

# Course Syllabus

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## RST 1/61: World Religions/ MSMU Online

**Time:** Online, course activity every week

**Office Hours:** By appointment & Live office hours (will vary, TBA each week).

### **Course Description:**

A survey of the world's religious traditions which may include Indigenous Religions, Hinduism, Judaism, Buddhism, Christianity, and Islam. This course focuses on various dimensions, including history, texts, rituals, and teachings. Students will critically analyze and apply disciplinary perspectives and contexts to the studies of religious communities, in order to build a sense of responsibility and skills necessary to serve. Students also will evaluate modes of academic inquiry to historical and current global contexts, particularly in relation to religions. By the end of the course, students will be able to analyze the history of contemporary realities of religions in order to critique wide-spread assumptions about religions and to develop respect, compassion, and empathy for diverse religious communities.

### **(COMMUNITY, GLOBAL AWARENESS)**

#### **Required Texts:**

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"World Religions, RST 61" custom e-reader, available through the MSMU Bookstore

This reader is a compilation of chapters from the larger and more expensive textbook: Molly, Michael. Experiencing the World's Religions, 6<sup>th</sup> Edition. New York: McGraw Hill, 2013.

As the professor is aware that students will either choose to purchase the reader, rent the text book, etc., she will list both the textbook page numbers and reader page numbers on the course schedule.

Various Articles or other texts to be assigned by the professor.

Students will be expected to access materials through library research databases. If you have any questions about how to access particular documents please contact your professor as soon as possible or visit the MSMU library. You must have a bar code from the library in order to access documents through the research databases which can be obtained through the MSMU libraries.

### LACE Central Core Course Objectives and Student Learning Outcomes:

#### **COMMUNITY**

**Course Objective:** The LACE objective of this course is to develop each student's sense of responsibility along with the skills and knowledge necessary to serve the communities in which we live and work.

**Student Learning Outcome:** Students will critically analyze and apply disciplinary perspectives and contexts to the studies of communities, in order to build a sense of responsibility and skills necessary to serve. In order to meet these outcomes, students will:

1. Clearly and thoroughly describe the community characteristics of the various world religions
2. Explain the theories or concepts used (or that we will use) to analyze aspects of these religious communities. Methods and theories to be applied may include: theology, feminist or queer theories, anthropology of religion, theories of the study of religion, postcolonial theory, hermeneutics and/or exegesis, etc.
3. Critically analyze aspects of one or more religious communities (or some aspect of these communities) through the theoretical approaches common to the study of religion (i.e. those theories and methods listed in goal #2)
4. For upper division students: apply theories or methods of the study of religion to assess or engage an intra or inter-community tension or issue, with a view to respond or propose solutions, in light of responsibility to our global community and service to that community

#### **GLOBAL AWARENESS AND UNDERSTANDING**

**Course Objective:** The LACE objective of this course is to enable students to analyze global systems, understand world cultures and events in historical or current contexts, and value cultural differences. The U.S. may be a point of comparison, but it is not in itself the focus of the course.

**Student Learning Outcome:** Students will evaluate or apply modes of academic inquiry to historical and/or current global contexts. In order to meet these outcomes, students will:

1. Consider and explain personal role, identity, attitudes or actions as this impacts our study of the world religions and engagement with diverse traditions
2. Identify global trends and/or systems (such as customs, politics, inter/intra religious tensions, the impact of imperialism or colonialism, etc.) as such systems impact religions and/ or the study of religion, demonstrating understanding of global and historical context
3. Describe the way in which individual and collective actions shapes global events and issues

4. Analyze one or more world religion using interdisciplinary methods (theology, feminist theory, queer theory, hermeneutics or exegesis, postcolonial theory, anthropology of religion, theories of the study of religion, etc.)

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### **Other Course Goals:**

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- Consider the academic study of religion and its differences from a faith-based inquiry, as well as overlap between these approaches
  - Work with primary and secondary texts to understand the basic principles, practices and world views of the practitioners of several world religions
  - Learn and be able to apply basic terminology for the study of religion as it pertains to various world religions
  - Complicate and deepen one's understanding of World Religions/ Religion through critical examination of academic religious discourse, paying particular attention to issues of authorship, power and representation
  - Consider some contemporary expressions and re-imaginings of the world's religions, paying particular attention to the experience of women in world religions
  - Critically analyze popular media portrayals of a particular world religion in light of the religion itself and concerns of gendered discourse, current politics and/ or Postcolonialism

### FYI: Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of a college student. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the College.

