

## *World Religions*

**UNH Course Code:** REL310BCN

**Subject Areas:** Religious Studies, Cultural Studies, Anthropology, Sociology, Philosophy, and History

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### **SECTION I: Course Overview**

#### **COURSE DESCRIPTION**

One cannot be “religious” or claim to comprehend the religion of others without somehow engaging and making sense of the vast diversity of religions in one’s environment. This course is designed to facilitate this process by introducing you to the world’s major religions, of both western and eastern origin, and how they are practiced globally, especially in Europe and North America. We will explore and analyze the origins and development, central teachings, devotional practices, institutions and cultural expressions of Aboriginal Spirituality, Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Judaism, Christianity, and Islam, in an effort to understand how they can shed light on different perceptions of the essential nature, meaning, and struggles of human experience: evil and suffering, knowledge and justice, love and compassion, friendship and loyalty, death and redemption. The course also pays close attention to the multicultural and multiethnic realities of contemporary Europe and Spain, in particular, by offering platforms for interfaith dialogue and special visits a synagogue and a Buddhist temple.

This course adopts various contemporary approaches to study the world’s religious traditions and their impact on the societies in which they are practiced. One approach consists of examining the specific historical development and worldview of each religion separately, while another considers world religions as essentially related and allied by some shared key concerns. At all times, we will maintain both personal and scholarly distance from each of the traditions covered, thereby facilitating an intellectual and objective approach to the views and beliefs of all. Great emphasis will thus be placed on critical thinking, and on the impartial clarity of your conclusions.

Part of the goal of studying world religions in this course is to view each respective philosophy and its beliefs from a global perspective. Much of the world’s cultural symbolism derives from its religions, and thus the study of world religions is as much an examination of multiculturalism as it is an analysis of theological practices. So one of the intended outcomes of this course is the development of a culturally competent student better placed to respect and value a variety of cultures, to appreciate the normality of difference, and to welcome and embrace opportunities for cross-cultural communication.

#### **LEARNING OBJECTIVES**

##### Cognitive / Knowledge skills

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*

- Trace the basic history, philosophy, and practices of major religious traditions in comparative terms, identify similarities and differences of thought and practice among them
- Gain a critical understanding of the cultural and historical meaning of religions
- Compare and examine the influences of these religions in our world today

#### Analytical / Critical Thinking Skills (Oral & Written)

- Develop the ability to interpret religious values, images, symbols, and texts critically
- Critically compare and interpret religious texts in the context of traditional belief
- Develop critical and interpersonal skills necessary to engage in respectful and fruitful dialogue with other religions

#### Affective & Behavioral / Attitudinal Skills

- Become more reflective about one's own beliefs and more tolerant about the beliefs of others
- Appreciate the varieties of religious belief and experience
- Improve multicultural literacy and cross-cultural competence

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

**NAME:**

**CONTACT INFORMATION:**

**TERM:**

### **INSTRUCTIONAL FORMAT**

Class will meet twice a week for 90 minutes. All classes will begin with a brief review of the key ideas of the previous session. Students are asked to come to class ready to discuss different texts from which students will learn about the different aspects of the most important world religions. You will be called upon to prepare a short oral presentation to introduce a subject under analysis that will be debated in class with your fellow students. These presentations will have previously been assigned by the course instructor at the beginning of the course. The course instructor will then use the presentation as a springboard to elaborate further on the material prepared for that class. Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, extensive outside readings, a research paper, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city.

You will be expected to participate actively in every session. Interaction and your input are absolutely necessary to realize the learning objectives. As with regular classes, when field studies are programmed and in-house guest sessions are organized, attendance is mandatory. All readings from the class dossier must be completed before the start of every session.

**Field Studies / Guest Speakers:** The course will include the following field studies and/ or guest speaker sessions:

- **Field Study 1:** Visit to a Buddhist Temple
- **Field Study 2:** Visit to a Reform Jewish Synagogue

**Academic-Integrated Cultural Activities Program:** The following cultural activities are recommended for this course:

- *Splendid Catalonia: Winery & Montserrat Mountain*

- *The Land of Three Cultures: Girona & Besalú*
- *Madrid & Art Museums*
- *Peryness & Romanesque Art*
- *MNAC*
- *Speak Local, Be Global*

It is mandatory to complete an assignment based on ONE of these activities, which will count towards your Independent Learning Activities grade.

