Far.
Each class member will come as their Embodying Religions character. Each student will adopt the dress, speech, attitudes, beliefs, interactions with others, etc… of his or her character for the entire World Religions Fair.

Each group will create a display on their religion as a whole, incorporating the characters each group member has created and including a wide variety of elements from the religion you are representing.

Each class member will write a group project report in which you will list each group member – who they were, how each person’s character fit into the overall group presentation, and what each group member did to contribute to the overall World Religions Fair project.

Group project reports can be typed or handwritten and will be handed in at the World Religions Fair.

**Why** – The World Religions Fair project allows you to identify with the religious tradition you are studying, and embody a member of that religion, as you carefully consider how to shape your persona and which essential elements of the overall religion to present to the rest of the class. The creative, active learning in this project will help you think imaginatively and critically about religious belief systems.

**Learning Goals** –

- Students will creatively, thoughtfully, and experientially immerse themselves in a religious belief system about which they want to learn more.
- Students will research and actively think through the many elements of a person’s belief system and how it affects every aspect of their behavior.
- Students will practice presentation skills as they interact with the professor and their peers in the guise of the character they have developed.
- Students will develop better skills when working within a group and better communication strategies within a group.

**Where** – Groups will assigned and given time in class to meet but will also be expected to work outside of class.

**When** – The World Religions Fair will be Wednesday, December 9th in the UTEP Union. I will talk with each group and each student individually. You and your classmates will have plenty of time to present your own religion as well as visit all of the other fair presentations.

**How I grade them** –

- World Religions Fair projects will be graded on the effort you put into them and on how fully you embody the religion you are presenting. The overall project is worth 100 points.
- All group members may not receive the same grade.
- Projects will be graded on the depth of analysis shown in the group’s work and on how creatively it is presented.
- A World Religions Fair Rubric can be found on the Blackboard under the Rubrics tab.

*Liberal Arts Honors Criteria #1 Student Leadership, #4 Intensive Research, and #9 Development of Critical Thinking*

➢ **There are multiple opportunities for extra credit:**

Extra Credit opportunities exist for you to gain more exposure to the ideas we’re learning about in class and to give you the chance to make up points for missed assignments. Extra Credit is not meant to regularly take the place of class assignments. Students can accumulate up to 30 Extra Credit points.
• Experiencing Religions Worksheets – attend a service and fill out an Experiencing Religions worksheet over and above the worksheet required for the course and receive 10 extra credit points.

• Religion in the Community - Attend any "religiously themed" event in the community (concert, movie, art showing, lecture, book talk, etc…); bring me proof of your attendance (ticket stub, program, photos); write a brief paragraph about the event, and I will give you 5 extra credit points for every event attended.

➢ Liberal Arts Honors Students:
This course will count for Liberal Arts Honors credit if you are a member of the Liberal Arts Honors program. If you are not a member of LAHP but are interested, please feel free to talk to me about the program and/or visit http://academics.utep.edu/lahp to learn more.

IX. Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotes, Questions, and Connections</td>
<td>100</td>
</tr>
<tr>
<td>Blog Posts and 2 Blog Post Responses</td>
<td>100</td>
</tr>
<tr>
<td>Experiencing Religions Worksheet</td>
<td>100</td>
</tr>
<tr>
<td>Embodying Religions Paper</td>
<td>100</td>
</tr>
<tr>
<td>World Religions Fair Project</td>
<td>100</td>
</tr>
</tbody>
</table>

Total possible points to be gained in this class = 500

A = 450- 500 points
B = 425- 449 points
C = 375-424 points
D = 325-374 points
F = 325 points and below

Please note that this class will be graded following this point system.

Missing any assignments in this class will make it very difficult to receive an A in this class.

X. Course Policies:

➢ Attendance: Each student gets 3 unexcused absences – that means you can miss class 3 times without having to tell me why.
• After 3 absences, you will lose 2 points off your final grade for every class you miss.
• If you have a VERY valid excuse for missing class, you must inform me of that excuse and provide documentation.
• University sanctioned absences are always excused, but if you miss class for University related reasons, you must provide documentation.