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### **Course Requirements/ Expectations**

1. **“Religion and Community” Questionnaire:** Students will be given a questionnaire during the first week of class that must be submitted by the end of the week to the appropriate drop box..

Please answer all questions thoroughly. Questions for this assignment are designed to start students thinking about the LACE (General Education) concepts we will be exploring this semester: religion as a function of community, and religion as a global phenomenon. **Thus, the professor expects questionnaire responses to represent significant thought and consideration—these are not “one liners,”** but rather, a place for you to seriously reflect on the issues at hand as we begin our study of the world religions.

2. **Quizzes:** Students will complete eight quizzes during the course of the semester in order to demonstrate their knowledge of each religion studied. Students will also complete a “Syllabus mini quiz,” during the first week of class.

The professor will specify the amount of time a student has to complete each quiz in the quiz instructions. Quizzes will vary in style (some short answer, fill in the blank, multiple choice, etc.), and are open book/ open note. However, these quizzes are not “group activities.” If the professor discovers violation of this rule, offending students will be given a “0” for the quiz in question and the student’s(s’) advisor(s) will be informed. Second offenses will result in a failing grade in the class.

3. **Weekly Assignments/ Online Activities:** In accordance with the standards for online course teaching, students will be given online activities and assignments to complete each week. Possible activities and assignments may include:
  1. **Power Point/ Lecture Material:** Students will frequently be given a power point or a written lecture to review. These materials will supplement the student’s reading for a given week, so they will often contain additional materials, primary texts to consider, etc.. Students are responsible for all content reviewed in these lecture materials, and the professor will keep track of which students are viewing this material. Failing to review power point or lecture material during a given week will be considered an absence. “Absences” are defined as instances of failure to participate in a required online activity.
  2. **Online Videos:** On occasion students will be given videos to watch online. Content from videos may be included in quizzes.
  3. **Discussion Forums:** Discussion forums will vary in style. Typically, the professor will provide 2-3 topics, questions or cases for discussion. Please carefully read instructions for each discussion forum assigned, as the number of responses may vary from week to week, and often students will be required to engage specified supplemental materials. Instructions for discussion forums will be posted by Monday of the given week.
    1. Discussion forums are three-part activities. First, you will post your own critical response to the specified number of discussion threads. Second, you will read all other student posts (or in some cases posts from a specified group). And third, you will respond in a substantive way to at least **two** other classmate’s work.
      1. **Individual responses to discussion forums must be posted by 11:59pm on the Thursday of a given week.** One post = 1-2 pages, 300-500 words—for a glimpse of what this length looks like, the “Important Considerations” section below is 286 words).
      2. **Substantive responses are due by 11:59 on the Saturday of a given week.** One substantive response = 75-100 words.
    2. **Other Assignments:** Depending upon the material assigned in a given week, students may be given an alternative assignment different from the discussion forums. These assignments may include: individual blog posts that do not require responses (though responses to shared blogs are encouraged), chapter or reading outlines, partner dialogues, small group forums, etc. The professor will provide clear instructions for each of these alternatives assignments by Monday of the given week.

**IMPORTANT NOTE: LATE WEEKLY ASSIGNMENTS WILL NOT BE ACCEPTED!!!** This is an accelerated course, and as such, it is very important you keep up with all course assignments. Making up late work keeps you from moving on in the course, usually causing students to fall even further behind. Thus, it will not be accepted: better to miss one than fall behind on the rest!

- 4. Live-Chat:** The professor will host “live” office hours each week during the semester in the form of “live chats.” Students are required to drop in for at least two of these live chats. However, I strongly encourage you to come to more of these chats: they are a great space to bring your questions about course material or assignments! Live-chat times will vary throughout the semester, as the professor hopes to accommodate different student schedules.