### **SPECIAL ACCOMMODATIONS**

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA's ***Special Accommodations Form*** to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

### **FORMS OF ASSESSMENT**

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Class Participation	10%
Oral Presentation	20%
Independent Learning Activities	10%
Research Paper	20%
Mid-Term Exam	20%
Final Exam	20%

### **ASSESSMENT OVERVIEW:**

**Oral Presentation (20%):** You will be required to offer an oral presentation on a subject assigned at the beginning of the course. This ice-breaker presentation is designed to present in synthesis the most important ideas or debates which surround the session at hand. Both content and form will be taken into account.

**Independent Learning Activities (10%):** You will have to complete one assignment based on one of the field studies and one on one of the AICAP activities recommended for this course. These assignments consist basically in two 500-word reports on the field study/co-curricular activity, summing them up, analyzing them in the context of the course and underlining course relevant facts and findings. The decision which option you are going to choose has to be taken in accordance with the instructor, who will provide you with further guidelines. Alternative assignment proposals made by the student may be taken into consideration.

**Research Paper (20%):** This 2000-word project, to be handed in one week before the end of the semester, must be related to the course contents and is always subject to approval by the instructor. The paper is the elaboration of the proposal you have made in your oral presentation and should have into account the class discussion of it. Following academic practice, all sources should be cited and a full bibliography should be included.

**Mid-Term & Final Exams (20%+20%):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The written midterm examination will cover the first seven weeks of the semester whilst the final examination will only cover material presented and discussed in the second half of the course.

**Class Participation (10%):** This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

**CEA Grading Scale:** Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0 - 10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

### CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
  - A **maximum of three days** of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
  - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing four days of class, regardless of the reason for the absence.
  - If your absences exceed five days of class, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

### WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

### REQUIRED READINGS

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a

bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

### **Required textbook:**

Course text: Oxtoby, W.G., Amore, R.C., Hussain, A. & Segal, A.F. (eds.), *A Concise Introduction to World Religions* (Ontario: Oxford University Press, 2011, 3rd ed.).

### **Recommended Readings:**

Burke, T.P., *The Major Religions: An Introduction with Texts* (Malden: Blackwell Publishing, 2005, 2<sup>nd</sup> ed.).  
Cassidy, E., *Ecumenism and Interreligious Dialogue* (New York: Paulist Press, 2005).  
Coogan, M.D. (ed.), *World Religions* (New York, NY: Oxford University Press, 2003).  
Cosman, M.P. & Jones, L.G., *Handbook to Life in The Medieval World*, vol. I (New York: Facts on File, 2008).  
DiNoia, J.A., *The Divinity of Religions: A Christian Perspective* (Washington: The Catholic University of America Press, 1992).  
Dupuis, J.S.J., *Toward a Christian Theology of Religious Pluralism* (Maryknoll, NY: Orbis Books, 2001).  
Espín, O. & Nickoloff, J.B. (eds.), *An Introductory Dictionary of Theology and Religious Studies* (Dublin: The Columba Press, 2007).  
Fieser, J. & Powers, J., *Scriptures of the World's Religions* (McGraw-Hill Education, 2014, 5th ed.).  
Friesen, J.W., *Aboriginal Spirituality and Biblical Theology: Closer than You Think* (Calgary, AB: Detselig Enterprises Ltd, 2000).  
Griffiths, P.J., *Christianity through Non-Christian Eyes* (Maryknoll, NY: Orbis Books, 1990).  
Hick, J., *The Rainbow of Faiths: A Christian Theology of Religions* (Louisville: Westminster John Knox Press, 2003).  
Hitchens, C. (ed.), *The Portable Atheist: Essential Readings for the Nonbeliever* (Philadelphia: Da Capo Press, 2007).  
Johnston, B., *The Manitous: The Spiritual World of the Ojibway* (Vancouver, BC: Key Porter Books, 1995).  
Knitter, P., *Introducing Theologies of Religions* (Maryknoll: Orbis, 2005).  
Markham, I.S., *A World Religions Reader* (Malden: Blackwell, 2000, 2<sup>nd</sup>ed.).  
Samartha, S.J., *Courage for Dialogue: Ecumenical Issues in Inter-religious Relationships* (Geneva: WCC Publications, 1981).  
Smart, N., *The Religious Experience* (New York et al: Macmillan Publishing Company, 1997, 4<sup>th</sup> ed.).  
Smith, H., *The World's Religions* (New York: Harper One, 2009, 50<sup>th</sup> anniversary ed.).  
Van Voorst, R.E. (ed.), *Anthology of World Scriptures* (Cengage Learning, 2013, 8<sup>th</sup>ed.).  
Yang, M., *Postcoloniality and Religiosity in Modern China*, in:  
[http://www.religion.ucsb.edu/Faculty/yangm\\_files/Postcoloniality.pdf](http://www.religion.ucsb.edu/Faculty/yangm_files/Postcoloniality.pdf)

### **Online Reference & Research Tools**

The Internet Sacred Text Archive:

The largest freely available archive of online books about religion, mythology, folklore and the esoteric on the Internet. The site is dedicated to religious tolerance and scholarship, and has the largest readership of any similar site on the web.