➢ Laptops may only be used for class related note taking. If you abuse this privilege, you will no longer be allowed to bring your lap top to class.

➢ Cell phones are never allowed. If you need to leave the class to take a call, please do so quietly. If you’re regularly texting in class, you will be asked to leave.

➢ Academic dishonesty will not be tolerated.
  • This course utilizes plagiarism detection software. If you turn in plagiarized work, I will report you to the Dean of Students. You will receive an F on the plagiarized assignment and may likely fail the course. You may also be subject to other academic penalties including suspension from UTEP and notation of your academic dishonesty on your permanent record.
  • The sites below explain what constitutes academic dishonesty and UTEP’s policy on plagiarism.
    • http://www.plagiarism.org/plag_article_what_is_plagiarism.html
    • http://libraryweb.utep.edu/research/plagiarism.php

➢ Students with excessive absences or missing multiple assignments will be dropped from this class on or before the Course Drop Deadline of Friday, October 31st. This policy will only be revisited under extreme, well documented circumstances.

➢ Students must treat each other with respect & courtesy & should expect the same from me. Disruptive and/or disrespectful students will be asked to leave class and will need to meet with me before gaining reentry into class. No disrespectful, inappropriate or harassing posts will be tolerated on the class Blackboard.

XI. Assignment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings – to be completed before class</th>
<th>Quote, Question Connection &amp; Key Point</th>
<th>Blog Post</th>
<th>Blog Post Responses</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Intro to the Course</td>
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<td>MAug 24</td>
<td>Perception</td>
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<td>Three choices for Embodying</td>
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<td>WAug 26</td>
<td>Perception</td>
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**Week 2 MAug 31**

Religious Responses

*Living Religions* Chap. 1
Blackboard Learning Module on *Understanding Religion*

Due in class at the beginning of class
Quotes, Questions, Connections, and Key Point (QQC&K) #1 on Religious Responses

Due by 10pm Thursday (R) Sep 3
Blog Post (BP) #1 on Blackboard
Visit the website www.ravelunravel.com and spend some time looking at videos and hearing from a variety of people about their religious or non-religious beliefs. Then answer the questions that they are answering in the videos:

1) What is your religious or spiritual identity and why do you identify as such?
2) What is a stereotype that impacts you based on your religious or spiritual identity?
3) Have you found your community welcoming of your chosen religious or spiritual path? Why or why not?
4) Is there anything else you would like us to know about you and your religion or

**W Sep 2**

Religious Responses cont...

