**World Religions**

**PHIL 2070.002**

**Spring 2025**

**Instructor:** Susan (Sue) McRae

**Meeting Times/Location:** Tues/Thurs 11:00-12:20, Wooten Hall 217

**Emai**l [Susan.McRae@unt.edu](mailto:Susan.McRae@unt.edu) and/or via Canvas Communication System

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**Office Hours and Location**: Tues/Thurs 3:30-4:30 ENV 372A (by appointment only) or via Zoom

**Note: This syllabus is subject to change at the discretion of the instructor.**

**Welcome to World Religions!**

**I. Rationale and course outline:**

When studying a subject often designated in global terms such as “World Religions” it can become easy to assume that many if not most of the traditions studied will be far off, distant, or even exotic. While a key objective of this course is to raise your awareness and knowledge of these religions, another goal is to recognize that many of these religions are likely to be practiced not just by people in far off lands, but by neighbors. Religious diversity in the US has increased exponentially since the 1960’s, so that the US is now one of the most religiously diverse nations in the world. Rather than an exception to this trend, North Texas exemplifies it with significant and growing Muslim and Asian religious (Jainism and Hinduism in particular) populations. This means that the study of world religions can no longer remain merely an intellectual exercise but becomes a matter of ethics because it will inform how we interact with neighbors, co-workers, classmates, clients, friends, or family.

Studying even a single religion can fill a lifetime. Therefore, the material we examine will be necessarily cursory and selective. Nevertheless, it will include a span of material sufficient to engender an appreciation of the great variety of the forms of religious life that exist in the world. The variety of religions and religious expressions elicits a basic question of the definition of religion: what is religion, what does it mean to be religious, are there universal features of all religions, are human beings fundamentally religious creatures? These are just some of the questions that have occupied religious scholars for generations. We will start, then, with a critical analysis of the concept of “world religions” before diving into religious traditions from Indigenous Sacred Ways, Hinduism, Jainism, Buddhism, Daoism, Confucianism, Shinto, Zoroastrianism, Judaism, Christianity, Islam, Sikhism, and New Religious Movements. We will conclude with an overview of Religion in the Twenty-First Century.

**II. Course Objectives and Outcomes:**

* Religious literacy: This course will cover Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, and Indigenous Sacred Ways, among others.
* Historical and cultural literacy: This course will help you understand the development of religions over time, as they have interacted across different societies and cultures.
* Critical self-awareness: This course will encourage you to reflect on the category "religion" and the assumptions that shape perceptions of religion today.
* Textual engagement: This course will introduce you to key primary sources texts as well as secondary literature.
* Interfaith engagement: This course will prepare you to engage intelligently on issues of religious diversity outside the classroom.

**III. Teaching Philosophy for World Religions**

In this course, we are not going to shy away from difficult topics within the context of the different religions we are studying, including political aspects of religion, yet we are going to remain respectful and curious about others’ perspectives. We can leave judgement at the door when we enter and leave each Tuesday and Thursday. We can learn to respect others’ opinions and *agree to disagree*. Philosophy is the love of inquiry, and there is no capital “T” Truth in this class; only “t” truths. In reality, there are no hard and fast distinctions between opposing views. Philosophy, following Socrates, is also about knowing that I do not know. Let us always remain curious!

**IV. Format and Procedures:**

Active engagement in class is crucial to best process information. Class participation is key for developing the student’s own ideas and communicating them clearly and persuasively. These ideas will best develop by actively engaging course materials as well as the ideas and opinions of classmates from different perspectives. Therefore, wherever possible this class will involve discussion and will thus require your active participation and engagement during class time. This means the student should expect to do more than just show up for class. Be prepared to be an active participant in class (having completed readings, reflected on them with critical thinking skills and finished any assignments), contribute to class discussion, take notes during class, and bring appropriate materials (*especially the assigned readings and notes on the reading*) to class.

Each module will include assigned readings and sometimes discussion board topics or primary source/site visit activities. Video content will be regularly used as well. Each module will also conclude with a quiz so you can get feedback on your reading/listening comprehension. The course will culminate with a final paper/project and short presentation.

