

LIVING RELIGIONS

Course Information

Doane University;
EIS 115

Course Description

This course is an introduction to the lived practices, history, and thought of some of the major religious traditions of our world. Students will be introduced to and develop religious literacy.

As with all courses fulfilling the *Global and Cultural Contexts* Foundational Area of Knowledge, this course is designed so that students will gain a greater understanding of the interconnectedness of global cultures. More specifically, in our course students will address complex questions about religion and the religious traditions of our world in order to understand multiple cultural perspectives.

Course Learning Objectives

There are two overlapping sets of Learning Outcomes (LO) in our class. One of them is specific to our course (“EIS 115 LO”), and the other is shared by all courses fulfilling the Global and Cultural Contexts (GCC) Foundational Area of Knowledge (FAK) in the Undergraduate Core Curriculum (UCC). I will indicate in the syllabus below how specific assignments address specific learning outcomes by labeling assignments, e.g., “GCC LO (b)” or “EIS 115 LO (d).”

(1) *Learning Outcomes Specific to EIS 115.* Students will work to:

- (a) Demonstrate religious literacy as defined in the course.
- (b) Apply religious literacy by interpreting lived practices and current contexts of the religious traditions we examine.
- (c) Analyze how the religious traditions we examine can relate positively to one another by identifying resources for interfaith engagement within those traditions.

(2) *Learning outcomes common to all courses fulfilling the GCC FAK in the UCC.* Students will work to:

- (a) Understand the evolution and development of cultural and ethical frameworks in the context of religious traditions.
- (b) Interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond your own experience.
- (c) Create a refined empathetic understanding of a multifaceted world.

Course Communication

Email

The primary method of communication outside of our class meetings will be email and [Canvas](#). As such, each student must be responsible for checking their Doane email accounts as well as our course Canvas page regularly. If I send an email to you individually or to the class altogether, I will assume that you've received and read it. For advice on how to communicate with me via email in an appropriate fashion, please access and review this [page](#).

Course Requirements

Texts

There are two (2) required texts for our class. All other readings, handouts, and content will be available on Canvas. See pp. 27-28 of this Syllabus for a list of the secondary sources I've assigned.

- (1) Mindy Kaling. [Kind of Hindu](#). Seattle: Amazon Original Stories, 2020. (Henceforth abbreviated as Kaling)
- (2) Stephen Prothero. *God Is Not One: The Eight Rival Religions That Run the World—and Why Their Differences Matter*. New York: HarperCollins, 2010. (Henceforth abbreviated as Prothero)

Technology

You will need regular and reliable access to the Net for this class. If you don't have access to a network or a computer off-campus, there are many computers and computer labs on campus you can use.

Technical Support Contact Information: If you are in need of technical assistance please access the [ITS Help and Support](#) page. You may reach the help desk at 402-826-8411 or by [email](#).

Contribution/Participation

Doane University expects active participation by a student in a course, whether the course is on ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

- Class participation and contribution are necessary components of our course in order to achieve the Learning Outcomes listed above.
- By class participation and contribution, I mean answering questions and making relevant

comments that contribute to our in-class discussion.

- I also expect you to behave professionally in all of our class meetings. That is, you should treat our class time together as you would a meeting in a professional setting, i.e., be on time; be attentive and respectful to both me and your colleagues; prepared to contribute; and be attired appropriately.
- Because class contribution/participation is so important, it's worth **fifty (50) possible points** towards your final grade.

Per the [Doane University Catalog](#), class attendance is required.

- Roll will be taken every class session; if you are not present during the taking of attendance, you will be counted absent unless *you* speak with me that Session. • If you are absent/not online for two consecutive sessions, you will be reported to the Office of Academic Affairs so that they may take action.
- Please note that excessive tardiness will negatively impact your grade, as it is not only rude to me and your fellow students, it also demonstrates an inability to effectively manage your schedule.

Assignments

Readings:

- Completion of the readings **prior to class** goes hand in hand with class participation, and thus is as important.
- I also expect you to have access to any and all readings to our classes with you on the days we're scheduled to discuss it.
- However you access our assigned readings—whether online or in a physical, hard copy— it will be helpful if you've marked and annotated it before coming to class. Studies have shown that active reading techniques like this are beneficial for student comprehension and retention. If you fail to have access to our assigned readings, you will be unable to participate in the class discussion.
- Reading the primary and secondary texts assigned in our course and discussing the content and issues raised therein in our class meetings is one of the primary ways to achieve and demonstrate **all** of the Learning Outcomes listed above.