<table>
<thead>
<tr>
<th>Due by 10pm Sunday (Sun) Sep 6</th>
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<tbody>
<tr>
<td>2 Blog Post Responses (BPR's) to BP #1</td>
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</tbody>
</table>
belief system?
There is no right or wrong answer to these questions!
Don't feel like you have to share more than you're comfortable sharing.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>M Sep 7</th>
<th>No Class – Labor Day</th>
<th>No QQC&amp;K, Blog Post or Blog Post Responses this week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Sep 9</td>
<td>World Religions Fair Workshop – in class activity – Don’t Miss Class!</td>
<td>You will be put into your World Religions Fair groups today.</td>
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<td>Week 4</td>
<td>M Sep 14</td>
<td>Indigenous Sacred Ways</td>
<td>Due by 10pm R Sep 17 BP #2 Indigenous Religions</td>
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<td></td>
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<td>Living Religions Chp 2 Blackboard Learning Module on Indigenous Religions</td>
<td>Due by 10pm Sun S Sep 20 2 BPR’s to BP #2</td>
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<td></td>
<td>Due in class at the beginning of class QQC&amp;K #2 on Indigenous Religions</td>
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<tr>
<td>Week 5</td>
<td>Hinduism</td>
<td><em>Living Religions</em> Chp 3</td>
<td>Due in class at the beginning of class</td>
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<tr>
<td>MSep 21</td>
<td></td>
<td>Blackboard Learning Module on <em>Hinduism</em></td>
<td>QQC&amp;K #3 Hinduism</td>
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<tr>
<td>WSep 23</td>
<td>Hinduism cont…</td>
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<td>Due by 10pm R Sep 24</td>
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<td>QQC&amp;K #3 Hinduism</td>
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<tr>
<td>Week 6</td>
<td>Buddhism</td>
<td><em>Living Religions</em> Chp 5</td>
<td>Due in class at the beginning of class</td>
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<tr>
<td>MSep 28</td>
<td></td>
<td>Blackboard Learning Module on <em>Buddhism</em></td>
<td>QQC&amp;K #4 on Buddhism</td>
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<tr>
<td>WSep 30</td>
<td>Buddhism cont…</td>
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<tr>
<td>Week 7</td>
<td>Jainism</td>
<td><em>Living Religions</em> Chp. 4</td>
<td>Due by 10pm</td>
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<tr>
<td>M Oct 5</td>
<td>Jainism</td>
<td>Blackboard Learning Module on Jainism</td>
<td>R Oct 8</td>
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<tr>
<td>W Oct 7</td>
<td>Daoism</td>
<td><em>Living Religions</em> Chp 6</td>
<td>Due in class at the beginning of class</td>
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<tr>
<td></td>
<td></td>
<td>Blackboard Learning Module on Daoism and Confucianism</td>
<td>QQ&amp;C&amp;K #5 on Daoism and/or Confucianism</td>
</tr>
</tbody>
</table>

- **Buddhism.**
- If you were to make your own Thangka that would be meaningful to you, what images would you have on the Thankga? How would the images you chose help illustrate your beliefs? How might your Thankga help you think about things greater than yourself?
- [http://www.himalayanmart.com/lama_thangka/thanka_art_center.htm](http://www.himalayanmart.com/lama_thangka/thanka_art_center.htm)
- [http://www.newworldencyclopedia.org/entry/Thangka](http://www.newworldencyclopedia.org/entry/Thangka)

**Week 8**

- Confucianism

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**Due by 10pm**

**Due by 10pm**
<table>
<thead>
<tr>
<th>Date</th>
<th>Religion</th>
<th>Chapter/Module</th>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>M Oct 12</td>
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<tr>
<td>W Oct 14</td>
<td>Shinto</td>
<td>Living Religions Chp 7</td>
<td>Choose a quote from Confucius - you can find them easily on the internet or at the library. What does the quote you chose mean to you and why do you like it?</td>
<td>BP # 6</td>
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<td>Blackboard Learning Module on Shinto</td>
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<td>S Oct 17</td>
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<td>Due in class at the beginning of class QQC&amp;K # 6 on Shinto</td>
<td>Due by 10pm S Oct 25</td>
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<td>Week 9</td>
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<tr>
<td>M Oct 19</td>
<td>No Class</td>
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<tr>
<td>W Oct 21</td>
<td>Judaism</td>
<td>Living Religions Chp 8</td>
<td>What is the relationship between the individual and his or her religion? How does one’s family and/or culture influence one’s beliefs? How is one’s life shaped by one’s beliefs? You might consider coming of age ceremonies like Bar and Bat Mitzvahs or other life cycle events like marriage, birth, divorce, or death. How has historical persecution affected the individual's role within Judaism? Have you had your own struggles with your individual identity versus your identity within your family and/or your religion? Two good websites on Judaism are <a href="http://www.chabad.org">www.chabad.org</a> and <a href="http://www.jewfaq.org">www.jewfaq.org</a></td>
<td>BP #7</td>
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<td>Blackboard Learning Module on Judaism</td>
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<td>Due by 10pm R Oct 22</td>
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<td>Due in class at the beginning of class QQC&amp;K # 7 on Judaism</td>
<td>Due by 10pm S Oct 25</td>
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<tr>
<td>Week 10</td>
<td>Judaism cont…</td>
<td>Judaism cont…</td>
<td>Due by 10pm R Oct 29</td>
<td>Due by 10pm S Nov 1</td>
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<td>M Oct 26</td>
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<td>BP #8 on Blackboard</td>
<td>2 BPRs to BP #8</td>
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<tr>
<td>W Oct 28</td>
<td>Christianity</td>
<td><em>Living Religions</em> Chp 9</td>
<td>Due in class at the beginning of class</td>
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<td></td>
<td></td>
<td>Blackboard Learning Module on <em>Christianity</em></td>
<td>QQ&amp;C#K # 8 on Christianity</td>
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</table>

