

Syllabus RELI 100 – Distance Learning Course
The Human Religious Experience
Spring 2016

Meeting place: Blackboard 9.1

Weekly schedule: Each week runs Monday-Sunday, beginning on Tuesday, January 19, 2016

Instructor: Prof. Susan E. Bond

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Office Hours: by appointment (email, or Skype if needed)

Fulfills general education requirement in global understanding. 3 credits.

Course Description

According to a recent study by the Pew Forum on Religion and Public Life (2012), approximately six of the seven billion people in the world identify themselves as members of a faith tradition. Religion is a powerful force in the world, for good and for ill, and religious literacy is (or should be) a requirement for every citizen of the world.

The course covers the beliefs, practices, festivals, and history of the major world religious traditions: Judaism, Christianity, Islam, Hinduism, Buddhism, and Daoism and Confucianism.

Human persons answer the age-old question about the ultimate meaning of life in a variety of ways that academic religious study uses four categories to describe (1) worship the powerful forces of nature (the most primitive form of religion), (2) seek harmony (Daoism and Confucianism), (3) seek liberation (Hinduism and Buddhism), and (4) seek salvation with the expectation of encountering God both in history and at the end of history (Judaism, Christianity, and Islam).

Since the beginning of the twentieth century, with the pace increasing in the mid-twentieth century, world religious traditions have been impacted by modernity in a number of interesting ways: a rise in cults and new religious movements paired with an opposite pull towards fundamentalism and orthodoxy; an increasing interest in the West in Asian religious practice like yoga, meditation, and acupuncture; and the rise of women as religious authority.

Learning Outcomes

By the end of the course students will be able to

1. Categorize the major religious traditions by four conceptual approaches to ultimate meaning;

2. Interpret the symbolic language of the major religious traditions;
3. Compare and contrast the practical and active elements of religious ritual and worship that "tie and bind" individuals to community and divinity;
4. Describe and explain the originating history, beliefs, and festivals of Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism and Confucianism;
5. Apply literal, moral, and allegorical interpretive approaches to reading sacred texts;
6. Explain the impact of modernity—for example, the rise of science, cults and orthodoxy, and women as authority—on religious traditions;
7. Articulate a worldview.

Global Understanding Learning Outcomes

1. Demonstrate understanding of global patterns and processes;
2. Demonstrate understanding of the interconnectedness, difference, and diversity of a global society;
3. Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field.

Course Logistics

This course will use a distance learning format; the primary meeting space will be on Blackboard 9.1; and we will use other means of keeping in touch such as email and Skype. This is a rigorous, deadline-intensive course. In a typical two-week period we will cover one religious tradition and:

- you will read about 60–80 pages and take an open-book test
- accomplish online activities and respond to weekly requirements
- work on assignments to be submitted through Blackboard according to the assignment schedule
- visit a sanctuary and write a report (monthly)

Though the delivery method is different, it should take you the same amount of time as a typical undergraduate course. Because this class is accelerated, you should **expect to spend an average of 8 to 10 hours on coursework each week** (this includes the time you would have spent in a classroom); some weeks it will be as low as 6 hours but a few weeks it will be as high as 12 to 14 hours (the sanctuary reports require about 8 hours each, these are due three times in the course). I note the high-hour weeks on the "Week Menu." It is critical to keep up with weekly requirements. I will provide a folder each week in our Blackboard course to specify required activities and assignments (available by clicking on "Course Contents" on the course menu in Blackboard).

Blackboard

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the "Courses" tab.
4. Click on RELI 100 under the "Blackboard 9.1 Course" heading.

Instructor-Student Communication

I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder.

Write **RELI100** in the subject line of your email. **Sign your emails** and do not use textese (LOL, u r great, etc.). I will not respond to unsigned emails or emails written in Internet-speak.

Before sending an email, please check the following (available on your Blackboard course menu) **unless the email is of a personal nature**:

- Syllabus
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Mason Email

- Mason requires that Mason email be used for all courses. I will be sending messages to your Mason email and you are responsible for making sure you have access to these messages.
- You may forward your Mason email to other accounts but always use your Mason e-mail when communicating with me to allow verification of your identity.
- You are required to check your Mason email account regularly and to keep your mailbox maintained so that messages are not rejected for being over quota.

