

General Education Course Proposal

Proposed Course: PHIL 131 Comparative Religion Units 03
Prefix No. Title

Department: Philosophy College/School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D ___ International/Multicultural

Existing Course ___ Revised Course New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

A study of major religions of the world; their traditions, teachings, influential texts, methodological and comparative approaches. Emphasis on major Western and non-Western religions such as Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam.

Enrollment limit per section: 50

Expected number of sections per semester - Year 1 1 Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature]
Department Chair

9/4/01
Date

[Signature]
College/School Curriculum Committee

10/15/01
Date

[Signature]
College/School Dean

10.17.01
Date

[Signature]
General Education Subcommittee

11/1/02
Date

[Signature]
Associate Provost

11/1/02
Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

Attachment #2: General Course Syllabus

Proposed course: **Philosophy 131: Comparative Religion**

Philosophy 131: Comparative Religion

3 units, no prerequisite

Catalog description: A study of major religions of the world; their traditions, teachings, influential texts, methodological and comparative approaches. Emphasis on major Western and non-Western religions such as Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam.

General Education: This course meets the General Education requirement for INTEGRATION, Area D4, International Multicultural.

Instructor:	Name
Office:	Number
Office Hours:	Times
Office Telephone:	Number
Email address:	Email
Department Office:	Music Building, Room 102, Hours: M-F 8:30-12:00; 13:00-17:00
Department Telephone:	278-2621

Textbooks: Assigned texts may be drawn from primary sources, i.e., classical writings of religious traditions, survey texts, texts that combine classical writings and more general treatments of the religions and texts on the methodological study of religions. See attached bibliography for representative selections.

Fees: There are no anticipated additional fees associated with this course.

Course goals:

1. To study and develop an understanding of the distinctive features of major/influential religions of the world.
2. To learn a variety of disciplinary methods for the study of religion, such as psychological, sociological, historical, anthropological, phenomenological, philosophical, comparative approaches.
3. To learn techniques that enable one to read some primary, influential texts (writings, scriptures, in translation) of the religions that are studied.
4. To examine how religions have understood specific issues such as sexuality, gender, race, religious and cultural diversity. This will aid in the recognition of various forms and instances of discrimination, prejudice, stereotyping that occur in relation to religions and religious behavior.

Attachment #2: General Course Syllabus

Proposed course: **Philosophy 131: Comparative Religion**

5. Provide new perspectives on one's own self-understanding through the examination and evaluation of religious traditions and issues in the study of religious meaning.
6. Increase informed appreciation of the study of religious worldviews, practices, and meaning and the disciplines which help to analyze and interpret them.

Course topics:

- A. Every section of Phil. 131 will include consideration of the following:
 1. Methodological and comparative approaches to the study of religion.
 2. Exposure to primary religious texts (in translation) and methods of interpretation.
 3. The contemporary status in American culture of the religious traditions studied.
 4. Specific reference to discrimination and stereotyping with reference to such issues as sexuality, gender, race, religious and cultural diversity.
- B. Every section of Phil. 131 will include treatment of at least five of the following topics:
 1. The Hindu tradition and influential cultural features
 2. The Buddhist tradition and influential cultural features
 3. The Chinese religious traditions (Confucian, Daoist) and influential cultural features
 4. The Jewish tradition and influential cultural features
 5. The Christian tradition and influential cultural features
 6. The Islamic tradition and influential cultural features
 7. African religious traditions and influential cultural features
 8. Native/Indigenous American religious traditions and influential cultural features.
 9. Other religious traditions (Sikh, Jain, Shinto, Polynesian, et al.) and their influential cultural features.
- C. Every section of Philosophy 131 will include representative material from (“mainline”) Western and non-Western religious traditions.

Assignments:

Information on attendance, homework, class participation

Information on methods of instruction and testing

Writing assignments: 4000 word writing requirement (according to GE policy)

Final examination (according to CSUF policy and schedule).