Take a moment to mentally imagine what you think Jesus may have looked like. You might want to google Jesus and see what images pop up. To read an article about what Jesus may have looked like, click on this link: [http://www.popularmechanics.com/science/health/forensics/1282186](http://www.popularmechanics.com/science/health/forensics/1282186)

How do you envision Jesus? Has contemporary culture influenced how we see Jesus? Is this a good or a bad thing? How does popular culture use the figure of Jesus? How does this relate to the beliefs of Christianity?

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| F Oct 30 | COURSE DROP DEADLINE – STUDENTS WITH EXCESSIVE ABSENCES OR MISSED WORK SHOULD DROP |

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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Christianity cont…</th>
<th>Christianity cont…</th>
<th>Due by 10pm R Nov 5</th>
<th>Due by 10pm S Nov 8</th>
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<tr>
<td>M Nov 2</td>
<td></td>
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<td>BP #9 on Blackboard</td>
<td>2 BPRs to BP #9</td>
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<td>W Nov 4</td>
<td>Islam</td>
<td><em>Living Religions</em> Chp 10</td>
<td>Due in class at the beginning of</td>
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<td>Blackboard Learning Module on</td>
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**Week 12**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activity</th>
<th>Due by</th>
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</thead>
<tbody>
<tr>
<td>MNov 9</td>
<td>Islam cont…</td>
<td>Class, QQC&amp;K #9 on Islam</td>
<td>R Nov 12</td>
</tr>
<tr>
<td>WNov 11</td>
<td>Sikhism</td>
<td><em>Living Religions</em> Chp 11 Blackboard Learning Module on Sikhism</td>
<td>10pm S Nov 15</td>
</tr>
</tbody>
</table>

**Due by 10pm R Nov 12**

BP # 10
How do you interpret the quote from Kabir, Guru Granth Sahib from our textbook: "God is like sugar scattered in the sand. An elephant cannot pick it up...Become thou an ant and partake of it."

Are there other religions that this quote might fit well with? Why or why not?
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Nov 16</td>
<td>Religion in a New Era</td>
<td>No QQC&amp;Ks or Blog Posts this week</td>
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<tr>
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<td><em>Living Religions</em> Chp 12</td>
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<td>Blackboard Learning Module on <em>Alternative Paths</em> and <em>Religion in a New Era</em></td>
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<tr>
<td>WNov 18</td>
<td>Nov 18</td>
<td>World Religions Fair Workshop – in class activity – Don't Miss Class!</td>
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<tr>
<td>Week 14</td>
<td>Nov 24</td>
<td>NO CLASS – Thanksgiving</td>
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<td>World Religions Fair Groups should meet!</td>
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<tr>
<td>WNov 26</td>
<td>Nov 26</td>
<td>NO CLASS – Thanksgiving</td>
<td>Experiencing Religions Worksheet Due by 10pm Sunday, November 29th</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dec 1</td>
<td>Religion in Contemporary America</td>
<td>No QQC&amp;Ks or Blog Posts this week</td>
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<tr>
<td>W Dec 3</td>
<td>Dec 3</td>
<td>Final thoughts/Course Evaluations</td>
<td>Embodying Religions Paper due by 10pm Sun, Dec 7</td>
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<td>All extra credit work due by 10pm Sun, Dec 6</td>
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<td>Final</td>
<td>Dec 9</td>
<td>World Religions Fair –</td>
<td>Turn in group report at the World Religions Fair.</td>
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<td>Exam</td>
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<td>W Dec 9</td>
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