- When you email me, you can expect a response within 48 hours. If I am going to be away from email for more than two days, I will send an announcement to the class.
- When you email me, be sure to include **RELI 100** at the beginning of the subject heading to alert me that I have received a message from one of my online students.

Participation

Netiquette For Online Discussions [\[1\]](#)

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

Posts that are disrespectful, abusive, written in slang, bullet points, or incomplete sentences will be **deleted and receive no credit**.

[\[1\]](#) Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU. Adapted by Susan E. Bond, George Mason University (2014).

Technology Requirements

Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband Internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

- the storage amount needed to install any additional software and
- space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to <http://compstore.gmu.edu/pdfs/TechGuide.pdf> to see recommendations.

Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#) (Windows), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at <http://antivirus.gmu.edu>.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch http://support.apple.com/kb/VI54?viewlocale=en_US about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Hardware or software required for this course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).

Student Responsibilities

MasonLive/Email

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. For accessibility and privacy, the university, school, and program will send communications to students solely through their Mason email account—students should respond accordingly (See <https://thanatos.gmu.edu/masonlive/login>)

Patriot Pass

Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. (See <https://password.gmu.edu/index.jsp>)

Students with Disabilities

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>)

Academic Integrity

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. (See <http://academicintegrity.gmu.edu/distance>)

Honor Code and Virtual Classroom Conduct:

Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honorcode/>). We value critical thinking and therefore, it is imperative that students read the assigned books and articles prior to the class with a critical eye. Active thought, quality of inputs, and a conflict resolution attitude should be your guiding principles.

Work Ethic

RELI 100 is designed as a collaborative learning experience. It is important that students participate in every class and that they contribute actively to groups and class discussions. Please participate enthusiastically in group activities while respecting the opinions and valuing the work of other group members. You will be disappointed in this class if you focus on individual effort alone.

However, any individual work should be strictly your own. Presenting another's work as your own (plagiarism) will result in a zero grade for the assignment. While a powerful tool, please use the Internet with caution. Reference your sources, resist the temptation to cut and paste material into your own work, and use independent validation of the information where appropriate.

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the

student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

If you are absent from the course for two weeks (no posts in discussion boards, no tests or assignments completed), I require that you meet with me via synchronous email or Skype to discuss Selective Withdrawal from the course.

University Policies

Students must follow the university policies. (See <http://universitypolicy.gmu.edu>)

Responsible Use of Computing

Students must follow the university policy for Responsible Use of Computing. (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing>)

University Calendar

Details regarding the current Academic Calendar. (See <http://calendar.gmu.edu>)

Religious Holiday Calendar

George Mason University encourages student to participate in their respective religious holiday celebrations. (See <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>)

University Catalog

The current university catalog. (See <http://catalog.gmu.edu>)

Student Services

Writing Center

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. (See <http://writingcenter.gmu.edu>)

ESL Help: The program was designed specifically for students whose first language is not English who feel they might benefit from additional, targeted support over the course of an entire semester. (See http://writingcenter.gmu.edu/?page_id=10)

University Libraries

University Libraries provides resources for distance students. (See <http://library.gmu.edu/distance>)

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. (See <http://caps.gmu.edu>)

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. (See <http://registrar.gmu.edu>)

Course Overview and Policies

1. In addition to the required readings there are activities due each week. See the course schedule below for the assigned activities.
2. No work is accepted via e-mail.
3. Include a word count in your posts.
4. Most initial posts are due Thursday @midnight (there is one exception to the rule); comments are due Sunday @midnight; sanctuary reports are due Sunday @midnight; online tests are due Sunday @midnight.
5. It is important to complete all work on schedule, but if there are extenuating circumstances; such as sickness, family issues, or religious observances that conflict with our schedule, please let me know as soon as possible.
6. A doctor's note for illness or service leaflet for a death in the family is required for missed sanctuary reports and the final.
7. For sanctuary reports, you must go to a sanctuary outside your own tradition, for example, Sunnis go to Shia mosques and vice versa, Jewish students who usually attend Reform synagogues go to Conservative, Orthodox, or Hasidic sanctuaries and vice versa; and Roman Catholic Christians go to Protestant/nondenominational, or Eastern Orthodox churches and so on. Protestant denominations are numerous and confusing. Many people who self-

identify as "Christian" are Protestants and should go to a Roman Catholic or Eastern Orthodox church. For the Daoist report go to a tai chi class, acupuncture clinic, or Falun Gong meeting (the nearest Daoist temple is in NYC).