**V. Course Expectations:**

You are expected to be faithful in your attendance, responsible with your reading schedule, attentive in class discussions, respectful of your fellows in classroom group projects, and diligent in composing a final essay/presentation that includes critical analysis and demonstrates both social and personal responsibility.

Each Tuesday and Thursday, students are responsible for the reading assignments and bringing questions and comments to in-class discussions. In-person attendance and participation are a requirement and a BIG part of the final grade, so please make attendance a priority. As well, lecture notes and PowerPoint slides will comprise a substantial part of the material covered on quizzes, so if you do have to miss a class, plan to have someone share their notes or reach out to me. I WILL be posting my PowerPoint slides on Canvas, but there is plenty of information during class that you WILL NOT want to miss in preparation for the quizzes, short essays, and final paper/project/presentation. While some of the readings are challenging, this class focuses on critical reading and thinking skills, and you will emerge with newfound abilities to apply these skills to everyday life.

Class participation means arriving ON TIME, remaining attentive for the entire class period, so please put your phone away and on mute (or off), and also refrain from wearing ear buds (unless otherwise specified by ODA). Laptops are permitted for taking notes and accessing our Canvas page. Though this is a common distraction, please refrain from web surfing during class! **You will be marked absent if you come to class and are wearing earphones/earbuds (unless ODA-approved) the entire time or scrolling on the phone.**

Show respect for peers who are sharing in discussion – we want everyone to feel comfortable and confident in small group discussion-based activities as well. If you find it difficult to speak up in class, that’s ok. Utilize the discussion posts to voice your thoughts and opinions, but also take a risk and speak up in class discussions. You will find that speaking your thoughts and concerns about the readings and other material helps to build confidence which you can take with you throughout your university career. Also feel free to speak with me directly before or after class if you did not get a chance to share something important.

**V. Communication:**

Communication regarding course information will be handled through Canvas announcements. If you have questions or concerns at any point during the term and wish to contact me, please do so via email ([Susan.McRae@unt.edu](mailto:Susan.McRae@unt.edu)). You can also set up an appointment to see me during office hours from 3:30-4:30 PM Tues/Thurs. If you have a planned excused absence (doctor appointment, UNT-related activities, etc.) please let me know well in advance so I can mark attendance as excused. If you have an emergency and need to be excused from class, I will need documentation upon your return to class. If you are getting overwhelmed with the work for this class, let me know so we can work on extending deadlines, etc.

**Course prerequisites: There are no prerequisites for PHIL 2070 World Religions.**

**Text:** Mary Pat Fisher and Robin Rinehart, *Living Religions* (10th ed.) Available at the UNT bookstore for purchase or rental. You may also want to check online sources for used versions, just be sure you order the **10th edition**.

**Reading (link in Module 1):** “World Religions” by Tomoko Masuzawa (2005)

**Grading Scale:**

A = 90%+

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

**Assignment/Grading Breakdown:**

**20% Attendance and Participation**

* Attendance is part of your participation grade, which is **20% of your final grade**.
* **Excused absences require documentation**. UNT policy defines an excused absence as an absence due to a university-sponsored event, passing of a family member, religious holiday, or documented illness.
* This portion of the grade includes participation in in-class group discussions, showing up in a timely manner, and staying until the end of class.

**20% Discussion Board Posts**

* Some weeks, by Monday or Wednesday at 11:59 PM, you will post to our discussion board and respond to a peer. Each week I will give a prompt for you to reflect upon and respond to. This exercise will build critical thinking skills and help you to engage with others regarding the specific world religion chapter we are discussing.
* Discussion boards are a great way to express yourself in writing. They also help you internalize the synthesis of materials… you may find that you understand more than you had previously thought, and you can also engage with other students whom you may not have interacted with in class.
* Though discussion boards are informal, keep the tone formal and civil and follow the prompt requirements. Each post should be at least 250 words. You can post directly or upload a document - just be sure it is in proper format (.doc). Each response to a peer should be at least 150 words and really engage with the person you are responding to: in other words, going way beyond “Great job! I really like your post!”, or “I think you’re totally wrong!”. If you disagree with someone’s point of view, find a way to pose constructive critique as opposed to harsh or punitive criticism. If you agree with someone, tell them *why* you agree. Dig deep! Bring your discussion board post to class to discuss as well, as it will often fit into class discussions.
* Discussion boards are worth 10 points each and will be graded in a timely manner, within 7 days from posting, but usually sooner. I read all posts, and if there is amissing component (i.e., response to a classmate, or word-length is too short), I will takepoints off. You will have the opportunity to add to your post and have the grade changed.

