PHIL 1304 (Section 4005) – MAJOR WORLD RELIGIONS
Fall/2012 Course Syllabus
3 Credit Hours
(G128) T R -- 12:30 PM - 1:50 PM

Instructor: Binu Ninan, Th.M.
Contact Information:
Office: C201  Hours Available: by appointment only
Phone: 972-860-1046  E-mail address: BinuNinan@dcccd.edu

Course Description
This course surveys the major world religions. Hinduism, Buddhism, Judaism,
Christianity, and Islam. The history of religions is covered, but the major emphasis
is on current beliefs. Other religions or topics may also be included, such as the
nature of religion, tribal religion, and alternatives to religion.

Textbooks and Other Course Materials

Developmental Courses
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas
public colleges and universities have the basic academic skills needed to be successful in college-level course
work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public
college or university in the state of Texas. The program assesses a student’s basic academic skills in reading,
writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such
as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards
may complete prerequisite requirements by taking developmental courses in the deficient area and passing
them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be
aware and informed about requirements that are subject to change. Additional information is available from
the TSI Office. https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4

Exemplary Educational Objectives
• To demonstrate awareness of the scope and variety of works in the arts and humanities.
• To understand those works as expressions of individual and human values within an historical
  and social context.
• To respond critically to works in the arts and humanities.
• To articulate an informed personal reaction to works in the arts and humanities.
• To demonstrate knowledge of the influence of literature, philosophy and/or the arts on
  intercultural experiences.
Core Curriculum Intellectual Competencies

- **READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

- **WRITING:** Competency in writing is the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

- **SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups and through the media.

- **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

- **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

- **COMPUTER LITERACY:** Computer Literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information. Core-educated students should have an understanding of the limits, problems and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

Student Learning Outcomes

As a result of successfully completing this course, students will be able to:

- Explain/articulate the fundamental beliefs of the major world religions covered in this course.
- Understand similarities and differences among beliefs, traditions, and practices of the major world religions.
- Recognize and understand the religious foundation of contemporary world cultures and civilizations.
- Think both empathetically and critically about conflicting or even competing religious truth claims.
Evaluation Procedures

Evaluation/Requirements
A. Regular Attendance is vital since the course grade is based on attendance and class participation. More than two absences during the semester will lower your final grade. If you attend less than half of the class you will be counted as absent.

0-2 Absences: Max: 100-90 pts.
3 Absences Max: 85 pts.
4 Absences Max: 80 pts.
5 Absences Max: 75 pts.
6+ Absences Max: 70 → 0 pts.

B. Read all of the assigned readings carefully and in advance of the class session. Careful reading involves working out your own understanding of the material and your own list of issues and questions that need to be addressed in order to evaluate the readings. You should be prepared to discuss issues related to the readings in class. Class participation is an integral part of the course.

D. Exam. This exam will cover the material discussed in Unit I. The instructor will pass out review sheets prior to exam.

E. Assignment(s). Choose one of the two options below:
   • Group Presentation Project – Each group will be assigned a major religion. The students within each group will work together in preparing a 20 minute visual and oral presentation explaining the origins or history, beliefs, development, and the present form of this major religion (i.e., Hinduism, Buddhism, Judaism, Christianity, Islam). Must have minimum (3)/maximum (5) students per group. (**Also see Assignment Expectations on next page.)
   • Religions Chart – Create a 5-page chart of the fundamental features of each of the Five Major World Religions (1 page for each religion). The purpose of this assignment is to provide a summary comparison/contrast of the major tenets/beliefs of these major world religions. This chart must be computer generated in 12pt or smaller font on 8½ x 12 inch paper.

F. Final Exam. This exam will cover material from the entire semester but focus more heavily on Unit II. The instructor will pass out review sheets prior to the final exam.

Policies on Missed Exams/Assignments
If you fail to complete the assignment, you will receive a 0. If you miss the exam or final exam without having made previous arrangements with the instructor you will receive a 0. You may only make up the Mid-term exam within 10 days of the exam date at the testing center. However, the make-up exam will be an essay exam.
Evaluation Procedures (cont’d)

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Max Points</th>
<th>(Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Quizzes/Class Participation</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Assignment/Paper</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>(30%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>(100%)</strong></td>
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**Grading Scale**

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 0 - 59

**Assignment Expectations**

Prior to the visual/oral presentation, the group must submit their presentation in writing (one for the entire group). The visual/oral & written presentation/paper should be thoughtful, comprehensive, creative, and insightful. Be sure to organize the content so that ideas are grouped and sequenced logically. In addition to the quality of your presentation, the paper will also be graded on writing skills such as spelling, punctuation, grammar, transitional style between paragraphs. An additional bibliography page should be included. The cover page of the written submission must include the names of each student in the group. Written work must be at least 10 pages in length -- computer/typewriter generated in a 12pt font, double-spaced with 1 inch margins on 8½ x 11 inch paper. (Each student in group will get same grade.)

**Academic Honesty Statement**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.
Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Eastfield College Email Policy
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html

Financial Aid Statement
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective from Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

Food and Drink Policy
Food, drinks, and tobacco products are prohibited in Eastfield College classrooms.