Evaluation: Each syllabus will contain a grading policy

Criteria for grading: Each syllabus will state the criteria that will be used in grading.

Attachment #2: General Course Syllabus

Proposed course: **Philosophy 131: Comparative Religion**

Eligibility for a passing grade: Each syllabus will contain a statement of the necessary conditions for passing the course.

Grades: Each syllabus will include a grading scale and an explanation of how grades are to be assigned.

Course calendar: The calendar will depend on the texts and approaches chosen. The class time devoted to each topic will range from 1-4 weeks.

General information:

- Policy on attendance
- Policy on missed or late work
- Regarding Cheating and plagiarism
- Students with disabilities
- Other specific policies for this course.

PHILOSOPHY 131: Comparative Religion
Selected Bibliography

Pluralism and Religion

- Christian, William A., Sr. Doctrines of Religious Communities. New Haven, Yale University Press, 1987.
- Darrol, M. and Frank Flinn. Interreligious Dialogue. New York: Paragon House, 1989.
- D'Costa, Gavin, ed. Theology and Religious Pluralism. Oxford and New York: Basil Blackwell, 1986.
- _____ "Whose Objectivity? Which Neutrality? The Doomed Quest for a Neutral Vantage Point from which to Judge Religions," Religious Studies, 29, 1992, 79-93.
- Dean, Thomas, ed. Religious Pluralism and Truth. Albany, NY: State University of New York, 1995.
- Dilworth, David A. Philosophy in World Perspective. New Haven: Yale University Press, 1989.
- Donovan, Peter. "The Intolerance of Religious Pluralism," Religious Studies, 29, 1993, 217-229.
- Gort, Jerald D., Hendrik M. Vroom, Rein Fernhout, Anton Wessels, eds. On Sharing Religious Experience. Grand Rapids, Michigan: Eerdmans, 1992.
- Griffin, David Ray and Huston Smith. Primordial Truth and Postmodern Theology. Albany, NY: State University of New York, 1989.
- Hammet, Ian, ed., Religious Pluralism and Unbelief. London & New York: Routledge, 1990.
- Hick, John. The Experience of Religious Diversity. 1985.
- _____ God and the Universe of Faiths. New York: St. Martin's Press, 1973.
- _____ God has Many Names. Philadelphia, PA: Westminster Press, 1982.
- _____ An Interpretation of Religion. New Haven: Yale University Press, 1989.
- Jeanron, Werner G. and Jennifer L. Rike. Radical Pluralism and Truth. New York: Crossroad, 1991.
- Knitter, Paul F., ed. Pluralism and Oppression. Lanham, Maryland: University Press of America, 1991.
- _____ One Earth Many Religions. Maryknoll, NY: Orbis, 1995.
- Kekes, John. The Morality of Pluralism. Princeton, New Jersey: Princeton University Press, 1993.
- Krieger, David J. The New Universalism. Maryknoll, NY: Orbis, 1991.
- LaFargue, Michael. "Radically Pluralist, Thoroughly Critical," Journal of the American Academy of Religion, LX, 4, 1993, 693-716.
- Larson, Gerald James and Eliot Deutsch. Interpreting Across Boundaries. Princeton, NJ: Princeton University Press, 1988.
- McClendon, James Wm., Jr. and James M. Smith. Convictions: Defusing Religious Relativism. Valley Forge, PA: Trinity Press International, 1994.
- Netland, Harold A. Dissonant Voices. Grand Rapids, Michigan: Eerdmans, 1991.
- Neville, Robert Cummings. Behind the Masks of God. Albany, NY: State University of New York, 1991.
- _____ Normative Cultures. Albany, NY: State University of New York, 1995.
- Ogden, Schubert M. Is There Only One True Religion or Are There Many? Dallas, TX: Southern Methodist University Press, 1992.
- Panikkar, Raimundo. "The Myth of Pluralism: The Tower Of Babel--A Meditation of Non-Violence," Cross Currents, 34.2, 1976, 197-230.
- _____ The Intra-Religious Dialogue. New York: Paulist Press, 1978.
- _____ Myth, Faith, and Hermeneutics. New York: Paulist Press, 1979.
- _____ "Aporias in the Comparative Philosophy of Religion," Man and World, 13, 1980, 357-383.
- _____ A Dwelling Place for Wisdom. Louisville, Kentucky: Westminster/John Knox Press, 1993
- Paul, Ellen Frankel, Fred D. Miller, Jr., Jeffrey Paul. Cultural Pluralism and Moral Knowledge. New York: Cambridge University Press, 1994
- Power, F. Clark and Daniel K. Lapsley. The Challenge of Pluralism: Education, Politics and Values. Notre Dame, Ill: University of Notre Dame Press, 1992.
- Prabhu, Joseph, ed. The Intercultural Challenge of Raimon Pannikkar. Maryknoll, NY: Orbis, 1996.
- Rescher, Nicholas. Pluralism. Oxford: Clarendon Press, 1993.
- Rorty, Amelie Oksenberg. "Varieties of Pluralism in a Polyphonic Society," Review of Metaphysics, 44, September, 1990, 3-20.
- Rouner, Leroy S., ed. Religious Pluralism. Notre Dame, IN: University of Notre Dame, 1984.
- Runzo, Joseph. World Views and Perceiving God. New York: St. Martin's Press, 1993.
- Seager, Richard Hugh, ed. The Dawn of Religious Pluralism. La Salle, Ill: Open Court, 1993.

