

**Syllabus RELI 100 – Distance Learning Course  
The Human Religious Experience  
Spring 2015**

**Meeting place:** Blackboard 9.1

**Weekly schedule:** Each week runs Monday-Sunday beginning on Tuesday, January 20, 2015

**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.

The primary goals of the course are (1) religious literacy and (2) the ability to articulate your worldview. Where do you stand on the modernity/ postmodernity continuum? Are you a combination of salvation and harmony religions? Or are you more orthodox? Or do you privilege science over religion as the way to best answer the meaning of life? Just as studying a foreign language sharpens understanding of your own language, studying the religious traditions of the world sharpens your understanding of your worldview, whether religious or secular.

## **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 Menus.” 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 (Available on January 20, 2015)**

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. Double-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**:

1. Syllabus
2. Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
3. Blackboard videos on how to use Blackboard features
4. Blackboard Q&A, and
5. 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 for this Course

### 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:

1. the storage amount needed to install any additional software and
2. 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](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](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/privacy>].

## **Course Overview and Policies**

- In addition to the required readings there are activities due each week. See the course schedule below for the assigned activities.
- 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.
- A doctor's note for illness or service leaflet for a death in the family is required for missed sanctuary reports and the final.
- 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).

- If Blackboard shuts down while you are taking the test, **email [courses@gmu.edu](mailto:courses@gmu.edu)** (Blackboard help desk) **immediately and 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]**

1. **Use only supported browser versions** when taking on-line tests. Supported browsers are listed on GMU's Blackboard login page.
2. 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.
3. **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.
4. **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.
5. 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.
6. Make sure you **do not have more than one browser window opened to Blackboard**; this can cause problems submitting your exam.
7. Make sure your **computer is up-to-date on Windows patches and that it is virus and spyware free.**
8. **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.)

9. 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](mailto:ithelp@clemson.edu). Adapted by Susan E. Bond, George Mason University (2014).

### Tips for Reading Class E-Books

1. When accessing the e-books, click on the “sign-in” option in the upper right hand corner to create a free account.
2. Once you have created account, add your e-books to your Bookshelf.
3. Saving your books to your bookshelf allows you to retain highlights and annotations that you have added. Each time you login, you may visit your bookshelf to locate your books.
4. **DO NOT Download the book as this will make it unavailable to others in the class.**

### Required Readings

1. John Esposito, et al. *World Religions Today*. 4th ed. New York: Oxford University Press, 2012. ISBN 9780199759514 (*WRT=World Religions Today*).

### Weekly Schedule

This schedule is subject to change in the event of unforeseen circumstances (e.g., weather, etc.). Changes will be negotiated with the students.

Distance learning courses are dynamic—to ensure we achieve our learning outcomes, we may need to negotiate weekly schedule changes. We will focus on learning, fairness, and reason in any approved changes. **Each week’s readings, activities and assignments require an average of approximately 8 to 10 hours; sanctuary reports require about 8 hours to complete so three weeks will require as much as 12 hours of work.**

### Major Components

Activities/Assignments	Points
Quizzes (7)	35
Sanctuary Reports (3)	30
Final essay	10
Participation (includes blogs, comments, and discussions)	25
Total	100

### Grade Scale (points)

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

## Description of Activities/Assignments

### General guidelines:

1. Discussion board and blog posts: 300 word minimum. Include word count.
2. Comments: 50 word minimum. Include word count.
3. Videos: 1 minute minimum
4. Sanctuary reports: 800 word minimum. Include a word count. Photo required.