<http://www.sacred-texts.com/index.htm>

ARDA:

The Association of Religious Data Archives ARDA "strives to democratize access to the best data on religion. Founded as the American Religion Data Archive in 1997 and going online in 1998, the initial archive was targeted at researchers interested in American religion. The targeted audience and the data collection have both greatly expanded since 1998, now including American and international collections and developing features for educators, journalists, religious congregations, and researchers. Data included in the ARDA are submitted by the foremost religion scholars and research centers in the world."

<http://www.thearda.com/>

Full text Theology Journals Online:

Blume Library, St. Mary's University  
<http://library.stmarytx.edu/acadlib/subject/theology/theoejrn.htm>

Concise Dictionary of Religions:  
<http://people.ucalgary.ca/~nurelweb/books/concise/>

Sacred sites website:  
An informative website on sacred topology aimed at the general public that includes an image gallery and a scholarly bibliography for many of the locations covered.  
<http://sacredsites.com/>

Aboriginal links international:  
A link to websites of various indigenous religions organized geographically  
<http://www.bloorstreet.com/300block/aborintl.htm#4>

The Website of the Pontifical Council for Inter-religious Dialogue:  
[http://www.vatican.va/roman\\_curia/pontifical\\_councils/interelg/index.htm](http://www.vatican.va/roman_curia/pontifical_councils/interelg/index.htm)

The Wabash Center's Internet Guide to Religions:  
A selective, annotated guide to a wide variety of electronic resources of interest to those who are involved in the study and practice of religion, including syllabi, electronic texts, electronic journals, web sites, bibliographies, liturgies, reference resources, and software. The purpose of the Guide is to encourage and facilitate the incorporation of electronic resources into teaching.  
<http://www.wabashcenter.wabash.edu/resources/guide-headings.aspx>

Religious Worlds:  
An internet resources about religion and religious traditions for scholars and students.  
<http://www.religiousworlds.com/index.html>  
<http://virtualreligion.net/vri/>

University of Calgary Religious Studies Web Guide:  
Additional scholarly websites with resources arranged according to religious group provided by the University of Calgary.  
<http://people.ucalgary.ca/~lipton/subject.html>

Women, Gender, and Religious Studies website:  
<http://www.libr.org/wgss/wsslinks/theology.html>

### **Scholarly websites devoted to a particular religious tradition, for instance:**

Islam and Islamic Studies Resources:  
<http://islam.uga.edu/>

Academic Jewish Studies Internet Directory:  
<http://www.jewish-studies.com/>

Internet Resources for the Study of Christianity:  
<http://ccat.sas.upenn.edu/~jtreat/rs/resources.html>

Finally, scholarly articles can be accessed online from the *Journal of the American Academy of Religion*, *Religion*, and other journals available via the JSTOR database.

### **ADDITIONAL RESOURCES**

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*

## **UNH ONLINE LIBRARY**

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/>.

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

## **CEACLASSROOM: CEA'S MOODLE CMS**

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.



**COURSE CALENDAR**  
**Course Title: World Religions**

Session	Topic	Activity	Student Assignment(s)
1	<p style="text-align: center;"><b>Course Presentation</b></p> <p>- The syllabus, the course and their details</p>	General overview and discussion	<ul style="list-style-type: none"> <li>• Ensure textbook purchases</li> </ul>
2	<p style="text-align: center;"><b>Defining religion</b></p> <p>- Approaches to the study of religion            -Categories of religion            - A definition</p>	Lecture and Discussion	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 2-29</li> <li>• Smart, The Religious Experience, pp. 3-21</li> </ul>
3	<p style="text-align: center;"><b>Religion Today</b></p> <p>- Impact of secularism &amp; globalization of religion (general)</p>	<p style="text-align: center;">Discussion</p> <p>Group activities: to be religious today, religion in our own lives</p>	<ul style="list-style-type: none"> <li>• Think about your own religious life or traditions you preserve</li> </ul>
4	<p style="text-align: center;"><b>Judaism</b></p> <p>- Historical development            - Central teachings            - Institutions            - Devotional practices            - Cultural expressions</p>	<p style="text-align: center;">Oral Presentation</p> <p style="text-align: center;">Lecture and Discussion</p>	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 90-146</li> </ul>
5	<p style="text-align: center;"><b>Judaism</b></p> <p>- Diversity            - Anti-Semitism</p>	<p style="text-align: center;">Discussion</p> <p style="text-align: center;">Group activities</p>	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 147-151</li> <li>• Cosman &amp; Jones, The Medieval World, pp.78-97</li> </ul>
6	<p style="text-align: center;"><b>Judaism</b></p> <p style="text-align: center;"><b>FIELD STUDY 1</b></p>	Visit to Jewish Synagogue	<ul style="list-style-type: none"> <li>• Prepare: <a href="http://www.atid.es/">http://www.atid.es/</a></li> <li>• Guidelines for observing religious communities (Moodle)</li> </ul>