8. It is your responsibility to be sure you are using a stable Internet connection before the course begins (see "Best Practices for Online Tests" below).
9. If Blackboard shuts down while you are taking the test,
 - email courses@gmu.edu (Blackboard help desk) **immediately**;
 - **cc the professor, ask the help desk to use "reply all" when answering your query**;
 - take a **screen shot of Blackboard** with a time stamp;
 - since "my computer crashed" cannot be documented or verified, I cannot accept this excuse for missing or not completing a test.

Best Practices for Online Tests [2]

- **Use only supported browser versions** when taking on-line tests. Supported browsers are listed on GMU's Blackboard login page.
- Before starting an on-line test, **close all other software programs on your computer**, including the browser that you plan to use to take the test. Re-start your browser and log in first to Blackboard without logging into any other GMU sites. This will help identify your test session in the system logs if you encounter technical issues.
- **Disable all pop-up blockers**. The steps for this will vary among browsers. If you have questions, ask the Support Center to look at your computer and browsers.
- **Use a hardwired connection** rather than your wireless connection to the internet to take an online test. Make sure that when you connect your network cable to your computer you also disable the wireless receiver so that it does not override or interfere with the wired connection.
- If your computer is connected to the Internet through an **ISP cable modem that is shared among a number of users** (such as at an apartment complex), you will likely experience problems with on-line tests. Questions may be slow to display and your connection may be lost briefly, which will cut off your test session. You should try to find a computer for your on-line tests that is on a more stable connection.
- Make sure you **do not have more than one browser window opened to Blackboard**; this can cause problems submitting your exam.
- Make sure your **computer is up-to-date on Windows patches and that it is virus and spyware free**.
- **Blackboard Outages**: Please be mindful (and wary) of taking the exams at times that are susceptible to Blackboard outages. Scheduled outages are posted on the Blackboard login page. Note that maintenance can be performed on Blackboard at the following times without prior notice: Monday through Friday, 3:00 am - 7:00 am;

Friday evening 10:00 pm through Saturday morning 7:00 am. Also note that Blackboard servers restart daily at 4 am. While sometimes this outage may only last a few minutes, IT recommends not taking online exams or quizzes around 4 am. (All times are Eastern.)

- IT also recommends **clearing the cache on your computer** before starting a test to mitigate potential problems.

[2] Clemson University Computer and Information Technology, ithelp@clemson.edu. Adapted by Susan E. Bond, George Mason University (2014).

Improving Your Grade

Opportunities to improve your grade are generously afforded in several ways:

- dropping the lowest score on quizzes
- dropping the lowest score in discussion boards
- dropping the lowest score on blog posts
- the easy syllabus quiz counts as 5 percent
- completing the end of course survey counts for 2 percent

Please note that **NO WORK is accepted at the end of the course to “boost” your grade**. The rule of thumb is that those who ask to have their grade boosted at the end of the course will have it lowered by a half letter grade. Also note that **I do not calculate hypothetical grades** (for example, “if I get an A on this quiz, and an A on my last discussion board, what will my final grade be?”).

Late Work

All written reports, essays, discussion boards, and blog posts (usually due on Thursdays, one on Wednesday) are graded down **one letter grade for each day late**. Activities and quizzes are forfeited if not submitted by their Sunday due date.

Required Textbook

John Esposito, et al., eds. *World Religions Today*. 5th ed. New York: Oxford University Press, 2015.