Activities/ Assignments	Points	Description
Quizzes (7)	35 (5 each)	<p>Open-book quizzes on chapter readings in <i>World Religions Today</i>.</p> <p>The tests can be taken at any time but must be completed by midnight of the due date. You have 90 minutes to take the test of 20-25 multiple choice, fill-in-the blank, and true/false questions. Spelling counts and fill-in-the-blank answers should make grammatical sense in the context of the question.</p> <p>When the test is submitted, you will see the prompt "Open test in new window," at which point, exit out and go to My Grades, click on the test then the hyperlinked grade and you will be able to see the questions, submitted answers, and your score for each question.</p>
Activities/ Assignments	Points	Description
Sanctuary Reports (3)	30 (10 pts each)	<p>(1) Write 800 words, (2) post a photo of you at the sanctuary, (3) submit on SafeAssign following rules for citation and quotation where you use external sources like the Internet although this should be very limited. Honor Code requirements always apply to academic work, including sanctuary reports. Check your SafeAssign report for issues and correct. You may post your report two (2) times.</p> <p>The purpose of the sanctuary assignment is to connect to the living experience of the faith tradition by visiting a service at a sanctuary and writing a report on your experience, identifying and describing (1) the myth of meaning, (2) symbols, (3) rituals and (4) premodern, modern,</p>

		<p>postmodern aspects of the worship service and branch of the tradition.</p> <p>Students with the <b>last names A–L</b> will visit and report on these sanctuaries</p> <p>Synagogue, due Sun, Feb 15  Mosque, due Sun, Mar 22  Buddhist temple, due Sun, Apr 19</p> <p>Students with <b>last names M–Z</b> will visit and report on these sanctuaries</p> <p>Church, due Sun, Mar 1  Hindu temple, due Sun Apr 5  Daoist/Confucian site, due Sun, May 3</p> <p>Since this is a course on global understanding you must go outside the branch of your own tradition for this report. This rubric applies especially to Jewish, Christian, and Muslim students. For example, Reform Jews must go to an Orthodox or Conservative synagogue (and vice versa); Protestant Christians to Orthodox, Roman Catholic, or a Mormon church (and vice versa); Sunnis to Shia mosques (and vice versa). The most common reason for being graded down is misinterpreting or ignoring this rubric.</p> <p>Interviews of family, friends, and neighbors; YouTube, and Internet-based reports receive a failing grade.</p> <p>The process:</p> <p>Research online to find local sanctuaries. Call ahead for best results although bear in mind that sanctuaries are often understaffed and may not always answer the telephone.</p> <p>Go to a service! This is not simply a report on the grounds of a sanctuary.</p> <p>Be respectful during your visit. Talk to a congregant or leader <i>not</i> the receptionist. Do not wear T-shirts and shorts when attending religious services. It is usually best to take your photo outside the</p>
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		<p>sanctuary rather than inside during the service.</p> <p><u>Graded on</u></p> <p>(1) Attending a service.</p> <p>(2) Going outside your own branch of the religious tradition. This rubric applies especially to Jewish, Christian, and Muslim students. Visit a sanctuary <b>outside the tradition of your parents</b>, that is, the tradition in which you were raised <b>whether or not you or your parents presently attend services</b>.</p> <p>(2) Understanding the <b>narrative of meaning (myth)</b> as expressed in the service by interviewing a leader or congregant.</p> <p>(3) Ability to describe at least one <b>symbol</b> and explain its meaning by talking to a leader or congregant.</p> <p>(4) Ability to describe how the worship <b>rituals</b> tie and bind the congregants to community and divinity. Note that rituals include prayers, offerings, and ceremonies at the worship service, as well as life passage rituals like baptism or bar mitzvah, and festival celebrations like Holi or Passover.</p> <p>(5) Describe <b>premodern, modern, and/or postmodern</b> elements of the service explaining what makes them so.</p> <p>(6) The Daoist/Confucian site for (M-Z) students is a particular challenge since the nearest Daoist temple is in New York City (Chinatown). Go to an acupuncture clinic, a tai chi class, or a Falun Gong meeting for this report; these represent the practical applications of Daoism.</p> <p>Please refer to the “Rubric for Excellent Sanctuary Reports” grading criteria (under “Rubrics” on the Course Menu).</p>
Final essay	10	Articulate your worldview in an essay, in light of the concepts covered in the course: myth, symbol, ritual, and the impact of modernity. 1200 word minimum.
Participation	25	Active participation in discussions is expected most weeks. View all videos; complete all readings