Live chats are your place to talk openly with one another and the professor about course materials in real time. This is a great place to bring questions, concerns, or just your ideas about the given texts.

A little note though: **do come prepared to ‘chat.’** The professor will not be providing formal content in these sessions—these sessions are student question and discussion driven. These sessions can also be used to ask questions about assignments in the class, and students may request additional “chat” sessions for direct support (for example: if your group for the final project would like to chat regarding their topic, issues, etc.).

A final note: live chats are open to the entire class and remain ‘open’ throughout the semester. Which is to say: **all chats remain reviewable throughout the semester by all students**. Thus, if you have a private issue you would like to discuss (such as personal matters or your grade) please contact the professor directly via email to arrange a meeting.

- 5. Final Group Project:** For a final project, students will create an interactive power point presentation considering the way in which one religious tradition we have studied in class is represented in popular culture or politics, critically analyzing this media portrayal in light of issues of power, accuracy, postcolonialism and/or gender.

Each group will consider a different religious tradition and issue—first come, first serve. The professor will post instructions for this project before week 4 of class. You may request to work with particular people, but groups will ultimately be assigned by the professor.

- 6. RST 161 ONLY: Sacred Text Analysis:** Students will conduct an academic analysis on a sacred text of their choosing, suggesting an interpretation or reading of this text by using appropriate exegetical strategies to be discussed by the professor. The student’s analysis will be presented in a formal paper of 7-9 pages. Assignment instructions TBA.

In addition to the final paper, students will be required to write a **Sacred Text Material Choice Paper and Annotated Bibliography** of 2-3 pages, describing what text the student chooses to consider, why, the importance of this text, and, not included in the pagination, a link to or copy of the sacred text she or he will consider. Additionally, students will provide an annotated bibliography describing and listing a minimum of 4 potential sources she or he may consider for this paper.

- 7. Attendance and Participation:** Students are expected to actively participate in all online class activities, be able to critically engage course material, complete required assignments and articles before class

'meetings,' and engage one another and the professor respectfully, honoring the human dignity of the class participants and authors studied. 'Attendance' in an online course is more flexible than in a traditional classroom and is represented by the student's participation in assigned online activities, including lectures, discussion forums, blogs, video watching, etc. While no formal grade will be given for 'attendance,' students who miss more than 3 of the required online activities will receive an automatic failing grade.

Attendance is defined as attending 180 minutes of class per week for the spring semester; and students in an online course meet these hours through the online activities assigned for the class. It is a student's responsibility to contact the professor regarding any missing assignments, or her or his inability to participate during a given week. When possible, the student should let the professor know in advance if she or he anticipates missing a course assignment. Only serious conflicts (medical emergencies, death in the family, etc.) are acceptable reasons for missing any course assignment. Students should supply appropriate documentation for any acceptable absence.

Student participation is an expression of respect towards the professor and fellow students. It is my sincere belief that in a classroom (online or offline) we create a learning community together, and we are all responsible for sustaining and caring for this community. Asking questions, engaging issues and one another, treating one another with respect and sensitivity, listening and actively 'hearing' one another, we practice "lively" and productive community.

### **Important Considerations for Online Posts:**

Many discussion forum, blogs or response-type assignments are somewhat informal and conversational in nature. The goal of these assignments is to encourage fruitful dialogue about the complex issues arising from our study this semester. Please feel free to share your insights, experiences, etc., as you engage with one another and the course material. This is your place to really express your views about texts, cases, etc.

However, **you must also support your positions and engage the course materials for the given week in some way.** These posts are more than your opinion. They are also more than a simple agreement or disagreement. "I agree," "Me too," or "I disagree," are not substantive responses to one another or to the discussion topics. Again, you must engage course materials. Any direct quotation or paraphrasing of published texts and course material should include parenthetical citations (Frykenberg, 2), though no formal list of works cited is required for these posts. Proper spelling and grammar is also important when communicating in colloquial (conversational) academic discussions.

