

PHILOSOPHY 352 — FOLSOM LAKE COLLEGE INTRODUCTION TO WORLD RELIGIONS



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Office Hour: T/Th 2-4pm by Zoom



Spring 2021—Class Number 15947
Class Meets on Canvas and Zoom
Course Materials at: mathiaswarnes.com and Canvas

Prerequisite: None.

General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B

Course Transferable to UC/CSU

Hours: 54 hours LEC, 108 hours out-of-class work

Catalog Description: This course will introduce students to the major world religious traditions, including indigenous traditions, Hinduism, Buddhism, Taoism and Confucianism, Judaism, Christianity, and Islam. Students will study the practices and beliefs of each tradition and will read selected material from the sacred writings of each tradition. Also, the influence of these religions on contemporary issues in the United States including ethnicity, ethnocentrism, racism, ageism, class differences, and sexual orientation is considered. This course fulfills Folsom Lake College's Ethnic/Multicultural requirement for the Associates Degree.

Texts:

1. Eds. Esposito, Fasching, & Lewis. *World Religions Today*. 6th Edition. Oxford UP, 2018. ISBN: 9780190644192
2. Kripal, Jeffrey J. *Comparing Religions*. Wiley Blackwell, 2014. ISBN: 9781405184588
3. Taylor, Barbara Brown. *Holy Envy: Finding Faith in the God of Others*. Harper One, 2019. ISBN: 9780062406569

Student Learning Outcomes (SLO's):

Upon completion of this course, the student will be able to:

- I. investigate the origin, development, beliefs and practices of each of the major world religions and, where relevant, the lives and teachings of their founding figures.
- II. critique the role of religion in human spirituality and morality through the ages.
- III. research humanity's diversity of religious belief and practice.
- IV. examine the role of religion in the increasingly pluralistic and multicultural nexus of modern American society.

Grade Breakdown:

Reading Responses	30%	Midterm/Final Exam	30%
Discussion	10%	Creativity or Field Work	10%
Active Participation	10%	Presentation	10%

Reading Responses (6 x 5% = 30%): Keep in mind that Reading Responses must cover *one* assigned reading for the current week, *or* immediately preceding week. Check Canvas for more specific instructions for each RR. Late RR's are accepted for half credit. Length requirements are strict. RR's must be between **2-3 pages, 1.5- or double-spaced typed, 12 pt. font** with standard margins. An RR that is *on* two pages, but is closer to 1.5 of actual text, does **not** meet the length requirement, and will not be graded. RR's must contain *two solid* pages of text minimum. RR's are due in Canvas by Sunday at 11:59pm the week they are due. Since RR's are the most formal writing you will do for this course, content and quality requirements are strictly enforced. A *Reading Response Rubric* is available at mathiaswarnes.com, and on Canvas. RR's will be graded on a five category system. 5/5 = Exemplary, 4.5/5 = Excellent, 4/5 = Good, 3.5/5 = Satisfactory, and 0/5 = Unsatisfactory. 0/5 may be resubmitted with revisions for up to 4/5. Between reading & writing expect to spend 3-4 hours *per* Reading Response.

Presentation (10%): Each student is expected prepare a PPT presentation (8-12 slides). Presentation weeks will be assigned within Canvas, and should be considered as set in stone unless you have a good reason for needing to reschedule. Poor personal planning does not constitute a good reason, so choose your presentation week wisely. Students are encouraged to produce recordings, but this is not required. At a minimum, presenters must upload their PPT or PDF into the designated *Student Presentation Forum* on Canvas, along with accompanying notes or summaries for each slide. Students must also upload their presentation in the *Presentation Upload Link* to receive a grade. What can your presentation be on? By default, you will be assigned a subsection in Kripal's *Comparing Religions*. Your job will be to summarize and present the main claims and informative points in your section, and to bring in images, and lines of questioning from additional research. You can also do your presentation on any topic or figure relevant to the Philosophy of Religion provided you receive topic & source approval from your instructor. A *Presentation Rubric* available on Canvas and at mathiaswarnes.com). How are presentations graded? /10. Fantastic presentations receive a 10/10. Most presentations receive a 7 (satisfactory, fulfills basic requirements), 8 (good, it is effective/informative), or 9 (excellent, contains great insights, is of a high educational value). A 6/10 or lower indicates that you did not fulfill one or several basic requirements.