		<p>for use as supporting evidence for discussions and posts. Accomplish all activities, and interact with classmates each week. For discussions and group activities, organize yourself and begin participating early in the week out of consideration of your classmates and professor. Everyone needs to participate every week--the participation grade will measure that plus punctuality, quality of inputs, and the results of the activities assigned. For discussions on Blackboard each week, please post your first input by Thursday. You should include at least two more responses to original postings by other students by Sunday. See also the "Netiquette For Online Discussions" above.</p>
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### Course Schedule

Weeks	Topics	Content (Readings/Video/Audio)	Activities	Assessments and Assignments
<p>Week 1 Tues, Jan 20– Sun, Jan 25</p> <p>Learning Outcome: #6</p>	<p><b>Welcome and Introduction to the Course</b></p>	<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) <a href="http://www.pewforum.org/files/2014/01/global-religion-full.pdf">http://www.pewforum.org/files/2014/01/global-religion-full.pdf</a></p>	<p>(1) Student Introductions Due Thurs, Jan 22</p> <p>(2) Discussion: The Global Religious Landscape  Due Thurs, Jan 22; comments due Sun, Jan 25</p>	<p>Syllabus quiz  Due Sun, Jan 25</p>
<p>Week 2 Mon, Jan 26– Sun, Feb 1</p> <p>Learning Outcomes: #1,#2, #6</p>	<p><b>Religious Language and the Impact of Modernity</b></p>	<p>(1) Reading: <i>WRT</i>, 3–35; 571–584; 595–609) (62 pages)</p> <p>(2) Mini-Lecture: Symbol (8 mins)</p> <p>(3) Mini-Lecture: Impact of Modernity (14 mins)</p>	<p>(1) Blog: (a) religious symbols in ads; (b) 4 myths map (c) concept map premodern and postmodern  Due Thurs, Jan 29; comments due Sun, Feb 1</p>	<p>Quiz, <i>WRT</i> chapter 1  Due Sun, Feb 1</p>

<p>Week 3 Mon, Feb 2– Sun, Feb 8</p> <p>Learning Outcomes: #1, #4, #6</p>	<p><b>Introduction to Judaism</b></p>	<p>(1) Reading: <i>WRT</i>, 75–145 (70 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 5; comments due Sun, Feb 8</p>	<p>Quiz, <i>WRT</i> chapter 3</p> <p>Due Sun, Feb 8</p>
<p>Week 4 Mon, Feb 9– Sun, Feb 15</p> <p>Learning Outcomes #2, #3, #5, #6</p>	<p><b>Judaism: Scripture, Symbols and Rituals</b></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) &amp; G.</p>	<p>(1) Blog: Literal, Moral, Allegorical Video</p> <p>Due Thurs, Feb 12; comments due Sun, Feb 15</p> <p>(2) Blog: Symbols and Rituals of Succoth</p> <p>Due Sun, Feb 15 (no comments)</p>	<p>Synagogue report (A-L), submit on SafeAssign.</p> <p>Due Sun, Feb 15</p>

		Dar (Director). (2004). <i>Ushpizin</i> [Motion picture]. Jerusalem, Israel: Warner Brothers/Picture House. Available to students using Swank Digital Campus within Blackboard from Jan 21-May 8, 2015.		
<p>Week 5 Mon, Feb 16– Sun, Feb 22</p> <p>Learning Outcomes: #1, #2, #3, #4</p>	<b>Introduction to Christianity</b>	<p>(1) Reading: <i>WRT</i>, 147–213 (66 pages)</p> <p>(2) Video: <i>The Sacraments</i> (23 mins)  <a href="http://mutex.gmu.edu/login?url=http://digital.film.com/PortalPlaylists.aspx?aid=1844&amp;xtid=49823">http://mutex.gmu.edu/login?url=http://digital.film.com/PortalPlaylists.aspx?aid=1844&amp;xtid=49823</a></p>	<p>Blog: Christian Sacrament and Jewish Life-Passage Ritual</p> <p>Due Thurs, Feb 19; comments due Sun, Feb 22</p>	<p>Quiz, <i>WRT</i> chapter 4</p> <p>Due Sun, Feb 22</p>
<p>Week 6 Mon, Feb 23– Sun, Mar 1</p> <p>Learning Outcome: #2, #3, #5, #6</p>	<b>Christianity: Scripture</b>	(1) Mini-Lecture: New Testament (5 mins)	<p>(1) Blog: Sermon Analysis</p> <p>M-Z due Thurs, Feb 25;</p> <p>A-L critique due Sun, Mar 1</p> <p>(no comments)</p>	<p>Church Reports (M-Z), submit on SafeAssign.</p> <p>Due Sun, Mar 1</p>