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7	<b>Christianity</b> - Historical development - Central teachings - Institutions - Devotional practices - Cultural expressions	Oral Presentation  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 152-185, 203-209</li> </ul>
8	<b>Christianity</b> - Diversity	Documentary viewing: Pilgrimage to Santiago de Compostela  Lecture and Discussion	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 185-203, 210-217</li> </ul>
9	<b>Islam</b> - Historical development - Central teachings - Institutions - Devotional practices - Cultural expressions	Oral Presentation  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 218-276</li> <li>• Qur'anic recitation :  <a href="http://www.youtube.com/watch?v=bnwJuUGZ-Lk&amp;feature=related">http://www.youtube.com/watch?v=bnwJuUGZ-Lk&amp;feature=related</a> </li> </ul>
10	<b>Islam</b> - Islam in the modern World - Islam and Western Culture	Discussion  Group activities	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 277-279</li> <li>• Prepare: Internet research on Islam and politics</li> </ul>
11	<b>Indigenous Religions</b> - Introduction - Aboriginal Spirituality	Documentary viewing: Aboriginal Dreamtime  Lecture and Discussion	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 30-83</li> </ul>
12	<b>Native Indigenous Religions</b>	Oral Presentation  Documentary viewing: Native American  Lecture and	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 84-89</li> </ul>

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		Discussion Group activities: comparison to other religions	
13	<p style="text-align: center;"><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Historical development</li> <li>- Central teachings</li> <li>- Institutions</li> <li>- Devotional practices</li> <li>- Cultural expressions</li> </ul>	<p style="text-align: center;">Oral Presentation</p> <p style="text-align: center;">Documentary viewing: Religions of the World - Hinduism</p> <p style="text-align: center;">Lecture and Discussion</p>	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 280-341</li> </ul>
14	<p style="text-align: center;"><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Historical development</li> <li>- Central teachings</li> <li>- Institutions</li> <li>- Devotional practices</li> <li>- Cultural expressions</li> </ul> <p style="text-align: center;">Review</p>	<p style="text-align: center;">Lecture and Discussion</p> <p style="text-align: center;">Group activities: comparison to other religions</p> <p style="text-align: center;">Review</p>	<ul style="list-style-type: none"> <li>• "The Bhagavad Gita", in: <a href="http://www.sacred-texts.com/hin/sbe08/index.htm">http://www.sacred-texts.com/hin/sbe08/index.htm</a>, pp.1-60</li> <li>• Prepare review for mid-term exam</li> </ul>
15	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>	<ul style="list-style-type: none"> <li>• Review notes for midterm exam</li> </ul>
16	<p style="text-align: center;"><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>- Historical development</li> <li>- Central teachings</li> <li>- Institutions</li> <li>- Devotional practices</li> <li>- Cultural expressions</li> </ul>	<p style="text-align: center;">Oral Presentation</p> <p style="text-align: center;">Documentary viewing: Buddhism</p> <p style="text-align: center;">Lecture and Discussion</p> <p style="text-align: center;">Group activities: comparison to other religions</p>	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 378-416</li> <li>• "The Four Noble Truth", in: <a href="http://www.sacred-texts.com/bud/buddha2.htm">http://www.sacred-texts.com/bud/buddha2.htm</a> , pp.1-7</li> </ul>
17	<b>Vajrayana Buddhism</b> <b>Tibetan Buddhism</b>	Lecture and Discussion	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 417-441</li> </ul>