Discussion Forums (10%): There will be 10 Discussion Forums on Canvas in sync with our weekly modules, and worth 1% each. See instructions in each Discussion Forum. In general, a satisfactory DF contribution will include 2 paragraphs of minimum 8 lines each on *two* assigned materials, as well as *two* substantive replies to a student peer of minimum 4 lines.

Active Participation (10%): The AP portion of your grade is designed to keep each student active in their learning process each week. There are **two** components to the AP grade: 1. *AP Forums*; 2. *Student Presentation Forums*. *AP Forums* will give students the opportunity to comment on and discuss specific materials included in the Modules, and are worth .5% each. In *Student*

Presentation Forums each student will be responsible for commenting on 1 student presentation each week that there are presenters (10 X .5%). A satisfactory comment must be at least 4-6 lines of text, and contain one well-formulated question. Presenters are responsible for answering at least *one* student question before Sunday at 11:59pm the week they present.

Midterm and Final Exam (15%/15%): Exams are summative assessments designed to test your knowledge of core curricula. The midterm and final will be administered on Canvas, will be timed to 2 hours max, and will consist of 80 multiple choice questions based on the Esposito textbook only, and 1-2 short essay questions. The final is not cumulative. The most important factor for success is attendance, notetaking, and putting in the time to read!

Field Work / Essay / Creative Assignment (10%): After reading (or listening on audible.com) to Barbara Taylor Brown's *Holy Emy: Finding Faith in the God of Others*, research, plan, and schedule for yourself a field trip to a local church, temple, or sanctuary event, or talk associated with a religious organization, or sacred site (any religion is fair game, so long as it's outside your own upbringing and/or faith). **Possible pandemic adaptations:** find and attend an open invitation Zoom events within various faith traditions. Do a 2-3 page write-up about your experience, apply, extend, or critique at least *three* inter-faith, pluralist, and comparative ideas from Brown's field trip reports in working with community college students. If you are shy, or not interested in visiting a faith community in person or online, speak to your professor about alternative—creative or essayistic—sways to fulfill this portion of your grade.

Course Schedule: Phil 352

Week One	Jan 18-22
	Introductions, Syllabus, Why Study World Religions?
	Esposito, Ch. 1, "Introduction"
	<i>Comparing Religions</i> , Introduction & Chapter 1
Week Two	Jan 25-29 (Jan 31 is Census date)
	Ch. 2, "Indigenous Religions"
	<i>Coursepack</i> , "The Popul Vuh", & Martín Prechtel, p. 1-21
	Going Further: 1. Joseph Brown's <i>Teaching Spirits: Understanding Native American Religious Tradition</i> 2. Vine DeLoria Jr.'s <i>God Is Red: A Native View of Religion</i> 3. Black Elk's <i>Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux</i> 4. Leslie Marmon Silko's <i>Ceremony</i> 5. Barbara Tedlock's <i>The Woman in the Shaman's Body: Reclaiming the Feminine in Religion and Medicine</i>
	Videos: 1. "Popol Vuh: The Creation Myth of the Maya",