<p>Week 7 Mon, Mar 2– Sun, Mar 8</p> <p>Learning Outcomes: #1, #3, #4</p>	<p><b>Introduction to Islam</b></p>	<p>(1) Readings: <i>WRT</i>, 215–95 (80 pages)</p> <p>(2) Videos: Shia Imam Mustafa Akhound (a) Islam (9 mins) <a href="http://vimeo.com/channels/religion100/110465372">http://vimeo.com/channels/religion100/110465372</a> (b) Sunni and Shia (10 mins) <a href="http://vimeo.com/channels/religion100/110465378">http://vimeo.com/channels/religion100/110465378</a> (c) Eid al Fitr and Muharam (10 mins) <a href="http://vimeo.com/channels/religion100/110465481">http://vimeo.com/channels/religion100/110465481</a></p>	<p>Wiki and blog: Sunni and Shia Islam</p> <p>Initial posts due Weds, Mar 3;</p> <p>final edit due Thurs, Mar 4;</p> <p>comments due Sun, Mar 8</p>	<p>Quiz, <i>WRT</i> chapter 5</p> <p>Due Sun, Mar 8</p>
<p>Week 8 Spring Break Mon, Mar 9– Sun, Mar 15</p>	<p><b>No classes</b></p>	<p>No classes</p>		
<p>Week 9 Mon, Mar 16– Sun, Mar 22</p> <p>Learning Outcomes:  #2, #3, #5</p>	<p><b>Islam: Scripture, Symbols and Rituals</b></p>	<p>(1) Reading: <i>Approaching the Qur'an</i>, pages 40–47; 52–55 (Surah 82) (10 pages) <a href="http://mutex.gmu.edu/login?url=http://site.ebrary.com/lib/georgemason/docDetail.action?docID=10463085">http://mutex.gmu.edu/login?url=http://site.ebrary.com/lib/georgemason/docDetail.action?docID=10463085</a></p> <p>(2) Video: <i>Hajj: The Pilgrimage</i> (88 mins) <a href="http://mutex.gmu.edu/login?url=http://digital.film.com/PortalPlaylists.aspx?aid=1844&amp;xtid=11140&amp;loid=48148">http://mutex.gmu.edu/login?url=http://digital.film.com/PortalPlaylists.aspx?aid=1844&amp;xtid=11140&amp;loid=48148</a></p>	<p>Blog: Qur'an and Hajj</p> <p>Due Thurs, Mar 19; comments due Sun, Mar 22</p>	<p>Mosque Report (A-L), submit on SafeAssign</p> <p>Due Sun, Mar 22</p>