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- Senor, Thomas D., ed. The Rationality of Belief and the Plurality of Faith. Ithaca: Cornell University Press, 1995.
- Smart, Ninian. The Science of Religion and the Sociology of Knowledge. Princeton, New Jersey: Princeton University Press, 1973.
- _____. Beyond Ideology. New York: Harper and Row, 1981.
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- _____. Concept and Empathy. London: Macmillan, 1986.
- _____. Religion and the Western Mind. Albany, NY: State University of New York, 1987.
- _____. "The Epistemology of Pluralism: The Basis of Liberal Philosophy," Philosophy and Social Action 16:2, 1990, 5-14.
- Swidler, Leonard, ed. Toward a Universal Theology of Religion. Maryknoll, NY: Orbis, 1987.
- _____. After the Absolute. Minneapolis: Fortress, 1990.
- Tracy, David. Plurality and Ambiguity. New York: Harper and Row, 1987.
- _____. Dialogue with the Other. Grand Rapids, Michigan: Eerdmans, 1990.
- Vroom, Hendrik M. Religions and the Truth. Grand Rapids, Michigan: Eerdmans, 1989.
- Ward, Keith, Religion and Revelation: A Theology of Revelation in the World's Religions. Oxford: Clarendon Press, 1994.
- Watson, Walter. The Architectonics of Meaning. Albany, NY: State University of New York, 1985.
- Wells, Harry. "Taking Pluralism Seriously," Journal of Ecumenical Studies, XXX:1, 1993, 20-33.