**20% Short Essays/Quizzes**

**Essays**

* There will be two short essays (1-2 and 2-4 pages – Essay 1 has a part A and part B) that will be submitted to Canvas for a grade, one due at the end of week 1 (part A) and beginning of week 2 (Part B) and the second essay due after the Thanksgiving break (Monday Dec. 6). The short essays will have a due date/time in the assignment module on Canvas, and you will upload to the assignment prompt in Module 1. Grading will be in a timely manner, usually within 10 days but up to 2 weeks. You will have ample time between essays to work on writing/speaking/communication skills to improve upon in the second essay assignment. The main thing I am looking for: improvement! The essays do not have to be perfect… I just want to see a lot of effort on your part in learning how to communicate your ideas and thoughts clearly and utilize critical thinking.
* **Details of the Short Essay:**

Must be submitted online in Word, using Times New Roman 12-point font (10-point for footnotes), with a single cover-page clearly listing the following information *only*: PHIL 2070.001, World Religions, Instructor (Ms. McRae), name of assignment (Essay#1 part A/B or Essay#2), student name, student ID#. Formatting for the cover page should be centered.

* + Choose an appropriate and informative title for your paper.
  + Leave one-inch margins on all sides of the page.
  + Double-space everything, including the cover page.
  + Spelling counts. So does grammar and correct punctuation. See below under Writing Resources.
  + Aim for plain, jargon-free, non-ideologized language.
  + Responsibility for documenting primary and secondary sources adequately and correctly rests with the student. Feel free to utilize the Writing Resources below to citing in either APA or Chicago format.
  + Carelessness or sloppiness counts against you. The burden is first and foremost on the writer to make things reasonably clear to the reader. Visit the UNT Writing Center for help!
  + Deficient essays may be revised and re-submitted for a higher grade. This is the best way to improve your writing skills in this class, along with being diligent in your discussion posts.
  + Modules 1- 6 will end with a quiz. Each will cover material up to (including) the week of the quiz. They will be open book/open note but must be your own work and may only reference class-assigned sources.
* Quizzes will be on Canvas, so they are open book, but you need to prepare well, as only one attempt is allowed. There are a varying number of questions on each quiz but no time limit. If you have an excused absence on one of the quiz dates, please communicate this with me so we can schedule a make-up quiz.
* Quizzes will have multiple choice and/or true/false and/or fill in the blank questions. Quiz 1also included an essay question. The quiz will open at 4 PM on the Tuesday or Thursday of the scheduled week. Quizzes will be automatically graded, so you will be able to check your score immediately (excluding Quiz 1, which includes the graded essay).

**20% Primary Sources/Site Visits**

* There are seven (7) Activity assignments involving primary sources or site visits beginning with Hinduism and continuing with Buddhism, Daoism, Confucianism, Judaism, Christianity and Islam. Each assignment will be discussed the week before and culminate in a post and response to a peer which will then be used in small group discussions the following week. Each small group will then share their insight into their readings/experiences with the whole class.

**20% Final**

* The final paper/project and presentations will be due during the last week of classes (presentation portion) and finals week, when we will meet as a class and give a short (two-minute) presentation of our paper/project. Details on the project assignment/prompt will be uploaded to Canvas before Thanksgiving Break so students can begin formulating ideas for their final.

**Extra Credit Points:**

* Up to 5 points will be added to your final grade for various EC projects/tasks, which can make a big difference in bringing your grade up a by a partial letter!

**Core Assessment Assignments:**

* As this is a Core Curriculum course for the Language, Philosophy and Culture category, we will assess communication skills, critical thinking, personal responsibility, and social responsibility. We will have 4 core assessment assignments during the semester which will be graded according to rubrics. These assessments are required by UNT, and they will impact your final grade. However, we will work these assessments into our existing assignments, so you will not have any additional work. I will also make the rubrics available for you.
* The first essay will be assessed for communication, the discussion board post on Islam will be assessed for critical thinking, the essay question on Quiz 1 will be assessed for social responsibility, and the final will count towards the personal responsibility assessment. More information on these will be given as we get closer to the week these assessments are scheduled to be given.