<p>Week 10 Mon, Mar 23– Sun, Mar 29</p> <p>Learning Outcomes: #1, #3, #4</p>	<p><b>Introduction to Hinduism</b></p>	<p>(1) Reading: <i>WRT</i>, 297–362 (62 pages); read/scan 363–389 (26 pages)</p> <p>(2) Video: A Year in India (15 mins) <a href="http://vimeo.com/channels/religion100/110507949">http://vimeo.com/channels/religion100/110507949</a></p>	<p>Discussion: Cleansing Rituals</p> <p>Due Thurs, Mar 26; comments due Sun, Mar 29</p>	<p>Quiz, <i>WRT</i> chapter 6</p> <p>Due Sun, Mar 29</p>
<p>Week 11 Mon, Mar 30– Sun, Apr 5</p> <p>Learning Outcomes: #2, #3, #5</p>	<p><b>Hinduism: Famous Epic</b></p>	<p>(1) Mini Lecture: The Ramayana</p> <p>(2) Video: <i>Sita Sings the Blues</i> (82 mins) <a href="http://www.youtube.com/watch?v=w8sUYHP-XmE">http://www.youtube.com/watch?v=w8sUYHP-XmE</a></p>	<p>Group Discussion: Ramayana</p> <p>Due Thurs, Apr 2; comments due Sun, Apr 5</p>	<p>Hindu Temple Report (M-Z), submit on SafeAssign</p> <p>Due Sun, Apr 5</p>
<p>Week 12 Mon, Apr 6– Sun, Apr 12</p> <p>Learning Outcomes: #1, #4, #6</p>	<p><b>Introduction to Buddhism</b></p>	<p>(1) Reading: <i>WRT</i>, 391–477 (86 pages)</p> <p>(2) Video Interview: Buddhist Nun, Venerable Losang Tendrol: The Four Noble Truths and the Eightfold Path (17 mins) <a href="http://vimeo.com/channels/religion100/110465597">http://vimeo.com/channels/religion100/110465597</a></p>	<p>Discussion: Four Noble Truths and the Eightfold Path</p> <p>Due Thurs, Apr 9; comments due Sun Apr 12</p>	<p>Quiz, <i>WRT</i> chapter 7</p> <p>Due Sun, Apr 12</p>
<p>Week 13 Mon, Apr 13– Sun, Apr 19</p> <p>Learning Outcomes: #2, #3, #5, #6</p>	<p><b>Buddhism: Scripture and the Dalai Lama</b></p>	<p>(1) Reading: Gene Reeves. <i>Lotus Sutra: A Contemporary Translation of a Buddhist Classic</i>, pages 68–73 (5 pages) <a href="http://site.ebrary.com/lib/georgemason/detail.action?docID=10408018">http://site.ebrary.com/lib/georgemason/detail.action?docID=10408018</a></p> <p>(2) Video: <i>10 Questions for the Dalai Lama</i> (87 mins)</p>	<p>Blog: Dalai Lama and Lotus Sutra</p> <p>Due Thurs, Apr 16; comments due Sun, Apr 19</p>	<p>Buddhist Temple Report (A-L), submit on SafeAssign</p> <p>Due Sun, Apr 19</p>

		<a href="http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xtid=44799">http://mutex.gmu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=1844&amp;xtid=44799</a>		
<p>Week 14 Mon, Apr 20– Sun, Apr 26</p> <p>Learning Outcomes: #1, #4</p>	<b>Introduction to Daoism and Confucianism</b>	<p>(1) Mini-Lecture: Harmony (9 mins)</p> <p>(2) Reading: <i>WRT</i>, 479–539 (60 pages) read/scan 539–69 (30 pages)</p>	<p>Discussion: Harmony and Liberation</p> <p>Due Thurs, Apr 23; comments due Sun, Apr 26</p>	<p>Quiz, <i>WRT</i>, chapter 8</p> <p>Due Sun, Apr 26</p>
<p>Week 15 Mon, Apr 27– Sun, May 3</p> <p>Learning Outcomes: #1, #2, #3, #6</p>	<b>East Asian Traditions: Myth, Symbols and Rituals</b>	<p>Video Interviews: Confucian Institute Director, Dr. Lihong Wang</p> <p>(1) Myths of Harmony (2 mins) <a href="http://vimeo.com/channels/religion100/110465477">http://vimeo.com/channels/religion100/110465477</a></p> <p>(2) Confucianism (2 mins) <a href="http://vimeo.com/channels/religion100/110465476">http://vimeo.com/channels/religion100/110465476</a></p> <p>(3) Daoism (5 mins) <a href="http://vimeo.com/channels/religion100/110465606">http://vimeo.com/channels/religion100/110465606</a></p> <p>(4) Teachers' Day (3 mins) <a href="http://vimeo.com/channels/religion100/110465602">http://vimeo.com/channels/religion100/110465602</a></p>	<p>Discussion: Confucianism and Daoism</p> <p>Due Thurs, Apr 30; comments due Sun, May 3</p>	<p>Daoist or Confucian site report (M-Z), submit on SafeAssign.</p> <p>Due Sun, May 3</p>
<p>Weds, May 6</p> <p>Learning Outcome #7</p>	<b>Final</b>			<p>(1) Final essay. 1200 word minimum. Submit via SafeAssign.</p> <p>Due Weds, May 6</p>