Major Components

Quizzes (5 %)

Sanctuary Reports (10 %)

A-L last name students

1. Synagogue
2. Mosque
3. Buddhist temple

M-Z last name students

1. Church
2. Hindu temple
3. Daoist/Confucian site

Blogs & Comments (2%)

1. Myth, Symbol, Modernity
2. Literal, Moral, Allegorical Video
3. Symbols and Rituals of Succoth
4. Christian Sacrament and Jewish Life-Passage Ritual
5. Sermon Analysis
6. Qur'an and Hajj
7. Dalai Lama and Lotus Sutra

Discussion Board Groups & Comments (2%)

1. Writing and Citing
2. The Global Religious Landscape
3. Jewish Identity
4. Constructing Knowledge about Sunni and Shia Islam
5. Cleansing Rituals
6. The Ramayana
7. Four Noble Truths and the Eightfold Path
8. Harmony and Liberation
9. Confucianism and Daoism

Final Essay (5%)

Surveys (2%)



Activities/Assignments	Percent
Quizzes (7)	35 (5 each)
Syllabus quiz (1)	Drop lowest quiz
Sanctuary Report (3)	30 (10 each)
Participation:	28 (2 each)
Blogs & comments (7)	Drop lowest blog
Discussions & comments (9)	Drop lowest discussion
Final Essay	5
Surveys (2)	2 (1 each)
Total	100

Grade Scale

97-100	A+
94-96	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
< 59	F

Course Schedule

Weeks	Topics	Content (Readings/Video/Audio)	Activities	Assessments and Assignments
<p>Week 1 Tues, Jan 19 – Sun, Jan 24</p> <p>Learning Outcome: #6</p>	Welcome and Introduction to the Course	<p>(1) Mini-Lecture: Welcome</p> <p>(2) Mini-Lecture: How to Take This Course</p> <p>(3) Reading: “The Global Religious Landscape,” pages 9–15(8 pages) http://www.pewforum.org/files/2014/01/global-religion-full.pdf</p>	<p>(1) Student Introductions Due Thurs, Jan 21</p> <p>(2) Discussions: a. Writing and Citing b. The Global Religious Landscape</p> <p>Due Thurs, Jan 21; comments due Sun, Jan 24</p>	<p>Syllabus quiz</p> <p>Due Sun, Jan 24</p>
<p>Week 2 Mon, Jan 25– Sun, Jan 31</p> <p>Learning Outcomes: #1,#2, #6</p> <p>Last day add/drop: Jan 26</p>	Religious Language and the Impact of Modernity	<p>(1) Reading: <i>WRT</i>, 3–37; 585–617 (66 pages)</p> <p>(2) Mini-Lecture: Symbol (7 mins)</p> <p>(3) Mini-Lecture: Impact of Modernity (11 mins)</p>	<p>(1) Blog: Myth, Symbol, Modernity (a) religious symbols in ads; (b) 4 myths map (c) concept map premodern and postmodern</p> <p>Due Thurs, Jan 28; comments due Sun, Jan 31</p>	<p>Quiz, <i>WRT</i> chapter 1</p> <p>Due Sun, Jan 31</p>

<p>Week 3 Mon, Jan 31– Sun, Feb 7</p> <p>Learning Outcomes: #1, #4, #6</p>	<p>Introduction to Judaism</p>	<p>(1) Reading: <i>WRT</i>, 77–145 (68 pages)</p> <p>(2) Reading: James Tabor, “To Be a Jew: Political and Religious Definitions in Israel Today”(2 pages)</p> <p></p> <p>James Tabor To_Be_A_Jew tagged pdf.pdf</p> <p>Open this article by clicking on the object, click on “packager shell object” in the drop down box and choose “activate contents.”</p>	<p>(1) Discussion: Jewish Identity</p> <p>Due Thurs, Feb 4; comments due Sun, Feb 7</p>	<p>Quiz, <i>WRT</i> chapter 3</p> <p>Due Sun, Feb 7</p>
<p>Week 4 Mon, Feb 8– Sun, Feb 14</p> <p>Learning Outcomes #2, #3, #5, #6</p>	<p>Judaism: Scripture, Symbols and Rituals</p>	<p>(1) Mini-lecture: Hebrew Bible (5 mins)</p> <p>(2) Mini-Lecture: Reading Scripture Literally, Morally, and Allegorically (7 mins)</p> <p>Link to Bible (NRSV)</p> <p></p> <p>Genesis 21 NRSV - The Birth of Isaac - The LORD dealt - Bible Gateway.pdf</p> <p>Open this article by clicking on the object, click on “packager shell object” in the drop down box and choose “activate contents.”</p> <p>(3) Video: <i>Ushpizin</i> (92 mins) Dar, G. and R. Bukai (Producers) & G. Dar (Director). (2004). <i>Ushpizin</i> [Motion picture]. Jerusalem, Israel: Warner Brothers/Picture House. Available to students using Swank Digital Campus within Blackboard.</p>	<p>(1) Blog: Literal, Moral, Allegorical Video</p> <p>Due Thurs, Feb 11; comments due Sun, Feb 14</p> <p>(2) Blog: Symbols and Rituals of Succoth</p> <p>Due Sun, Feb 14 (no comments)</p>	<p>Synagogue report (A-L), submit on SafeAssign.</p> <p>Due Sun, Feb 14</p>