	https://www.youtube.com/watch?v=vOEQNo5m4rg 2. “Ishi: The Last Yahi”, https://www.youtube.com/watch?v=0ZB9oKQaCN4 3. “In Light of Reverence”, https://www.youtube.com/watch?v=ZdOq01Qr0Jg
Week Three	Feb 1-5 (Feb 1 is Census Date)
	Ch. 2, “Indigenous Religions” Cont’d
	<i>Coursepack</i> , Victor Turner and Gloria Anzaldúa, p. 22-69
	Videos: See <i>Canvas</i>
Week Four	Feb 8-12
	Esposito, Ch. 3, “The Many Stories of Judaism”
	<i>Coursepack</i> , Lilith/Eve/Mary/Thunder & <i>Essential Kabbalah</i> , p. 70-96, p. 97-118
	Going Further: 1. Adler’s <i>Engendering Judaism: An Inclusive Theology and Ethics</i> 2. Cohen’s <i>The Beginnings of Jewishness: Boundaries, Varieties, Uncertainties</i> . 3. Galambush’s <i>The Reluctant Parting: How the New Testament’s Jewish Writers Created a Christian Book</i> 4. D.C. Matt’s <i>The Essential Kabbalah: The Heart of Jewish Mysticism</i> 5. P.S. Berg’s <i>The Essential Zohar: The Source of Kabbalistic Wisdom</i> 6. <i>Zohar: The Book of Splendor</i> (Basic Readings from the Kabbalah). Ed. Gershom Schloem. 7. Aryeh Kaplan’s <i>Sefer Yetzirah: The Book of Creation</i>
	Videos: 1. “Inside Judaism – Jewish History”, https://www.youtube.com/watch?v=g4Jgc7uN8Wk 2. “Elie Wiesel—Dead Stars, Dead Eyes”, http://fod.infobase.com/p_ViewPlaylist.aspx?AssignmentID=GYAPTG 3. Popular TV Mini-Series: “The Dovekeepers” available on Amazon Prime. Tells the tale of the Jewish community at Masada under the Roman occupation. 4. Popular Film: “Exodus: Gods and Kings” (Ridley Scott, 2014) 5. Nina Paley’s “Seder-Masochism”: https://vimeo.com/263398514
Week Five	Feb 15-19
	Esposito, Ch. 4, “Christian Diversity and the Road to Modernity”
	<i>Coursepack</i> , “Augustine” from <i>The Great Conversation</i> , p. 119-150
	Going Further: 1. Ehrman’s <i>The New Testament: A Historical Introduction to the Early Christian Writings</i>

	2. Ware's <i>The Orthodox Church: An Introduction to Eastern Christianity</i> 3. McGrath's <i>Theology: The Basics</i> 4. Jacob Taubes's <i>Occidental Eschatology</i> 5. Martin Heidegger's <i>Phenomenology of Religious Life</i> 6. <i>The Other Bible</i> or <i>The Gnostic Bible</i> 7. Elaine Pagel's <i>The Gnostic Gospels</i> 8. <i>The Complete Dead Sea Scrolls in English</i> : 7 th Ed. Trans. Geza Vermes.
	Videos: 1. "A History of Christianity: Episode 1" (BBC Documentary), https://www.youtube.com/watch?v=5sR6MZ_iEkg 2. "St. Francis Assisi: A New Saint, a New Art", http://fod.infobase.com/p_ViewPlaylist.aspx?AssignmentID=K3DH63 3. <u>Film</u> : <i>Vision: From the Life of Hildegard von Bingen</i> (2009) 4. <u>Film</u> : <i>Lourdes</i> (Teurlai, 2019)
	Student Presentations Cont'd (Kripal, Ch. 2)
Week Six	Feb 22-26
	Esposito, Ch. 4, "Christian Diversity and the Road to Modernity" Cont'd
	Begin Esposito, Ch. 5, "Islam: The Many Faces of Muslim Experience"
	<i>Coursepack</i> , "The Rise of Islamic Philosophy" from <i>The Great Conversation</i> , p. 151-169
	Student Presentations Cont'd (Kripal, Ch. 3)
Week Seven	Mar 1-5
	Esposito, Ch. 5, "Islam: The Many Faces of Muslim Experience" Cont'd
	<i>Coursepack</i> , Nasr, "Religion and Religions", and "The Order of Nature" from <i>Religion and the Order of Nature</i> , p. 170-242
	Going Further: 1. Armstrong's <i>Muhammed: A Biography of the Prophet</i> 2. Ernst's <i>Following Muhammed: Rethinking Islam in the Contemporary World</i> 3. Schimmel's <i>Mystical Dimensions of Islam</i> 4. <i>The Essential Rumi: New Expanded Edition</i> . Trans. Coleman Barks. 5. Nasr's <i>Islamic Philosophy from its Origin to the Present: Philosophy in the Land of Prophecy</i> 6. Henry Corbin's <i>Alone with the Alone: Creative Imagination in the Sufism of Ibn'Arabi</i> 7. Mahmood's <i>Politics of Piety: The Islamic Revival and the Feminist Subject</i> 8. Aslan's <i>No god but God: The Origins, Evolution, and Future of Islam</i> 9. <i>The Holy Qur'an</i> . Trans. M.A.S. Abdel Haleem. <i>Oxford World Classics</i> .
	Videos: 1. "Islam: Empire of Faith" (PBS Documentary), https://www.youtube.com/watch?v=PF6VPZsHDZQ