Disciplinary Approaches

- A New Religious America : How a Christian Country Has Now Become the World's Most Religiously Diverse Nation Diana L. Eck. Harper, 2001.
- The Blackwell Companion to Sociology of Religion (Blackwell Companions to Religion). Richard K. Fenn (Editor). Blackwell Publisher 2000.
- A Comparative Sociology of World Religions: Virtuosi, Priests, and Popular Religion, Stephen Sharot. New York U. Press 2000.
- Religion in Society: A Sociology of Religion. Ronald L. Johnstone. Prentice Hall 6th ed. 2001.
- The Sociology of Religion : Theoretical and Comparative Perspectives. Malcolm B. Hamilton. Routledge 1994.
- Sociology of Religion: A Reader. Susanne C. Monahan (Editor), William A. Mirola (Editor), Michael Emerson. Prentice Hall, 2000
- Anthropology of Religion. Stephen D. Glazier (Editor). Praeger Press, 2000.
- The Anthropology of Religion : An Introduction. Fiona Bowie. Blackwell Press, 2000.
- Ordered Universes : Approaches to the Anthropology of Religion. Morton Klass. Westview Press, 1995.
- Anthropology of Religion. Stephen D. Glazier (Editor). Praeger Press, 1999.
- Across the Boundaries of Belief: Contemporary Issues in the Anthropology of Religion. Maxine K. Weisgrau (Editor), Morton Klass. Westview Press, 1999.
- An Introduction to Psychology of Religion. Robert W. Crapps. Mercer University Press, 1986.
- Psychology and Religion : An Introduction. Michael Argyle. Routledge, 2000.
- The Psychology of Religion. W. Hood (Editor), Bernard Spilka, Bruce Hunsberger, Ric Gorsuch, Richard Gorsuch. Guilford Press, 1996.
- Psychology of Religion : Classic and Contemporary. David M. Wulff. Wiley & Sons, 1989.
- Religion in Sociological Perspective (Third Edition). Keith A. Roberts. Wadsworth, 1995.
- Sociology and Religion. Norman Birnbaum and Gertrud Lenzer (eds.) Prentice-Hall, 1969.
- The Sacred Canopy. Peter L. Berger, (Garden City, NY: Doubleday, 1967),
- Beyond Belief. R. Bellah. U of California, 1991
- Religion: The Social Context, Meredith McGuire. Wadsworth, 1996.
- Religion and Culture. Scupin, Raymond, ed. PrenticeHall, 2000.

Philosophy 131 Bibliography

Current World Religion/Comparative Religion Texts

World Faiths. SA Nigosian. St. Martins, 1994

Dimensions of the Sacred : An Anatomy of the World's Beliefs. Ninian Smart. U. California Press, 1999.

Six Ways of Being Religious: A Framework to Guide Comparative Study of Religion. Dale Cannon. Wadsworth, 1996.

The World's Religions (Worldviews and Contemporary Issues). Young, William. Prentice Hall, 1995.

Living Religions, 3rd edition. Fisher, Mary Pat. Prentice Hall

World Religions: Eastern Traditions. Willard G. Oxtoby, Editor. Toronto: Oxford University Press, 2001.

World Religions: Western Traditions. Willard G. Oxtoby, Editor. Toronto: Oxford University Press, 1996.

The Religious World. Richard Bush, et al. Macmillan, 1998.

Ways of Being Religious. Gary Kessler. Mayfield, 2000

Experiencing the World's Religions. Michael Molloy. McGrawHill, 2001

Religions of the World. Lewis Hopfe and Mark Woodward. PrenticeHall, 2001

World Religions. David Rausch and Carl Voss. Trinity Press, 1998.

Comparative Religion. Eric Sharpe. Open Court, 1986.

Attachment #3: Typical Syllabus

Proposed course: **Philosophy 131: Comparative Religion**

COMPARATIVE RELIGION

Philosophy 131, Fall 2001 [3 Units]

Upper Division GE Integration, Area D4, Multicultural International

Meeting MWF in Speech Art 738

Instructor X, Department of Philosophy

Office: Music 702

Office telephone/voice mail: 278-xxx

Philosophy Dept. Administrative Assistant: 278-2621

Email:

Office Hours:

and by appointment

General Course Goals:

1. To study and develop an understanding of the distinctive features of major/influential religions of the world.
2. To learn a variety of disciplinary methods for the study of religion, such as psychological, sociological, historical, anthropological, phenomenological, philosophical, comparative approaches.
3. To learn techniques that enable one to read some primary, influential texts ("scriptures") of a religion.
4. To understand how religions have understood specific issues such as sexuality, gender, race, religious and cultural diversity. This will aid in the recognition of various forms and instances of discrimination, prejudice, stereotyping that occur in relation to religions and religious behavior.
5. To provide new perspectives on one's own self-understanding through the examination and evaluation of religious traditions and issues in the study of religious meaning.
6. To increase informed appreciation of the study of religious worldviews, practices, and meaning and the disciplines which help to analyze and interpret them.