When posting online it is also extremely important that we create respectful dialogue. Classroom communities are usually very diverse spaces; and responses will reflect this. Arguments and critiques of those arguments can be passionate. When presenting your view or critiquing another student's post or course material, do so in a way that honors the author(s) and your classmates' integrity, human dignity and difference, as well as your own. Discussion posts that are disrespectful, that attack other students or that simply represent a venting of emotion are not acceptable forms of discourse and will receive no credit. The instructor reserves the right to remove disrespectful or offensive posts that are unworthy of an academic forum.

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**Grading Scale:**

WR Questionnaire:	8 Points
Syllabus Quiz:	5 Points
Religion Quizzes:	6 Points x 6 = 36 Points
Weekly Assignments:	5 Points x 7 = 35 Points
Live chat:	3 Points x 2 = 6 Points
Final Project:	20 Points
RST 161 ONLY – (Please see due dates in Course Modules)	
Sacred Text Choice & Bibliography	10 Points
<u>Sacred Text Analysis- Final Paper</u>	<u>15 Points</u>
Total:	110 points
RST 161 Total:	135 Points

The professor reserves the right to adjust the semester grade upward based on a student's overall effort, participation, engagement, improvement and performance. If you would like to discuss your grade at any point in the semester, please make an appointment to see me.

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**Academic Integrity:**

Cheating or academic dishonesty will not be tolerated. Copying another student's work, presenting another person's work as your own (plagiarism) or failing to give credit to your sources is considered cheating. A first proven offence will result in a "0" for the assignment and notice will be sent to the student's advisor and the Dean. A second proven offence will result in failure of the class. Please consult the MSMU catalogue for a full description of the College's policy on academic dishonesty and plagiarism.

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**Academic Freedom:**

Students and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See Student Handbook(s) for further discussion.

**Students with Disabilities:**

MSMU, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability or special need, please see the Director of Learning Assistance Programs at the campus in question to make arrangements for classroom accommodations. Additional disability related information and policies are stated in the Student Handbook.

**Student Credit Hour Policy** – A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Guidelines for Submission of Work:**

1. Any papers submitted to a drop box should be typed in Word format, double-spaced, have 1-inch margins all around and be written in Times New Roman, 12-point font.
2. Name, date and class section should be included on the top, right hand corner of all papers (not double spaced). Be sure to include your name on all discussion forum posts as well (this helps both my and your fellow classmates to know who they are responding to)!!
3. Citations and footnotes for papers should be submitted in Chicago style, APA format or Turabian format. There are many helpful websites to assist you with the citation process, such as:

<http://www.libs.uga.edu/ref/turabian.html> (<http://www.libs.uga.edu/ref/turabian.html>)

<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/about.html>

(<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/about.html>)

4. Supplemental presentation materials (outlines, group-participation report) should be submitted to the appropriate drop box.
5. **YOU MUST USE CITATION ON YOUR POWER POINTS!!!! Failure to cite images, quotes or paraphrased material on your power point IS PLAGIARISM.**

**Other:**

1. The professor reserves the right to make adjustments to the syllabus, class schedule or assigned texts; but given the professor's commitment to the liveliness of the classroom community, she is responsible for doing so in a timely manner, with respect for students' commitments and will communicate with students by sending email and/ or posting an announcement online.
2. Email communication between students and the professor should only be done through your "Mount Account" or Canvas email. **For a more timely response to time sensitive emails or emergency situations do not email the professor via the online education platform—email her Mount account instead: [sfrykenberg@msmu.edu](mailto:sfrykenberg@msmu.edu) (<mailto:sfrykenberg@msmu.edu>).** The professor may communicate to

students through the online education platform and students are responsible for checking this account for important messages about class assignments or changes.

**WEEK/DATE                      CLASS DESCRIPTION/ WEEKLY ASSIGNMENTS**

**Introduction: What is Religion?**

**WEEK 1**

**The Academic Study of Religion vs./and Faith**

**Complicating the term “religion:” Orientalism, Postcolonial theory & Feminist Theory**

Reading:

1. Experiencing the World’s Religions (EWR), Chap 1, pgs. 3-31 (Reader pgs. 3-31)
2. “2011 Presidential Address: Empire and the Study of Religion,” by Kwok Pui-lan, in The Journal of the American Academy of Religion, pgs. 285-298, available at: <http://jaar.oxfordjournals.org/content/80/2/285.full>  
(<http://jaar.oxfordjournals.org/content/80/2/285.full>)
3. “Introduction: Gender and the Study of Religion,” in Gender and Religion by Ursula King, pgs. 1-31