	<p>2. “Rumi Documentary”, https://www.youtube.com/watch?v=4H5UxOANuR8</p> <p>3. <u>Film</u>: <i>Journey to Mecca: In the Footsteps of Ibn Batutta</i> (Bruce Neibar, 2009)</p> <p>4. <u>Film</u>: <i>Muhammed: The Messenger of God</i> (Majid Majidi, 2015)</p>
	Student Presentations Cont’d (Kripal, Ch. 4)
Week Eight	Mar 8-12
	Ancient Egyptian and Greek Religion as Philosophy
	<i>Coursepack</i> , “Preface” and “The African Mind” from Asante’s <i>The Egyptian Philosophers: Ancient African Voices for These Times</i> , p. 243-276
	<i>Coursepack</i> , “Introduction” from W.F. Otto’s <i>Homeric Gods</i> , Selections from <i>Orphic Hymns</i> , d’Este’s <i>Circle for Hekate</i> , p. 277-345
	<u>Midterm Exam—Esposito, Ch. 1, 2, 3, 4, 5</u>
	Student Presentations Cont’d (Kripal, Ch. 5)
Week Nine	Mar 15-19
	Goddesses in Ancient Mesopotamian, Egyptian, and Greek Religion
	<i>Coursepack</i> , “Tiamat”, “Inanna”, “Isis”, “Demeter,” p. 346-390
	<p>Videos:</p> <p>1. “The Ascent of Woman, Episode 1”, available on <i>Vimeo</i>.</p> <p>2. “Signs out of Time, The Story of the Archeologist Marija Gimbutas”, https://www.youtube.com/watch?v=BjE2-H1R9Zs</p> <p>3. “Enheduanna, <i>Ornament of the Sky, Five Parts</i>”, https://www.youtube.com/watch?v=fKWPREkxNgk</p> <p>4. Lecture by Carl P. Ruck, “The Mythology and Chemistry of the Eleusinian Mysteries”, https://www.youtube.com/watch?v=uwfkjKvbR-I</p>
	Student Presentations Cont’d (Kripal, Ch. 6)
Week Ten	Mar 22-26
	Esposito, Ch. 6, “Hinduism, Jainism, and Sikhism: South Asian Religions”
	<i>Coursepack</i> , Mahony’s “Vedic Religious Imagination”, Selections from Vanamali’s <i>Shakti: Realm of the Divine Mother</i> , p. 391-433
	<p>Going Further:</p> <p>1. Sri Aurobindo’s <i>The Secret of the Vedas</i>, and <i>The Upanishads</i></p> <p>2. Heinrich Zimmer’s <i>Philosophies of India</i></p> <p>3. Mahony’s <i>The Artful Universe: An Introduction to the Vedic Religious Imagination</i></p>