In this class we will be studying 6 influential religious traditions. We will identify some of the distinctive features of these traditions, examine some primary texts (writings, scriptures) of these traditions, in order to develop a well-informed understanding of these religions. We will also learn about the ways (methods, models, techniques) that different disciplines use in order to approach and interpret religious beliefs and practices. We will also learn about the importance and challenges involved in comparative analysis of religions. Because the world, as well as American society, has a variety of different religions, this course aims to increase your own appreciation of this diversity. This will also increase your sensitivity to ways in which misunderstanding can result in prejudice, discrimination, stereotyping of religions and religious believers. We will study both non-Western and Western religions, i.e., Buddhism, Daoism, Judaism, Christianity, Islam, Sikhism. Some of these religions have temples, synagogues, churches, mosques, gurdwaras nearby in the local community. We will learn interesting and intriguing things about them. You will be encouraged to develop your own thinking, communication, and evaluative skills in this important area of human experience.

Primary Learning Outcomes:

At the successful completion of this class you will be able to

1. Identify and explain major concepts, values, and practices of the religions studied,
2. Identify and explain different disciplinary approaches to religions,
3. Explain important social-political/cultural features of the religions studied,
4. Identify some of the major figures and texts in the religions studied,
5. Develop a strategy to compare and interpret religions,
6. Identify common misconceptions, prejudices, that lead to intolerance, discrimination, and stereotyping of religions,
7. Identify features of the treatment of sex, gender, race, religious diversity that may be problematical within the religions studied,
8. Formulate features of religions that you think are noteworthy, either as critical complimentary features,
9. Provide important information about religious diversity not only in America but also in the area of Fresno.

Prerequisites: none.

What you will need for this course:

1. The use of a computer (with appropriate software) in order to use Blackboard. This is a part of CSUF Digital Campus. It is free and available to any student. Course materials and quizzes will be available through Blackboard. The use of Blackboard will be explained in class.
2. Required Texts:
 - A. *Experiencing the World's Religions*, M. Molloy
 - B. *Ways of Being Religious*, G. Kessler
 - C. *Comparative Religion Reader*, available at Master Copy (SW corner of Shaw & Cedar)

Grading Procedure:

1. Seven quizzes, on major features of the religious traditions. ----- 20 points each
Approaches to Religion, Buddhism, Daoism, Judaism
Christianity, Islam, Sikh. Quizzes will be given
through Blackboard. Instructions will be provided. =140 points
2. Two papers ----- 30 points
 - A. One paper on a visit to a place of worship in the local community related to a religion with which you are unfamiliar. 4 page minimum.
 - B. One paper on a topic or text of interest to you. The topic or text must receive approval. 8 page minimum. Guidelines will be discussed and posted on Blackboard. ----- 60 points
3. Final examination composed of questions that require some brief response and three essay questions. ----- 35 points
4. Extra credit possibilities: to be discussed.
5. Participation in class: 30% on attendance & 70% on participation in discussion that shows familiarity with the reading material, some critical, mindful, analytic, creative, imaginative (etc.) inquiry and general sensitivity to the issues. If you desire an appraisal of your standing for this requirement, please meet with me anytime during the semester. (See below.) ----- 35 points

Total= 300 points

SEQUENCE OF MATERIAL TO BE STUDIED
Tentative Course Schedule**

Day	Date	Topic	Reading	Assignments/Topics for Discussion
1	Aug. 27	Introductory information about the course.	M = <i>Experiencing the World's Religions</i> CRR= <i>Comparative Religion Reader</i> WBR= <i>Ways of Being Religious</i>	Pick up texts for the course. Information on Blackboard
2	Aug. 29	Defining religion; 3 major approaches to religion: as an adherent, emic, etc.	Blackboard documents; WBR: 1-36 CRR: Oxtoby	Writing assignment and discussion: Develop a definition of religion; what it is to be religious; ways of being religious; different kinds of religion.
3	Sept. 5	Ways of studying religion: An emic, empathic, phenomenological approach	Material on Blackboard & WBR: 1-36 M: 1-20	How is your understanding of religion affected by this approach?
4	Sept. 10	Etic approaches: the discipline of psychology	CRR: Freud, Jung, Maslow, Fowler	How is your understanding of religion affected by this approach?