<p>Week 5 Mon, Feb 14– Sun, Feb 21</p> <p>Learning Outcomes: #1, #2, #3, #4</p>	<p>Introduction to Christianity</p>	<p>(1) Reading: <i>WRT</i>, 147–217 (70 pages)</p> <p>(2) Video: <i>The Sacraments</i> (23 mins) http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&xtid=49823</p>	<p>Blog: Christian Sacrament and Jewish Life-Passage Ritual</p> <p>Due Thurs, Feb 18; comments due Sun, Feb 21</p>	<p>Quiz, <i>WRT</i> chapter 4</p> <p>Due Sun, Feb 21</p>
<p>Week 6 Mon, Feb 22– Sun, Feb 28</p> <p>Learning Outcome: #2, #3, #5, #6</p>	<p>Christianity: Scripture</p>	<p>(1) Mini-Lecture: New Testament (5 mins)</p>	<p>(1) Blog: Sermon Analysis</p> <p>M-Z due Thurs, Feb 25;</p> <p>A-L critique due Sun, Feb 28 (no comments)</p>	<p>Church Reports (M-Z), submit on SafeAssign.</p> <p>Due Sun, Feb 28</p>
<p>Week 7 Mon, Feb 29– Sun, Mar 6</p> <p>Learning Outcomes: #1, #3, #4</p>	<p>Introduction to Islam</p>	<p>(1) Readings: <i>WRT</i>, 219–303 (84 pages)</p> <p>(2) Videos: Shia Imam Mustafa Akhound (a) Islam (9 mins) http://vimeo.com/channels/religion100/110465372 (b) Sunni and Shia (10 mins) http://vimeo.com/channels/religion100/110465378 (c) Eid al Fitr and Muharam (10 mins) http://vimeo.com/channels/religion100/110465481</p>	<p>Discussion (& Blog): Constructing Knowledge about Sunni and Shia Islam</p> <p>Initial posts due Weds, Mar 2;</p> <p>final edit due Thurs, Mar 3; comments due Sun, Mar 6</p>	<p>Quiz, <i>WRT</i> chapter 5</p> <p>Due Sun, Mar 6</p>

Week 8 Mon, Mar 7– Sun Mar 13	Spring Break			
Week 9 Mon, Mar 14– Sun, Mar 20 Learning Outcomes: #2, #3, #5	Islam: Scripture, Symbols and Rituals	<p>(1) Reading: <i>Approaching the Qur'an</i>, pages 40–55 (Surah 82) (15 pages) http://mutex.gmu.edu/login?url=http://site.ebrary.com/lib/georgemason/docDetail.action?docID=10463085</p> <p>(2) Video: <i>Hajj: The Pilgrimage</i> (88 mins) http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&xtid=11140&luid=48148</p>	<p>Blog: Qur'an and Hajj</p> <p>Due Thurs, Mar 17; comments due Sun, Mar 20</p>	<p>Mosque Report (A-L), submit on SafeAssign</p> <p>Due Sun, Mar 20</p>
Week 10 Mon, Mar 21– Sun, Mar 27 (Easter) Learning Outcomes: #1, #3, #4	Introduction to Hinduism	<p>(1) Reading: <i>WRT</i>, 307–395 (88 pages);</p> <p>(2) Video: <i>A Year in India</i> (15 mins) http://vimeo.com/channels/religion100/110507949</p>	<p>Discussion: Cleansing Rituals</p> <p>Due Thurs, Mar 24; comments due Sun, Mar 27</p>	<p>Quiz, <i>WRT</i> chapter 6</p> <p>Due Sun, Mar 27</p>
Week 11 Mon, Mar 28– Sun, Apr 3 Learning Outcomes: #2, #3, #5	Hinduism: Famous Epic	<p>(1) Mini Lecture: <i>The Ramayana</i> (9 mins)</p> <p>(2) Video: <i>Sita Sings the Blues</i> (82 mins) http://www.youtube.com/watch?v=w8sUYHP-XmE</p>	<p>Discussion: Ramayana</p> <p>Due Thurs, Mar 31; comments due Sun, Apr 3</p>	<p>Hindu Temple Report (M-Z), submit on SafeAssign</p> <p>Due Sun, Apr 3</p>