- a. Complete the “Religion and Community” Questionnaire
- b. Review power point & lecture on Postcolonialism, Feminist Theory and the study of Religion
- c. Watch: “Orientalism as a Tool of Colonialism 1/ 4,” available at:  
[Orientalism as a Tool of Colonialism 1/4](https://www.youtube.com/watch?v=yH2T6a_2gBo) [\\_ \(https://www.youtube.com/watch?v=yH2T6a\\_2gBo\)](https://www.youtube.com/watch?v=yH2T6a_2gBo)

Online Activity:



[\\_ \(https://www.youtube.com/watch?v=yH2T6a\\_2gBo\)](https://www.youtube.com/watch?v=yH2T6a_2gBo)

- d. Syllabus Mini-Quiz
- e. Assignment #1: Discussion Forum

## WEEK 2

## Hinduism

1. EWR, pgs. 72-121 (Reader pgs. 33-81)
2. “Ten questions people ask about Hinduism... and ten terrific answers!” in Hinduism Today, available through ProQuest
3. ITM, “The Ramayana,” pgs. 239-253 (Available through Canvas)
4. Excerpts from the Ramayan of Valmiki, translated by Ralph T.H. Griffith, available via Canvas, or at: <http://www.sacred-texts.com/hin/rama/> (<http://www.sacred-texts.com/hin/rama/>)
5. “How We Can Transform the ‘Ramayana’ Into A Gender-Equal Epic,” by Kiran Kumbhar, available at: [https://www.huffingtonpost.in/kiran-kumbhar/ramayan-a-glorious-saga-o\\_b\\_7514976.html](https://www.huffingtonpost.in/kiran-kumbhar/ramayan-a-glorious-saga-o_b_7514976.html) ([https://www.huffingtonpost.in/kiran-kumbhar/ramayan-a-glorious-saga-o\\_b\\_7514976.html](https://www.huffingtonpost.in/kiran-kumbhar/ramayan-a-glorious-saga-o_b_7514976.html))

### Reading:

6. A reimagining of the Ramayana: “If Valmiki Had Been a Woman, Would Women in the Ramayana Be Different?” by Swarnalee Dutta, available at: <http://www.womensweb.in/2016/08/women-in-the-ramayana-if-valmiki-been-a-woman/> (<http://www.womensweb.in/2016/08/women-in-the-ramayana-if-valmiki-been-a-woman/>)

Recommended (but optional) materials:

1. “Introduction to Hinduism,” by Hinduism Today, parts 1-5, part one available at:  
[Introduction to Hinduism \(Part 1/5\)](https://www.youtube.com/watch?v=0w9OCPguVGY) (<https://www.youtube.com/watch?v=0w9OCPguVGY>)



(<https://www.youtube.com/watch?v=0w9OCPguVGY>)

2. “And then there was Sita,” by Vibha Shetiya, available at: <http://feminismandreligion.com/2015/08/22/and-then-there-was-sita-by-vibha-shetiya/> (<http://feminismandreligion.com/2015/08/22/and-then-there-was-sita-by-vibha-shetiya/>).

### Online Activity:

- A. Review power point/ lecture material

B. Watch: “The History of Hindu India,” available at:  
**The History of Hindu India (English narration and English subtitles)**  
(<https://www.youtube.com/watch?v=nB2toz5p5Mw>)



(<https://www.youtube.com/watch?v=nB2toz5p5Mw>)

C. Watch: “Ramayan, Episode 76,” from 22min to the end of episode, available at:

**Ramayan Episode 76** (<https://www.youtube.com/watch?v=ZNvS8APBvSM>)



(<https://www.youtube.com/watch?v=ZNvS8APBvSM>)

D. Assignment #2: Discussion Forum

E. **QUIZ 1: Hinduism**

### WEEK 3

#### Judaism

Reading:

1. EWR, pgs. 281-327 (Reader pgs. 191-237)
2. Genesis 1: 24 to the end of chapter 2, chapter 3:16-21 (Biblical texts can be found easily online—please do not use the Living Translation, or other paraphrased translation)
3. “Drawing Water from Miriam’s Well: Women and Midrash,” by Mary Potter Engel, Available through Project Muse, pgs. 158-164
4. “The Alphabet of Ben Sira 78: Lilith,” available at:  
<http://jwa.org/media/alphabet-of-ben-sira-78-lilith>  
(<http://jwa.org/media/alphabet-of-ben-sira-78-lilith>)
5. “The Coming of Lilith” by Judith Plaskow, available at:  
<http://jwa.org/media/coming-of-lilith-by-judith-plaskow>  
(<http://jwa.org/media/coming-of-lilith-by-judith-plaskow>)

Recommended (but optional) Materials:

1. "Of Mice and Supermen: Images of Jewish Masculinity," by Harry Brod, pgs. 279-291

2. Watch: "Is Superman Jewish? Rabbi Simcha Weinstein on CNN" available at:  
**[Is Superman Jewish?: Rabbi Simcha Weinstein on CNN](https://www.youtube.com/watch?v=_PLIXnx5Wyg)**  
([https://www.youtube.com/watch?v=\\_PLIXnx5Wyg](https://www.youtube.com/watch?v=_PLIXnx5Wyg))



([https://www.youtube.com/watch?v=\\_PLIXnx5Wyg](https://www.youtube.com/watch?v=_PLIXnx5Wyg))

A. Review Power Point/ Lecture

B. Watch the following videos, available on You Tube:

a. "Antisemitism and the Power of Cartoons," from 12min to 23:24 min, by Yaakov Kirschen, available at:

**[Yaakov Kirschen -- "Antisemitism and the Power of Cartoons"](https://www.youtube.com/watch?v=jQK3E66XOBM)**  
(<https://www.youtube.com/watch?v=jQK3E66XOBM>)



(<https://www.youtube.com/watch?v=jQK3E66XOBM>)

Online Activity:

b. "A Beginners Guide to the Israeli Palestinian Conflict," available at:  
**[A Beginner's Guide to the Israeli Palestinian Conflict - The ORIGINAL](https://www.youtube.com/watch?v=cZlzRB1T8ug)**  
(<https://www.youtube.com/watch?v=cZlzRB1T8ug>)



(<https://www.youtube.com/watch?v=cZlzRB1T8ug>)

C. Watch: Rabbi Suzanne Singer's 'Taste of Judaism,' available at:  
**<http://theguibordcenter.org/library/judaism/judaism-101/>**  
(<http://theguibordcenter.org/library/judaism/judaism-101/>)

D. Assignment #3: Discussion Forum

E. **QUIZ 2: Judaism**

Readings:

1. EWR, pgs. 122-177 (Reader pgs. 83-137)
  2. [“The ‘Humanization’ of Buddhism: Aspects of Western Adaptations of Buddhism,” by Notto R. Thelle, pgs. 67-79](#)
  3. Selections from [Rita Gross' "Buddhism After Patriarchy," pgs. 66-78](#)
  4. "Mahapajapati Gotami: Mother of All": available at: <https://www.theculturium.com/mahapajapati-gotami-mother-of-all/> (<https://www.theculturium.com/mahapajapati-gotami-mother-of-all/>) (This piece is not an authoratative discussion of Gotami's life and expresses some significant biases. However, it is a good retelling of Gotami's story and discussion of some circumstances surrounding the ordination of nuns in the Buddhist tradition - so please read with this in mind!)
- A. Review Power Point/ Lecture
- B. Watch: Thich NhatHanh - Oprah Winfrey (interview), available at: [Thich Nhat Hanh - Oprah Winfrey](https://www.youtube.com/watch?v=dG2mMU1loGk) (<https://www.youtube.com/watch?v=dG2mMU1loGk>)

Online Activity:



<https://www.youtube.com/watch?v=dG2mMU1loGk>

- C. Assignment #4: Discussion Forum
- D. **QUIZ : Buddhism**

**WEEK 5**

**Jainism & Sikhism**

Readings:

1. EWR, pgs. 180-193 (Reader pgs. 141-153)
2. “Living the Cosmos of Jainism: Traditional Science Grounded in Environmental Ethics,” by Christopher Chapple, pgs. 207-224, available through ProQuest
3. EWR, pgs. 193-201 (Reader pgs. 153-163)
4. “Why Did I Not Light the Fire? The Refeminization of Ritual in Sikhism,” by Nikky-Guninder Kaur Singh, available through JSTOR, pgs. 63-85

Recommended (but Optional) Materials:

1. Watch "Sikhism 101," available at:

<http://theguibordcenter.org/library/sikhism/the-101-series/>  
(<http://theguibordcenter.org/library/sikhism/the-101-series/>)

A. Review Power Points/ Lectures x 2: one on Jainism, one on Sikhism

B. Assignment #5: Discussion Forum

C. Watch "Around the World in 80 Faiths, India," 48-55min.,

Online Activity:

[http://www.dailymotion.com/video/x3br8fz\\_around-the-world-in-80-faiths-india\\_tvn](http://www.dailymotion.com/video/x3br8fz_around-the-world-in-80-faiths-india_tvn) ([http://www.dailymotion.com/video/x3br8fz\\_around-the-world-in-80-faiths-india\\_tvn](http://www.dailymotion.com/video/x3br8fz_around-the-world-in-80-faiths-india_tvn))

D. **QUIZ 4: Jainism & Sikhism**

## WEEK 6

### Christianity

1. EWR, pgs. 332-372, 377-378, 382-387, 397-401 (Reader pgs. 243-282, 287-288, 292-297, 307-311)

Readings:

2. "La Palabra de Dios en Nosotros: The Word of God in Us," by Ada Maria Isasi Diaz, in *Mujerista Theology*, pgs. 148-165

3. Selected readings from "The Black Christ," by Kelly Brown Douglas

A. Review Power Point/ Lecture

B. Watch: "James Cone: The Cross & The Lynching Tree," available at:

**[James Cone: The Cross & The Lynching Tree](https://www.youtube.com/watch?v=-lhPNP3GlyY&t=31s)**  
(<https://www.youtube.com/watch?v=-lhPNP3GlyY&t=31s>)

Online Activity:



(<https://www.youtube.com/watch?v=-lhPNP3GlyY&t=31s>)

C. Assignment #6: Discussion Forum

D. **QUIZ 5: Christianity**

## WEEK 7

### Islam

#### Readings:

1. EWR, pgs. 407-442, 445-467 (Reader pgs. 317-352, 355-377)
2. Selections from A Quiet Revolution by Leilah Ahmed, available through MSMU ebrary (ProQuest ebrary), "Part 2: After 9/11: New Pathways in America," Prologue and Chapter 9, pgs. 199-232.

A. Review Power Point/ Lecture

B. Watch: "Asmaul Jusna '99 Names of Allah' (Official Video Original HD) Mustafa Ozcan Gunesdogdu," available at:

**[Asmaul Husna "99 Names of Allah"\(Official Video Original HD\) Mustafa Özcan Günesdogdu- Esmâül Hüsna](https://www.youtube.com/watch?v=fb_GuT1LO4w)** [\\_ \(https://www.youtube.com/watch?v=fb\\_GuT1LO4w\)](https://www.youtube.com/watch?v=fb_GuT1LO4w)



[\(https://www.youtube.com/watch?v=fb\\_GuT1LO4w\)](https://www.youtube.com/watch?v=fb_GuT1LO4w)

#### Online Activity:

C. Watch: "Who Speaks for Islam: What a Billion Muslims Really Think," available at:

**[Who Speaks for Islam: What a Billion Muslims Really Think](https://www.youtube.com/watch?v=Bn12s19X8xU)**  [\(https://www.youtube.com/watch?v=Bn12s19X8xU\)](https://www.youtube.com/watch?v=Bn12s19X8xU)



[\(https://www.youtube.com/watch?v=Bn12s19X8xU\)](https://www.youtube.com/watch?v=Bn12s19X8xU)

D. Assignment # 7: Discussion Forum

E. **QUIZ 6: Islam**

## WEEK 8

### Final Projects Due

**No course content this week. Please use this time to finish your final projects.**