Day	Date	Topic	Reading	Assignments/Topics for Discussion
	Sept. 3	Labor Day Break		
5	Sept. 12	Sociological approaches	CRR: Durkheim, Geertz	How is your understanding of religion affected by this approach?
6	Sept. 17	Anthropological approaches	CRR: Frazier, Tylor, Swanson	How is your understanding of religion affected by this approach?
7	Sept. 19	History of religions approaches; The biological basis of belief.	CPR: Eliade, Hegel, Marx, Neuberger	How is your understanding of religion affected by this approach? Quiz on Blackboard on material covered so far.
8	Sept. 24	Philosophy of religion approaches	Blackboard document	How is your understanding of religion affected by this approach?
9	Sept. 26	Comparative approaches	WBR: 25-36 CPR: Pannikar, Hick	How is your understanding of religion affected by this approach?
10	Oct. 1	Class discussion of material covered so far. Attention to the theme: how religions have understood specific issues such as sexuality, gender, race, religious and cultural diversity. Recognizing and accounting for various forms and instances of discrimination, prejudice, stereotyping that occur in relation to religions and religious behavior		Blackboard quiz on material covered since last quiz. Identify kinds and instances of religious intolerance. Develop an initial explanation of how to account for these kinds and instances. What are standards for judging intolerance, discrimination, stereotyping? Autonomous, heteronomous, relative, universal, subjective, absolute, intrinsic, consequential, emergent values.
11	Oct. 3	Buddhism: main ideas, values, practices	M: 105-164 WBR: 163-176	What is the Buddhist conception of self and society? If you were a Buddhist, what beliefs and practices would be important to you?
12	Oct. 8	Video or guest speaker on Buddhism & discussion	M: 105-164 WBR: 177-223	Be prepared to raise questions about the information provided.
13	Oct. 10	Buddhism: Discussion of primary sources & contemporary relevance	M: 105-164 WBR: 177-223	Blackboard quiz on Buddhism
14	Oct. 15	Daoism: main ideas, values, practices.	M: 191-209 WBR:	If you were a Daoist, what beliefs and practices would be important to you?
15	Oct. 17	Video on Daoism & discussion	M: 191-209 WBR: 291-299	Be prepared to raise questions about the information provided.
16	Oct. 22	Daoism: Discussion of primary sources & contemporary relevance	M: 191-209 WBR: 299-339	Have you heard of <i>The Tao of Pooh</i> ? Critical appraisal of religions studied so far; major concepts and values compared, issues of personal & societal functions; issues related to intolerance and discrimination. Blackboard quiz on Daoism
17	Oct. 24	Judaism: main ideas, values, practices.	M: 265-318 WBR: 343-350	If you were a member of the Jewish faith, what beliefs and practices would be important to you?
18	Oct. 29	Video or guest speaker on Judaism	M: 265-318 WBR: 351-402	Be prepared to raise questions about the information provided.