**Classroom and Online Behavior:**

Disrespect or hostility of any sort towards the instructor or fellow students is totally prohibited. This also includes refraining from disrespectful comments in online discussions, and any other actions that may be distracting to me or the class. Some of the topics in this class are controversial and invite healthy debate, not bashing. Keep it civil – we have a zero-tolerance policy for hostile and disrespectful behavior which is reportable to the Dean of Students immediately. Inappropriate behavior can and will result in grade penalizations and loss of the daily attendance grade.

* Unless specifically invited, don’t refer to your instructor by first name. You can call me Ms. McRae.
* Use clear and concise language in written/spoken work.
* All college level communication should have/aim for correct spelling and grammar (including discussion boards). If English is a second or third language, this is a great place to practice!
* Avoid slang terms such as “wassup dawg” and texting abbreviations such as “lol” and “u” instead of “you”. Keep it in the real world!
* Use standard fonts like Ariel, Calibri, Times with size 10 or 12 font.
* Avoid using the all-caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
* Limit (AVOID) the use of emoticons like ☺ or ☹.
* Be cautious when using sarcasm or a humorous tone (this can totally get lost in email or discussion and come across in the WRONG way).
* Please don’t share uber-personal information with me or your classmates – keep that to yourself, your friends, and your mental health provider. See below for resources!

Don’t send confidential information via email.

For more tips and resources about online communication, go to the following: <https://clear.unt.edu/online-communication-tips>

**Attendance:**

* **This is an in-person course, and attendance is mandatory. Along with attendance, participation is 20% of your grade, so please make it to class in a timely manner and plan to stay for the entire duration. I will take attendance with a seating chart as I learn your names and associate students with names. Please let me know if you have a preferred name in class that is different from the official class roster. Participation is also mandatory. While you may not be the one raising your hand and talking, participation also happens by NOT wearing ear buds during class, NOT scrolling through social media, and remaining engaged and attentive. I need to emphasize the following: ARRIVE ON TIME OR YOUR PARTICIPATION SCORE WILL BE AFFECTED. STAY UNTIL THE END OF CLASS, AND UNLESS YOU HAVE A UNIVERSITY (DEAN-APPROVED) reason, please do not schedule other meetings during class time and ask me if you can leave early. Leaving early will result in an unexcused absence.**
* **Absence Policy: Excused absences are generally medical in nature or UNT-related, but if you have a special need or circumstance, please communicate this to me. Your presence/voice in class is important, and my goal is for you to succeed in this course!**

**Late Work Policy:**

Late assignments will be accepted in certain cases with a valid excuse, but this is not the norm in this class. Deadlines are enforced, as this helps with building good school (and future work) habits. You are strongly encouraged to contact the instructor as soon as possible if you miss any assignment.

**Struggling? How to do well in this class:**

Completing this course successfully will require time and effort on your part.

* Please familiarize yourself with the course schedule and plan for extra time reading, as some of the chapters are quite lengthy. Some chapters will be more challenging than others, so pleasebring any and all questions you have to class. We will address those at the beginning of each class. No question is irrelevant, and chances are you are not alone in your questioning.
* Stay engaged with class through consistent attendance, participation (even if that just means listening attentively and taking notes) and getting to know your fellow classmates! Socialization through learning is an awesome lifelong experience and gift to yourself and others.

**Writing Resources**

* Learning to think and write about religion takes time and practice. Some helpful hints and guides can be found here:

<https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html>

* Writing essays is one of the most important skills you will take away from this class. Writing is a process and getting help early on is highly suggested. We want to move beyond error correction to skillfully constructed essays. For more about this process, and to hone your writing skills, consider visiting the UNT Utilize the UNT Writing Center. See more here:

<https://writingcenter.unt.edu>

* Fully utilize any online resources I post on Canvas. I will be updating regularly as I find useful resources. If you have any suggestions which would deepen the discussion around certain issues, don’t hesitate to share.