<p>Week 12 Mon, Apr 4– Sun, Apr 10</p> <p>Learning Outcomes: #1, #4, #6</p>	<p>Introduction to Buddhism</p>	<p>(1) Reading: <i>WRT</i>, 399–485 (86 pages)</p> <p>(2) Video Interview: Buddhist Nun, Venerable Losang Tendrol: The Four Noble Truths and the Eightfold Path (17 mins) http://vimeo.com/channels/religion100/110465597</p>	<p>Discussion: Four Noble Truths and the Eightfold Path</p> <p>Due Thurs, Apr 7; comments due Sun, Apr 10</p>	<p>Quiz, <i>WRT</i> chapter 7</p> <p>Due Sun, Apr 10</p>
<p>Week 13 Mon, Apr 11– Sun, Apr 17</p> <p>Learning Outcomes: #2, #3, #5, #6</p>	<p>Buddhism: Scripture and the Dalai Lama</p>	<p>(1) Reading: Gene Reeves. <i>Lotus Sutra: A Contemporary Translation of a Buddhist Classic</i>, pages 68–73 (5 pages) http://site.ebrary.com/lib/georgemason/detail.action?docID=10408018</p> <p>(2) Video: <i>10 Questions for the Dalai Lama</i> (87 mins) http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&xtid=44799</p>	<p>Blog: Dalai Lama and Lotus Sutra</p> <p>Due Thurs, Apr 14; comments due Sun, Apr 17</p>	<p>Buddhist Temple Report (A-L), submit on SafeAssign</p> <p>Due Sun, Apr 17</p>
<p>Week 14 Mon, Apr 18– Sun, Apr 24</p> <p>Learning Outcomes: #1, #4</p>	<p>Introduction to Daoism and Confucianism</p>	<p>(1) Mini-Lecture: Harmony (11 mins)</p> <p>(2) Reading: <i>WRT</i>, 487–575 (88 pages)</p>	<p>Discussion: Harmony and Liberation</p> <p>Due Thurs, Apr 21; comments due Sun, Apr 24</p>	<p>Quiz, <i>WRT</i>, chapter 8</p> <p>Due Sun, Apr 24</p>

<p>Week 15 Mon, Apr 25– Sun, May 1</p> <p>Learning Outcomes: #1, #2, #3, #6</p>	<p>East Asian Traditions: Myth, Symbols and Rituals</p>	<p>Video Interviews: Confucian Institute Director, Dr. Lihong Wang</p> <p>(1) Myths of Harmony (2 mins) http://vimeo.com/channels/religion100/110465477</p> <p>(2) Confucianism (2 mins) http://vimeo.com/channels/religion100/110465476</p> <p>(3) Daoism (5 mins) http://vimeo.com/channels/religion100/110465606</p> <p>(4) Teachers' Day (3 mins) http://vimeo.com/channels/religion100/110465602</p>	<p>Discussion: Confucianism and Daoism</p> <p>Due Thurs, Apr 28; comments due Sun, May 1</p>	<p>Daoist or Confucian site report (M-Z), submit on SafeAssign.</p> <p>Due Sun, May 1</p>
<p>Thurs, May 5</p> <p>Learning Outcome #7</p>	<p>Final</p>		<p>End of Course Survey Due Fri, May 6</p>	<p>(1) Final essay. 1200 word minimum. Submit via SafeAssign.</p> <p>Due Thurs, May 5</p>