Day	Date	Topic	Reading	Assignments/Topics for Discussion
19	Oct. 31	Judaism: Discussion of primary sources & contemporary relevance	M: 265-318 WBR: 351-402	Critical appraisal of religions studied so far; major concepts and values compared, issues of personal & societal functions; issues related to intolerance and discrimination. Blackboard quiz on Judaism
20	Nov. 5	Christianity: main ideas, values, practices.	M: 321-404 WBR: 403-410	If you were a Christian, what beliefs and practices would be important to you?
21	Nov. 7	Video on Christianity & discussion	M: 321-404 WBR: 410-473	Be prepared to raise questions about the information provided
22	Nov. 12	Christianity: Discussion of primary sources & contemporary relevance	M: 321-404 WBR: 410-473	Critical appraisal of religions studied so far; major concepts and values compared, issues of personal & societal functions; issues related to intolerance and discrimination. Blackboard quiz on Christianity
23	Nov. 14	Islam: main ideas, values, practices.	M: 405-455 WBR: 475-	If you were a Muslim, what beliefs and practices would be important to you?
24	Nov. 19	Islam video or guest speaker	M: 405-455 WBR: 483-531	Be prepared to raise questions about the information provided.
	Nov. 21- 3	Thanksgiving Break		
25	Nov. 26	Islam: Discussion of primary sources & contemporary relevance	M: 405-455 WBR: 483-531	Critical appraisal of religions studied so far; major concepts and values compared, issues of personal & societal functions; issues related to intolerance and discrimination. Blackboard quiz on Islam
26	Nov. 28	Sikhism: main ideas, values, practices.	M: 180-185	If you were a Sikh, what beliefs and practices would be important to you?
27	Dec. 3	Guest speaker or video on Sikhism	M: 180-185	Be prepared to raise questions about the information provided. **PAPER DUE on visit to a place of worship.**
28	Dec. 5	Sikh Discussion of primary sources & contemporary relevance. Suggested ways of doing comparative analysis of religions.	M: 180-185 WBR: 25-36 Blackboard document CPR: Pannikar	Critical appraisal of religions studied so far; major concepts and values compared, issues of personal & societal relevance; issues related to intolerance and discrimination. Doing comparative religion **PAPER DUE on topic or text**
29	Dec. 10	More on Comparative Religion	WBR: 25-36 Blackboard document CPR: Pannikar	Your way of engaging in the analysis of religion would be...?
30	Dec. 12	Review of the course, discussion, preparing for the final examination.		

Final Exam Preparation & Faculty Consultation Days
Final Semester Examinations

Final Exam in this Course

Date: Dec. 17

Time: 13:00-15:00

Thurs. & Fri., Dec 13th & 14th

Mon-Thurs, Dec. 17th – 20th

Place: Regular classroom

****The specific dates of this schedule are tentative.** But every effort ("within reason") will be made to abide by this schedule. You will know about changes by attending class and by checking Blackboard. If you are absent from class, it is your responsibility to check on announcements made while you were absent. If you have any questions about the schedule at any time, do talk with me.

Your main general responsibility is to have read in advance as completely and thoughtfully as you can each of the assignments so as to be prepared actively to engage in each class session.

Please Note

Critical inquiry, probing and independent thinking, resourceful discussion and interaction are crucial to the work of the class and to the value that the class will have for you. Thoughtful, active participation during class is very important. Although I will play a prominent role as lecturer throughout the semester, your own response to the subject matter is a vital part of the class. Discussion of matters that are important to you as we proceed through the course should be introduced for discussion in any way that you feel is appropriate.

Because we will be dealing with matters of religious belief and practice which are sometimes importantly sensitive and controversial, anything that is presented in class or contained in the reading material that you find to be disturbing, unsettling, perplexing, distorted, etc., for whatever cause or reason, you are encouraged to bring these matters up for class consideration. You may, of course, discuss any such issues with me outside of class at anytime throughout the semester. We have in common the goal of learning about religions of the world. This educational venture should be beneficial and enhancing to your own quest for understanding. Think of this class as your opportunity to accomplish precisely this goal. If you run into hang-ups of whatever sort, please take advantage of them by learning from them, expressing them, getting feedback, and generally clarifying the issues that are at stake and your own comportment toward them.

The participation of everyone is important for this class. You are encouraged to have some good philosophical exercise by entering into the discussions and taking part in any way that you feel is appropriate. Absences or continual non-involvement on your part will affect your experience of the subject matter of the class as well as (to some extent) your grade for the course. If you miss class, it is your responsibility to find out what you missed by checking with other members of the class and to check the information on Blackboard.