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18	<b>Buddhism</b> <b>FIELD STUDY 2</b>	Visit to Buddhist Temple	<ul style="list-style-type: none"> <li>• Prepare: <a href="http://www.samye.es/es/barcelona">http://www.samye.es/es/barcelona</a></li> </ul>
19	<b>Jainism</b> - Historical development - Central teachings - Institutions - Devotional practices - Cultural expressions	Oral Presentation  Documentary viewing: Jainism  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 342-377</li> </ul>
20	<b>Sikhism</b> - Historical development - Central teachings - Institutions - Devotional practices - Cultural expressions	Oral Presentation  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>• Oxtoby &amp; Segal, World Religions, pp. 442-477</li> </ul>
21	<b>Confucianism</b> - Historical development - Central teachings - Institutions - Devotional practices - Cultural expressions	Oral Presentation  Documentary viewing: 5 relationships of confucianism  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>• Fieser &amp; Powers, Scriptures, pp. 156-175</li> <li>• Oxtoby &amp; Segal, World Religions, pp. 478-543</li> </ul>
22	<b>Daoism (Taoism)</b> - Historical development - Central teachings - Institutions - Devotional practices - Cultural expressions	Oral Presentation  Documentary viewing: Daoist ritual for Prosperity ; Tai Chi ; The Mysterious Taoist Temple	<ul style="list-style-type: none"> <li>• Yang, Postcoloniality and Religiosity, pp. 1-43, in: <a href="http://www.religion.ucsb.edu/Faculty/yanngm_files/Postcoloniality.pdf">http://www.religion.ucsb.edu/Faculty/yanngm_files/Postcoloniality.pdf</a></li> </ul>

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*

**COURSE CALENDAR**  
**Course Title: World Religions**

		Lecture and Discussion  Group activities: comparison to other religions	
23	<b>Japanese Traditions</b> - Shintoism - Buddhism - New Religions	Oral Presentation  Lecture and Discussion	<ul style="list-style-type: none"> <li>Oxtoby &amp; Segal, World Religions, pp. 544-577</li> </ul>
24	<b>New Religions</b> - Religions - Sects - Cults - From the East - From Abrahamic tradition	Oral Presentation  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>Oxtoby &amp; Segal, World Religions, pp. 578-598</li> </ul>
25	<b>New Religions</b> - Others	Oral Presentation  Lecture and Discussion  Group activities: comparison to other religions	<ul style="list-style-type: none"> <li>Oxtoby &amp; Segal, World Religions, pp. 598-615</li> </ul>
26	<b>Criticism to Religion</b> - Philosophical - Scientific	Lecture and Discussion	<ul style="list-style-type: none"> <li>Hitchens, The Portable Atheist, pp. XIII-XXV, in:  <a href="https://books.google.es/books?id=bNVe=wRrIggC&amp;printsec=frontcover&amp;hl=es#v=onepage&amp;q&amp;f=false">https://books.google.es/books?id=bNVe=wRrIggC&amp;printsec=frontcover&amp;hl=es#v=onepage&amp;q&amp;f=false</a></li> </ul>
27	<b>Criticism to Religion</b>	Lecture and Discussion	<ul style="list-style-type: none"> <li>What do you think?</li> </ul>

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**COURSE CALENDAR**  
**Course Title: World Religions**

28	<b>Comparative Overview</b> <b>Historical development</b> - Central teachings - Institutions - Devotional practices - Cultural expressions	Discussion  Group activities: comprehensive comparison  Research papers must be handed in	<ul style="list-style-type: none"> <li>• Review course</li> <li>• <b>Submission Deadline for Final Papers</b></li> </ul>
29	<b>Final Exam Review</b>	Course Review	<ul style="list-style-type: none"> <li>• Prepare review for final exam</li> </ul>
30	<b>FINAL EXAM</b>		

## SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM AND COMMUNICATIONS:** As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

**CLASSROOM BEHAVIOR:** All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university may be informed.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

**APPEALING AN ABSENCE:** All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be

accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES:** Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

**Laptops:** Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

**ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

**GRADE DISPUTES:** Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at [http://www.ceastudyabroad.com/docs/CEA\\_Policies.pdf](http://www.ceastudyabroad.com/docs/CEA_Policies.pdf).



## B. CEA GENERAL ACADEMIC POLICIES

**COURSE REGISTRATION:** It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

**MONITORING GRADES AND ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting [http://www.ceastudyabroad.com/docs/GC\\_Academic\\_Integrity\\_Policy.pdf](http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf).

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**SPECIAL ACCOMMODATIONS:** CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceastudyabroad.com/docs/CEA-DisabilityPolicy.pdf>

**RELIGIOUS HOLIDAYS:** CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable

accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using **CEA's Religious Observance Request Form** in the timeline stated above for full consideration.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

**COURSE AND INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** CEA transcripts for this course will be available approximately 90 days from your program completion.

**APPEALING A GRADE:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Director, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA\\_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)