ADA Statement
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. 972.860.8348 or email efccdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence.
Withdrawal Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal
request must be received in the Registrar’s Office by November 15, 2012. Failure to do so will result in your
receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the
official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more
information about drop deadlines, refer to the current printed Credit Class Schedule, contact the
Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education
Code 51.907 limits the number of courses a student may drop.
You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as
an exception. Your campus counseling/advising center will give you more information on the allowable
exceptions.
Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with
a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher
learning, including all seven of the Dallas County Community Colleges. For more information, you may
access:
https://www1.dcccd.edu/coursedrops

Family Educational Rights and Privacy Act of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may
release information classified as “directory information” to the general public without the written consent of
the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers,
(4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially
recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended,
and (9) other similar information, including major field of student and degrees and awards received.
Students may protect their directory information at any time during the academic year. If no request is filed,
directory information is released upon written inquiry. No telephone inquiries are acknowledged. No
transcript or academic record is released without written consent from the student, except as specified by
law.

DCCCD Emergency Operating Procedures
http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

Classroom Etiquette
It is required that students maintain an atmosphere that is conducive to learning. In keeping with this, it
is imperative that we hold each other accountable for being conscientious, cooperative, and
responsible adults who treat everyone with kindness and respect.

Please make sure cell phones are turned off or kept on silent/vibrate mode.
# Course Outline

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>UNIT ONE – EASTERN RELIGIONS</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Course Introduction &amp; Overview: Review Syllabus</td>
<td></td>
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<tr>
<td>2</td>
<td>Aug 30</td>
<td>What is Religion? Why Study Religion?</td>
<td>Ch. 1</td>
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<tr>
<td>3</td>
<td>Sep 04</td>
<td>Understanding Religious Perspectives &amp; Expressions</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>4</td>
<td>Sep 06</td>
<td>Hinduism: History &amp; Development</td>
<td>Ch. 3</td>
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<tr>
<td>5</td>
<td>Sep 11</td>
<td>Hinduism: Sacred Narrative Texts</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>6</td>
<td>Sep 13</td>
<td>Hinduism: Beliefs &amp; Teaching</td>
<td>Ch. 3</td>
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<tr>
<td>7</td>
<td>Sep 18</td>
<td>Hinduism: In Practice Today</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>8</td>
<td>Sep 20</td>
<td>Buddhism: Origin &amp; Basic Teaching</td>
<td>Ch. 4</td>
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<tr>
<td>9</td>
<td>Sep 25</td>
<td>Buddhism: Theravada Tradition</td>
<td>Ch. 4</td>
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<tr>
<td>10</td>
<td>Sep 27</td>
<td>Buddhism: Mahayana &amp; Vajrayana Traditions</td>
<td>Ch. 4</td>
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<tr>
<td>11</td>
<td>Oct 02</td>
<td>Confucianism &amp; Daoism (China); Shinto (Japan)</td>
<td>Ch. 5</td>
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<tr>
<td>12</td>
<td>Oct 04</td>
<td><strong>Religions Chart Due; Review for Exam (Unit One)</strong></td>
<td>-----------------</td>
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<tr>
<td>13</td>
<td>Oct 09</td>
<td><strong>Mid-Term EXAM</strong></td>
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<td><strong>UNIT TWO – WESTERN RELIGIONS</strong></td>
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<tr>
<td>14</td>
<td>Oct 11</td>
<td>Judaism: Jewish Origin</td>
<td>Ch. 7</td>
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<td>15</td>
<td>Oct 16</td>
<td>Judaism: Texts Defining Jewish Beliefs</td>
<td>Ch. 7</td>
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<tr>
<td>16</td>
<td>Oct 18</td>
<td>Judaism: Historical Development</td>
<td>Ch. 7</td>
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<tr>
<td>17</td>
<td>Oct 23</td>
<td>Judaism: Jewish Life &amp; Future Expectation</td>
<td>Ch. 7</td>
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<tr>
<td>18</td>
<td>Oct 25</td>
<td>Christianity: Origin &amp; Early Jesus Movement</td>
<td>Ch. 8</td>
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<td>19</td>
<td>Oct 30</td>
<td>Christianity: Textual Development</td>
<td>Ch. 8</td>
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<td>20</td>
<td>Nov 01</td>
<td>Christianity: Medieval Church &amp; The Reformation</td>
<td>Ch. 8</td>
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<td>21</td>
<td>Nov 06</td>
<td>Christianity: Roman Catholicism &amp; Eastern Orthodoxy</td>
<td>Ch. 8</td>
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<td>22</td>
<td>Nov 08</td>
<td>Christianity: Protestantism</td>
<td>Ch. 8</td>
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<tr>
<td>23</td>
<td>Nov 13</td>
<td>Islam: Founder &amp; Meaning</td>
<td>Ch. 9</td>
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<tr>
<td>24</td>
<td>Nov 15</td>
<td>Islam: Text &amp; Teaching</td>
<td>Ch. 9</td>
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<tr>
<td>25</td>
<td>Nov 20</td>
<td>Islam: In Practice Today</td>
<td>Ch. 9</td>
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<td>Nov 22</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>26</td>
<td>Nov 27</td>
<td><strong>Group Presentations</strong> (Eastern Religions)</td>
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<tr>
<td>27</td>
<td>Nov 29</td>
<td><strong>Group Presentations</strong> (Western Religions)</td>
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<tr>
<td>28</td>
<td>Dec 04</td>
<td><strong>Group Presentations</strong> (Western Religions)</td>
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<tr>
<td>29</td>
<td>Dec 06</td>
<td>Review for Final Exam (Units I &amp; II)</td>
<td>-----------------</td>
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<tr>
<td>29</td>
<td>Dec 11</td>
<td><strong>FINAL EXAM</strong> (classroom availability ?)</td>
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The instructor reserves the right to amend this syllabus as necessary.