**Plagiarism**

* Students will be expected to always cite sources when writing essays. This class is a good place to practice citation formatting and learning to always give credit to the original author. Essays will be uploaded to Canvas, which utilizes Turnitin and similarity reporting. AI Chatbot generations are also on the rise, and so is detection software, which will also be utilized in detecting plagiarism. **The use of any form of generative AI (i.e., Chat GPT, iA Writer, DALL-E) is not permitted in this course. You will receive a 0 on the assignment and be reported to the Dean of Students.**

**Course Schedule (subject to change):**

**Week One: Course Introduction and Syllabus (Module 1)**

**Tues. Jan. 14:**

**Syllabus and Overview of the Course**

**Discussion:** Brief Introductions

**Class Project: U.S. Religious Knowledge Project**

**Lecture:** Introduction to the Academic Study of Religion

**Discussion Board Assignment**: Tell me who you are! Major or intended major? Class? How long at UNT? Interests, hobbies, past times? Why you are taking this class, what you hope to learn, and one thing you learned in class Tuesday. Also say hi to a classmate by posting a response on Canvas. This exercise will get you acclimated to our discussion posts, and it’s a great way to begin engaging with the class. **Due before class on Thursday.**

**Assignment: Essay 1, part A (Do this before you begin any reading) Due by 11:59 PM Fri. Jan. 17.**

**Read:** Chapter 1, Religious Responses, pp. 1-14 (All chapters can be found in your textbook, *Living Religions*, Fisher and Rinehart, 10th Edition)

**Thurs Jan. 16:**

**Discussion: Introductions and Canvas Questions.** If you have any questions on how to navigate our Canvas page, this is a good time to voice concerns. Overview of Module 1 Religious Responses.