Religious Literacy:

- EIS 115 LO (a) and (b) above says that by the end of the course, students will “Demonstrate

religious literacy as defined in the course,” and “Apply religious literacy by interpreting lived practices and current contexts of the religious traditions we examine.”

- Obviously, one of our central goals is to develop and practice religious literacy. •

More information on what I mean by this can be found on Canvas.

Active Reading Assignments:

- Each student will complete five (5) of these assignments.
- Each of these assignments is worth eight (8) points, totaling **forty (40) possible points** toward your final grade.
- More information can be found in the “EIS 115 Assignment Instructions & Links” page in the Module 1 folder on our Canvas page.

Module Papers:

- Each student will compose six (6) short papers on one of the Guiding Questions found in Modules 1-6.
- Each of these papers will be worth ten (10) points, totaling **sixty (60) possible points** toward your final grade.
- More information can be found in the “EIS 115 Assignment Instructions & Links” page in the Module 1 folder on our Canvas page.
- These Module Papers ask you to respond to specific Guiding Questions and reflect on primary and secondary readings. As such, they offer you the chance to achieve and demonstrate all of the Learning Outcomes listed above.

Module Quizzes:

- After the end of Modules 2-6, students will complete a brief online Quiz. • Each of these Quizzes will be worth ten (10) points, totaling **fifty (50) possible points** toward your final grade.
- These quizzes can be found on our Canvas page and each will go live after we complete a Module.
- The Module Quizzes are designed to assess your engagement with the primary and secondary texts assigned in our course, as well as the information, ideas, and issues raised in our class discussions. As such, they offer me the opportunity to assess your progress in achieving and demonstrating the Learning Outcomes listed above.

Final Exam:

- Our online final exam will be cumulative and will be worth **one hundred (100) possible points** towards your final grade.
- It will contain both subjective and objective sections, and some choice will be involved in terms of which questions to answer.
- The Final Exam will go live on Canvas at _____ and must be completed by _____.
- The Final Exam is designed to assess your engagement with the primary and secondary texts assigned in our course, as well as the information, ideas, and issues raised in our class discussions. As such, it offers me the opportunity to assess your progress in achieving and demonstrating the Learning Outcomes listed above.

Shit Happens:

- Because I know that sometimes circumstances beyond your control infringe on your ability to complete/submit quality work, and that sometimes you just need a little more time to complete/submit your best work, each student may invoke the “Shit Happens” clause **once** in our class.
- When you invoke that clause, you will receive an *extra three days* to complete/submit an assignment, no questions asked.
- Please understand that the SH clause cannot be retroactive, that is, it can only be used *before* the due dates for assignments, not for assignments whose due dates have passed.

Grading Criteria

This course has five (5) basic requirements and a total of three hundred (300) possible points.

Participation & Contribution	50
Active Reading Assignments (5)	40
Short Papers (6)	60
Module Quizzes (5)	50
Final Exam	100
	Total 300

A	95-100
A-	90-94
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
F	59 and below

Other Course Policies/Information

Incompletes

- No incompletes will be given unless the student contacts me well in advance of the end of the term.
- The circumstances must include serious medical problems or other extreme difficulties beyond the volitional control of the student, and must be in accordance with the policy set forward in the most recent Doane University Catalog.
- Please be aware that all course work required for an incomplete is due two weeks after the course ends.

Accommodations

- Any student who thinks they may need an accommodation based upon the impact of a disability should contact the [Office of Disability Services](#) to coordinate reasonable accommodations as soon as possible.

Academic Integrity

- Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity.
- Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them.
- Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.
- Any violations of that Policy in our class will be taken very seriously. If I find compelling evidence that you've knowingly violated the Policy, you will be reported to the Academic Integrity Committee for further review.
- In-class penalties will be assessed on a case-by-case basis, and can include a new assignment, resubmission of the assignment in question for less credit, or the assigning of no credit for the assignment in question

Academic Support Services

- Academic Resources, including Peer Tutoring, Peer Mentoring, Academic Coaching, Accommodations, and Time Management Resources, can be found in the Academic Success Center in the Communications Building. To meet with staff or access peer services, please go to doane.mywconline.com and schedule an appointment.

FERPA

- No grade-related information will be released to any student via non-secure means of communication, e.g., a non-Doane email account or telephone. This is to ensure your privacy, as outlined in [FERPA](#).

Important Dates

- The last day to drop a course is _____.
- The deadline for juniors and seniors to declare a Pass/Fail course is _____. • The final day for students to withdraw from the course and still receive a “W” is _____. Students still enrolled after that date will be subject to the grading policies set out in this syllabus.