If you have any questions about your responsibilities or opportunities in this class at any time during the semester, please talk with me. I have office hours scheduled throughout the semester. You are encouraged to come by to talk about anything that is of interest to you. I certainly hope that you will care about the work that you do throughout the semester. I care about your work and your progress in the class and I am very willing to help. If you cannot meet me during the scheduled office hours, we can arrange an appointment for a more convenient time.

Basis for Grading: The grade-value of your written work will be based upon the following factors:

1. Accuracy of information provided,
2. Adequacy ("completeness") of information provided,
3. Fairness in the presentation of the issues,
4. Clarity of formulation, intelligibility, consistency, coherency,
5. Explicitness of your analysis, i.e., show the reasoning by setting forth the details of the arguments and evaluation,
6. Independence of thinking in your analysis and evaluation, by working to develop your own point of view.

In general, it is important to show in your work that you are well-informed about the matters considered (1-2), that you set forth your analysis in a fair, clear, and orderly way (3-5), and that you engage in independent reflection upon and critical evaluation of the material according to your own perspective (6).

Grade scale: 100-95%=A; 94-90%=A-; 89-87%=B+; 86-84%=B; 83-80%=B-; 79-77%=C+; 76-74%=C; 73-70%=C-; 69-67%=D+; 66-64%=D; 63-60%=D-; below 59%=F.

Grade related characteristics [following the *General Catalog*, 75-76]

A - Excellent. Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a very high degree of intellectual initiative.

B - Very Good. Performance of the student has demonstrated a high level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a high degree of intellectual initiative.

C - Satisfactory. Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course intent.

D - Unsatisfactory. Performance of the student has been unsatisfactory, showing inadequacy in meeting basic course objectives, responsibilities, and comprehension of course content.

F - Failure. Fails to meet course objectives. Work at this level does not meet requirements for credit toward a degree. If this grade appears on any of your work, you should make an appointment to talk with me soon. We should be able to find a remedy to resolve whatever problems have led to this grade.

Specific Details of Scheduling and Assignments will be given in class by me. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Attendance: Regular attendance is expected. If you are absent from class, it is your responsibility to check on announcements made while you were away. Frequent absences will diminish your grade for the course. Regular attendance = 10 points. Absences also affect your grade for class participation. Participation that shows familiarity with the reading material, some critical, mindful, analytic, creative, imaginative inquiry and general sensitivity to the issues = 25 points possible. If you desire an appraisal of your standing for this requirement, please meet with me anytime during the semester.

Regarding matters such as **Make-up Quizzes/Exams, Turning in Work Late, or Receiving an Incomplete Grade**, it is your responsibility to inform me about any difficulties that you may have prior to the scheduled assignments. Except for emergencies and very special circumstances, arrangements must be made with me in advance. It is important that University standards be observed, but I am very willing to help when unusual or unexpected circumstances arise. Please let me know.

If you have special interests--of whatever sort--that you think might be pursued within the context of this course, please talk with me. If you have special experiences, information, different angles, etc., related to any of the religious traditions that we study, please let me know or share such with us in whatever way you think is appropriate. I will be happy to consider special options, i.e., projects or presentations or ...? But, anything of this sort that is to be included into the course schedule must be finalized by October 15.

Additional Important University Policies

STUDENTS WITH DISABILITIES: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM: **Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. . It is the intent of this definition that the term cheating not be limited to examinations situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *General Catalog* (Policies and Regulations)

COMPUTERS: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. *Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software.* The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." (The University provides free email accounts to all students. Internet access is also available for a reduced fee per month. Students may sign up for email or for Internet access through CVIP at Barstow and Cedar or in the University Student Union.)

DISRUPTIVE CLASSROOM BEHAVIOR: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

*** **PLEASE NOTE:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.