**Lecture:** Religious responses: Continuation of the Academic Study of Religion (Chapter 1).

**Reading:** Chapter 1, Religious Responses, pp. 14-32.

**Assignment: Essay 1, part B (Do this after reading Chapter 1) (due Mon. Jan. 20th 11:59 PM)**

**Read:** “World Religions” by Tomoko Masuzawa (2005) (see Module 1 for pdf)

**Read for next Tues:** Chapter 2, Indigenous Sacred Ways, pp. 33-53

**Week Two: Indigenous Sacred Ways (Module 2)**

**Tues. Jan. 21**

**Discussion:** Feedback about Essay 1 (Part B); Readings

**Mini-Lecture:** Chapter 1 (part 2)

**Discussion:** Masuzawa Reading and Exercise

**Module 2** Overview of Indigenous Sacred Ways

**Lecture:** Indigenous Sacred Ways

**Read:** Chapter 2, Indigenous Sacred Ways, pp. 53-71

**Take Quiz 1 (Covers Module 1) (due Wed. Jan. 22 11:59 PM)**

**Thurs. Jan. 23**

**Lecture:** Indigenous Sacred Ways

**Discussion:** African Religions; Yoruba: Video Clips African Esoteric Knowledge

**Discussion:** Watch video and small group discussions

**Read:** Chapter 3, Hinduism, pp. 72-83

**Discussion Board:** Indigenous Sacred Ways **(due Mon. Jan. 27 11:59 PM)**

**Take Quiz 2 (Covers Module 2) (due Mon. Jan. 27 11:59 PM)**

**Week Three: Hinduism, Jainism, Buddhism (Module 3)**

**Tues. Jan. 28**

**Discussion: Module 3** Overview of Hinduism, Jainism, Buddhism

**Lecture:** Hinduism

**Read:** Chapter 3, Hinduism, pp. 83-93

**Video:** Hinduism in Real Life

**Discussion Board:** Hinduism video (and chapter 3) **(Due Wed. Jan. 29 11:59 PM)**

**Thurs. Jan. 30**

**Discussion:** Hinduism: Primary Source/Site Visit Activities (Overview)

**Video:** Hindu Spiritual Pathways

**Lecture:** Hinduism (continued)

**Read:**  Chapter 3, Hinduism, pp. 93-118

**Activity: Hinduism primary source or site visits** (Readings from the Bhagavad Gita) **(due Mon. Feb. 3 11:59 PM)**

**Week Four: Hinduism, Jainism, Buddhism (Module 3 continued)**

**Tues. Feb. 4**

**Discussion:** Group discussions about Hinduism primary sources/site visits

**Lecture:** Introduction to Jainism

**Video:** Jainism: Giving up your family and phone for life as a monk

**Discussion Groups:** Video

**Read:** Chapter 4, Jainism, pp. 119-125

**Thurs. Feb. 6**

**Discussion:** Reading for today (pp. 119-125)

**Video:** India’s Jains

**Discussion:** Small group discussions

**Lecture (continued):** Jainism

**Read:**  Chapter 4, Jainism, pp. 126-135)

**Discussion Board:** Jainism **(Due Mon. Feb. 10 11:59 PM)**

**Week Five: Hinduism, Jainism, Buddhism (Module 3 continued)**

**Tues. Feb 11**

**Discussion:** Jainism and Hinduism

**Lecture:** Buddhism

**Film:** The Buddha

**Read:** Reading Chapter 5, Buddhism, pp. 136-166

**Thurs: Feb. 13**

**Discussion:**

**Lecture:** Buddhism (continued)

**Film:** The Buddha (continued)

**Read:**  Chapter 5, Buddhism, pp. 166-186

**Discussion Board:** The Buddha (**Due Mon. Feb. 17 11:59 PM)**

**Activity:** Buddhism primary source (King Milinda Questions) (**Due Mon. Feb. 17 11:59 PM)**

**Week Six: Daoism, Confucianism, Shinto (Module 4)**

**Tues. Feb. 18**

**Discussion:** Group discussions about Buddhism primary source (King Milinda Questions)

**Lecture:** Transition from Buddhism to Daoism and Confucianism

**Video:** Buddhism, Taoism, Confucianism in China

**Discussion Groups: Video**

**Lecture:** Introduction to Daoism

**Take Quiz 3 (Covers Module 3) (Due Wed. Feb. 19 11:59 PM)**

**Read:** Chapter 6, Daoism and Confucianism pp. 187-205

**Thurs. Feb. 20**

**Discussion:** Reading for today Chapter 6, Daoism and Confucianism pp. 187-205

**Discussion: Primary Source Activity: Daodejing Selections**

**Lecture (Continued):** Daoism and Introduction to Confucianism

**Read:**  Chapter 6, Daoism and Confucianism pp. 205-221

**Activity:** Daoism primary source (Daodejing Selection) **(Due Mon. Feb. 24 11:59 PM)**

**Week Seven:** **Daoism, Confucianism, Shinto (Module 4)**

**Tues. Feb. 25**

**Discussion:** Daoism primary source group discussions

**Lecture:** Confucianism (Continued)

**Video:** Confucianism

**Discussion Board:** Daoism and Confucianism **(Due Wed. Feb. 26 11:59 PM)**

**Activity:** Confucianism primary source: Mengzi/Xunxi Reading **(Due Mon. March 3 11:59 PM)**

**Thurs. Feb. 27**

**Lecture:** Shinto

**Video:** What isShintoism?

**Discussion:** Shintoism video

**Lecture: Buddhism and Shintoism**

**Video:** Buddhism and Shintoism in Japan

**Read:** Chapter 7, Shinto, pp. 222-241

**Discussion Board:** Shinto **(Due Mon. March 3 11:59 PM)**

**Take Quiz 4 (Covers Module 4) (Due Mon. March 3 11:59 PM)**

**Read:** Chapter 7, Zoroastrianism, pp. 242-249

**Week Eight:** Zoroastrianism, Judaism, Christianity, Islam, Sikhism **(Module 5)**

**Tues. March 4**

**Discussion:** Confucianism primary source group discussions

Discussion: Shinto Discussion Board