	<p>4. Flood's <i>An Introduction to Hinduism</i></p> <p>5. Stratton and Juergensmeyer's <i>Songs of the Saints of India</i>.</p> <p>6. Adluri's and Bagchee's <i>The Nay Science: A History of German Indology</i></p>
	<p>Videos:</p> <p>1. BBC "The Story of India", https://www.youtube.com/watch?v=MZVVFSiS1s&list=PLLyVseyiBWfwIrAFkAH045zjfMq4g2Jy5</p> <p>2. "Sita Sings the Blues", https://www.youtube.com/watch?v=1QkYOqI3jSM</p>
	Student Presentations Cont'd (Kripal, Ch. 7)
Spring Recess	Mar 29-Apr 2
Week Eleven	Apr 5-9
	Esposito, Ch. 7, Buddhism: Paths Towards Nirvana"
	<i>Coursepack</i> , Kaza's "The Greening of Buddhism", & Thich Nhat Hanh's "The Bells of Mindfulness", p. 434-458
	Student Presentations Cont'd (Kripal, Ch. 8)
Week Twelve	Apr 12-16 (Apr 18 is W date)
	Esposito, Ch. 7, "Buddhism: Paths Towards Nirvana" Cont'd
	Begin Esposito, Ch. 8, esp. the sections on Buddhism
	<i>Coursepack</i> , <i>The Tibetan Book of the Dead</i> , p. 459-499
	<p>Going Further:</p> <p>1. Byrom's <i>The Dhammapada: The Sayings of the Buddha</i></p> <p>2. Hermann Hesse's <i>Siddharta</i></p> <p>3. Skilton's <i>A Concise History of Buddhism</i></p> <p>4. Evans-Wentz's <i>The Tibetan Book of the Dead</i></p> <p>5. Jasper's <i>Socrates, Buddha, Confucius, Jesus: The Great Philosophers</i></p> <p>6. Thich Nhat Hanh's <i>The Heart of Buddha's Teachings</i></p>
	<p>Videos:</p> <p>1. "Eastern Philosophy – The Buddha", https://www.youtube.com/watch?v=tiLBS32zN7I</p> <p>2. Genius of the Ancient World ("The Buddha", BBC): https://www.youtube.com/watch?v=SG8-EfPwiCc</p> <p>3. "Life of the Buddha" (PBS Documentary), https://www.youtube.com/watch?v=Vc7_VyVXDLS</p>

	<p>4. Tibetan Book of the Dead (Documentary Narrated by Leonard Cohen!): https://www.youtube.com/watch?v=_CIVvJsQPvk</p> <p>5. “Sihhartha by Hermann Hesse (Audiobook)”, https://www.youtube.com/watch?v=ObrL1Pb5o00</p>
	Student Presentations Cont’d (Kripal, Ch. 9)
Week Thirteen	Apr 19-23
	Esposito, Ch. 8, “East Asian Religions: Confucianism, Daoism, Shinto, Buddhism”
	<i>Coursepack</i> , Selections from the Tao-Te-Ching and I-Ching, and Miller’s “Daoism and Nature”, p. 500-531
	Barbara Brown Taylor, Ch. 1-3
	<p>Going Further:</p> <ol style="list-style-type: none"> 1. <i>I Ching</i>, or the Book of Changes. Trans. Baynes translating Wilhelm 2. <i>The Book of Songs</i>. Trans. Arthur Waley 3. <i>The Analects</i> by Confucius. Trans. D.C. Lau 4. Ezra Pound’s <i>Confucius: The Unwobbling Pivot, Great Digest, Analects</i> 5. <i>The Taoist Experience: An Anthology</i>. Ed. 6. <i>The Tao-Te-Ching</i> by Lao-Tzu. Trans. Stephen Mitchell
	<p>Videos:</p> <ol style="list-style-type: none"> 1. “Eastern Philosophy- Confucius”, https://www.youtube.com/watch?v=tUhGRh4vdb8 2. “Genius of the Ancient World (Confucius), BBC)”, https://www.youtube.com/watch?v=gdzbgW_ueNw 3. “Eastern Philosophy: Lao Tzu”, https://www.youtube.com/watch?v=dFb7Hxva5rg 4. “Tao Te Ching” (Audiobook in the Stephen Mitchell Translation), https://www.youtube.com/watch?v=UxEvRoAaYBM 5. Popular big-budget film: “Confucius” (Mei Hu, 2010)
	Student Presentations Cont’d (Kripal, Ch. 10)
Week Fourteen	Apr 26-30
	Esposito, Ch. 9, “Globalization: From New to New Age Religions”
	<i>Coursepack</i> , Bron Taylor, “Preface”, “Introduction”, and “Dark Green Religion” from <i>Dark Green Religion: Nature, Spirituality, and the Planetary Future</i> , p. 532-576
	Barbara Brown Taylor, Ch. 4-Epilogue
	Student Presentations Cont’d (Kripal, Ch. 11-12)