**Discussion: Module 5:** Overview of Zoroastrianism, Judaism, Christianity, Islam, Sikhism

**Lecture:** Zoroastrianism

**Video:** Zoroastrianism

**Discussion:**  Zoroastrianism video

**Discussion Board:** Zoroastrianism **(Due Wed. March 5 11:59 PM)**

**Read:**  Chapter 8, Judaism, pp. 250-279

**Thurs. March 6**

**Discussion Groups:** Zoroastrianism Discussion Board

**Discussion:** Reading Assignment for Today Chapter 8, Judaism, pp. 250-279

**Discussion: Primary Source Activity**

**Video:** I and Thou: Martin Buber’s Philosophy of Dialogue

**Lecture:** Introduction to Judaism

**Video:** Jewish Halacha

**Read:** Chapter 8, Judaism, pp. 279-304

**Activity:**  Judaism, primary source **(Due Mon. March 17 11:59 PM)**

**Week Nine: HAPPY SPRING BREAK!**

**Tues. March 11: NO CLASS**

**Thurs. March 13: NO CLASS**

**Week Ten:** Zoroastrianism, Judaism, Christianity, Islam, Sikhism (**Module 5**)

**Tues. March 18**

**Discussion:** Judaism, Primary Source

**Video:** Bar Mitzvah

**Discussion:** Bar Mitzvah video

**Lecture (Continued):** Judaism

**Video:** Essentials of Faith: Judaism

**Discussion Board:** Judaism reading, video, and response **(Due Wed. March 19 11:59 PM)**

**Read:** Chapter 9, Christianity, pp. 305-340

**Thurs. March 20**

**Discussion: Christianity Primary Source Activity or Site Visit**

**Lecture:** Christianity

**Video:** The First Christianity

**Read:** Chapter 9, Christianity, pp. 340-373

**Activity:** Christianity, primary sources or site visits **(Due Mon. March 24 11:59 PM)**

**Week Eleven:** Zoroastrianism, Judaism, Christianity, Islam, Sikhism **(Module 5 Continued)**

**Tues. March 25**

**Discussion:** Christianity, primary sources or site visits

**Lecture:** Christianity (Continued)

**Video:** The First Christianity

**Discussion:** Christianity Video

**Discussion Board:** Christianity **(Due Wed. March 26 11:59 PM)**

**Read:** Chapter 10, Islam, pp. 374-397

**Thurs. March 27**

**Discussion:** Islam, Primary Source Activity: Sufism and Rumi

**Lecture:** Islam

**Video:** Essentials of Faith: Islam

**Read:** Chapter 10, Islam, pp.397-431

**Activity:** Islam, primary source **(Due Mon. March 31st 11:59 PM)**

**Week Twelve:** Zoroastrianism, Judaism, Christianity, Islam, Sikhism **(Module 5 continued)**

**Tues. April 1**

**Discussion:** Islam, Primary Source Activity: Sufism and Rumi

**Lecture:** Islam (continued)

**Video:** Tariq’s Cube

**Discussion**: Tariq’s Cube

Lecture: Muslims in America

Video: The Secret Life of Muslims: Ahmed Ahmed

Discussion: Video

**Read:** Chapter 10, Islam, pp. 374-431

**Discussion Board:** Islam reading, video, and response **(Due Wed. April 2nd 11:59 PM)**

**Thurs. April 3**

**Lecture:** Sikhism

**Video**: The Sikhs: Between India and Pakistan

**Discussion Groups:** Video

**Movie: My Mother India**

**Read:**  Chapter 11, Sikhism, pp. 432-454

**Discussion Board:** Sikhism reading and response **(Due Wed. April 9 11:59 PM)**

**Week Thirteen Part One:** Zoroastrianism, Judaism, Christianity, Islam, Sikhism **(Module 5 continued)**

**Tues. April 8:**

**Video: My Mother India (Finish)**

**Discussion: My Mother India**

**Lecture:**  **Module 6:** Introduction to New Religious Movements

**Read:** Chapter 12, New Religious Movements, pp. 456-468

**Take Quiz 5 (Covers Module 5) (Due Mon. April 14 11:59 PM)**

**Week Thirteen Part Two: New Religious Movements (Module 6)**

**Thurs. April 10**

**Discussion:** New Religious Movements

**Lecture:** New Religious Movements

**Video: Witchcraft in Romania; What is Revival; The Story of the Unification Church**

**Discussion:** NRM Videos

**Read:**  Chapter 12, New Religious Movements, pp. 476-493

**Week Fourteen: New Religious Movements (Module 6)**

**Tues. April 15**

**Discussion:** Final Paper/Project and Presentation

**Lecture:** New Religious Movements

**Videos:** Baha’i Faith; Mormonism

**Discussion Group:** Videos

**Discussion Board:** NRM Videos **(Due Wed. April 16 11:59 PM)**

**Thurs. April 17**

**Discussion: Essay 2 New Religious Movements;** Brainstorm ideas for final paper/project and presentation

**Lecture:** New Religious Movements

**Read:** Chapter 13, Religion in the Twenty-First Century, pp. 494-503

**Take Quiz 6 (Covers Module 6) (Due Mon. April 21 11:59 PM)**

**Week Fifteen: Religion in