Week Fifteen	May 3-7
	Review, Discussion, and Catch-up Week
	Final Project due May 7th by 11:59pm
	<u>Final Closing Date for All Things (Except Final Exam): May 9th, 11:59pm</u>
Week Sixteen	May 10-14
	<u>Final Exam—Esposito, Ch. 6, 7, 8, 9, Due by May 14th at 11:59pm</u>

Administrative Matters

Grading Policy: A student's grade for this course **must** be based upon mastery of course content. A student's grade cannot be based upon mere attendance, extraneous extra-credit, scholarship, financial aid needs, or other pleading. It is important that students examine the syllabus and plan appropriately to achieve the grade they desire. I will be happy to meet with you during office hours to discuss how best to achieve your target grade. This class uses standard grading. Please be aware of the significance of the grades assigned. "A" designates exemplary work, work that could be used as an example of what all students should do. "B" designates good work. Some students seem to believe that "B" means bad work. This is not the case. "B" signifies that the student has done good work. "C" means that the student has done average or slightly below average, i.e. mediocre work. "D" signifies poor work. "F" signifies that the student has not worked enough to receive credit for the course. Students should know that in my grading scale an "A" is 89.45% or above. "B" is 79.45%-89.45%, "C" is 69.45%-79.45, etc. This scale holds for all and I cannot give special treatment with grading.

Etiquette/Netiquette: All students are expected to maintain professional and courteous conduct in the virtual environment at all times. I expect an atmosphere of solicitous attention and respect for the instructor and for other students' expressions and opinions, and a consistently objective and empathetic response to the material we study together, especially as regards expressed differences of personal identity, spirituality, ethnicity, values, or culture, and especially during online discussions of religion, race, gender, class, ability, and other topics. Observing these guidelines will ensure a better learning experience for all. You may call me Mathias, or Dr. Warnes, or Professor Warnes, or Prof (just no "Warnes"!). My pronouns are He, His, Him. LGBTQI, Africana/Diasporic, Feminist, ChicanX perspectives are welcome / appreciated! Also welcome are voices and contributions that are oriented by academic faith traditions including indigenous traditions. This etiquette/netiquette is expected at all times.

Plagiarism and Honesty in Academic Work: It is important to know that Plagiarism and cheating are serious ethical violations and have serious consequences. Violations of standards of academic conduct include but are not limited to the following: 1. Receiving or providing assistance on an examination or assignment unless the instructor authorizes such assistance; 2. Using materials other than those permitted by the instructor during an examination; 3.

Plagiarizing: failure to indicate the source of borrowed words and ideas. Plagiarism defined: Simply stated, plagiarism is “the taking of others’ words or thoughts without due acknowledgment.”¹ This definition applies to both printed, online, and unpublished material. That is, students must acknowledge, through the appropriate forms of citations, any borrowed ideas or phrases, and all direct quotations if more than three or four words. They also must not submit work that has been written, revised, or edited, in part or in whole, by another. I will return the first instance of plagiarized work ungraded, and you *might*, after a one-on-one conversation, be allowed to resubmit. However, in cases of clear & deliberate plagiarism, you will receive a 0, and will not be allowed to resubmit. A second instance of plagiarism will result in automatic failure, and possible expulsion. Plagiarism rules are the same for all assignment.

Students with Disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e.: Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact me as soon as possible to arrange accommodations. **Free Help:** In addition to my regularly scheduled Office Hour, for free, one-on-one help with any writing or other work in any class, please contact the *Reading and Writing Center*. Cypress Hall room FL2-239 on the Folsom campus (916) 608-6517.

¹ Frederick Crewes, *The Random House Handbook*, 3rd ed. New York: Random House, 1980 (p. 405).