the Twenty-First Century (Module 7)**

**Mon. April 21**

**FINAL PAPER/PROJECT TOPIC DUE 11:59 PM**

**Tues. April 22**

**Discussion: Module 7:** Overview of Religion in the Twenty-First Century

**Lecture:** Religion in the Twenty-First Century

**Read:** Chapter 13, Religion in the Twenty-First Century, pp. 503-519

**Thurs. April 24**

**Lecture:** Religion in the 21st Century (Continued)

**Discussion:** Small discussion groups Religion in the Twenty-First Century

**Assignment:** Work on your Essay 2 and organize your final paper/project and presentation

**Week Sixteen: Closing Remarks: Bringing it all together; Final Presentations (Module 8)**

**Tues. April 29**

**Discussion:** Key takeaways from World Religions

**Lecture: CLOSING REMARKS: BRINGING IT ALL TOGETHER**

**Sign up for Presentation (Thurs. May 1 or Tues. May 6)**

**Thurs. May 1**

**PRESENTATIONS (Attendance mandatory)**

**Fri. May 2nd**

**Essay 2 New Religious Movements Due 11:59 PM**

**Week Seventeen: FINAL PROJECTS AND PRESENTATIONS (Module 9)**

**Mon. May 5th**

**FINAL PROJECT/PAPER DUE 11:59 PM**

**Tues. May 6**

**10:30 AM-12:30 PM**

**PRESENTATIONS (CONTINUED) (Attendance mandatory)**

**UNT Policies:**

**Academic integrity expectations:**

* Students are responsible for reading, understanding, and following UNT’s Academic Dishonesty Policy, which can be found here: <https://policy.unt.edu/policy/06-003>
* Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty.
* According to the UNT catalog, the term "cheating" includes, but is not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university;
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or
5. any other act designed to give a student an unfair advantage.

* The term "plagiarism" includes, but is not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and
2. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

**Inclusivity Statement:**

* UNT students represent a variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity and inclusion. Participation in this course includes sharing unique experiences, values and beliefs; being open to the views of others; honoring the uniqueness of their colleagues; valuing each other’s opinions and communicating in a respectful manner; keeping confidential discussions that the community has of a personal nature.

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

* The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Drop/Withdrawal Information and other Academic Dates:**

* Found here: <http://essc.unt.edu/registrar/schedule/scheduleclass.html>

**ODA accommodation statement:**

* The University of North Texas is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.
* Students with disabilities requiring accommodations in the classroom should contact UNT’s Office of Disability Access (ODA) which works in partnership with faculty and staff to eliminate or minimize barriers in the educational environment and facilitate inclusion on campus by determining reasonable accommodations that will enable every student to have equal access to the full range of UNT programs and services. Students with accommodations or services already coordinated by the ODA should contact the professor immediately via email or during scheduled office hours to ensure all necessary services are in place for their success.

**Retention of Student Records**

* Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

**Emergency Notification & Procedures**

* UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. If Canvas is not accessible during the emergency, feel free to contact me via phone or email for more information.

**Student Support Services**

**Mental Health**

UNT provides mental health resources to students regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

▪ Student Health and Wellness Center

(https://studentaffairs.unt.edu/student-health-and-wellness-center)

▪ Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

▪ UNT Care Team (<https://studentaffairs.unt.edu/care>)

▪ UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-well ness-center/services/psychiatry)

▪ Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-ser vices/services/individual-counseling)

**Academic Support Services**

▪ Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)

▪ UNT Libraries (https://library.unt.edu/)

**Succeed at UNT**

* UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to the Academic Success Center (<https://success.unt.edu/asc>).

**Student Evaluation of Teaching (SETE)**

Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.