Mandatory Reporting

- At Doane, all university employees, including faculty, are considered “Mandatory Reporters.”
- As a “Mandatory Reporter,” I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University’s Title IX Coordinator. My report does not mean that you are officially reporting the incident.
- This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) [here](#).

Further supplement information can be found at Doane’s “[Syllabus Addendum](#)” website. As that site states, “The purpose of this syllabus addendum is to provide students with information that supplements the University catalog and other institutional policies. It is the student's responsibility to become familiar with these items and abide by all policies while enrolled at Doane University.”

Course Schedule

Module 1: What is “Religion” and How Can/Why Should We Study It? Guiding

Questions

1. What will we do in this class?
2. What does Dr. Clanton expect of me and what can I expect of him?
3. What is “religion”?
4. How can we study “religion”?
5. Why should we study “religion”?

(Session 1): Introduction to Course (Syllabus; Readings; Assignments; Responsibilities; Academic Integrity; and Canvas); and the Academic Study of Religion

(Session 2): What is “Religion”?

- Pre-Class Podcast: *Keeping it 101*: “[What the Heck is Religion, and What the Heck is This Podcast?](#)” (Episode 101; posted 15 January 2020)
- Pre-Class Videos:
 - (1) Dan Clanton, “[What is Religion?](#)”
 - (2) *Religion for Breakfast*: “[3 Things Everyone Should Know About Religion](#)”
- In-Class Assignment: Reflection on Molloy

(Session 3): What is the Academic Study of Religion?

- Pre-Class Podcast: *Keeping it 101*: “[Who Gets Left out of ‘Religion’?](#)” (Episode 102; posted 29 January 2020)
- Pre-Class Videos:
 - (1) Dan Clanton, “[Introduction to the Academic Study of Religion](#)”
 - (2) *Religion for Breakfast*: “[What is the Difference Between Theology and Religious Studies?](#)”

(Session 4): What Does Religion Look Like in the U.S., and How Does Our Textbook Approach Religion?

- Pre-Class Video: *The Colbert Report*: "[Interview with Stephen Prothero](#)" (posted 14 June 2010).
- In-Class PowerPoint: Dan Clanton & Tim Hill, "Religion in America, Nebraska, and Doane University"
- Secondary Reading: Prothero, "Introduction," pp. 1-24.
- In-Class Assignment: Reflection on Prothero

Module 2: Jewish Cultures

Guiding Questions

1. What are the "problem," "solution," "technique," and "exemplar" for Jewish cultures, according to Prothero?
2. How do the components of religious literacy help us understand Jewish cultures better? 3. How does "Judaism" help us understand "religion" better? [You might need to review Module 1 for this question]
4. What texts or role models exist in Jewish cultures that can help foster interreligious engagement?

(Session 6) Introduction to Jewish Cultures

- Pre-Class Podcast: *Keeping It 101: A Killjoy's Introduction to Religion*: Dr. Shari Rabin (chapter marker 26:40 - 32:32), from "[Making Mel Brooks Proud: Judaism](#)" (Episode 412; posted 16 March 2022)
- Secondary Reading: Prothero, "Judaism: The Way of Exile and Return," pp. 243-253.

(Session 7): Historical Overview of Jewish Cultures

- Pre-Class Video: Religion for Breakfast: "[What is the Western Wall?](#)"
- Secondary Reading: Prothero, "Judaism: The Way of Exile and Return," pp. 253-257.

Religious Literacy: A & B

(Session 8): Texts and Rituals in Jewish Cultures

- Secondary Reading: Prothero, “Judaism: The Way of Exile and Return,” pp. 257-267. •

Religious Literacy: B & D

(Session 9): Jewish Cultures: Forms, Foodways, and the Modern Period • Pre-

Class Video: Bim Bam, “[What is Kosher?](#)”

- Secondary Reading: Prothero, “Judaism: The Way of Exile and Return,” pp. 267-278.
- In-Class Video: *Taste the Nation: Holiday Edition*, “Happy Challah Days” (S2E1; released 4 November 2021)
- In-Class Assignment: Questions on *Taste the Nation: Holiday Edition*, “Happy Challah Days”
- Religious Literacy: C & E

(Session 10): Everyday, or Lived Jewish Cultures

- Pre-Class Video: Union for Reform Judaism, “[How to Say the Shabbat Blessings](#)” •

Secondary Readings:

(1) Dan Clanton, “The Sabbath and Lived, Material, and Sensory Religion”

(2) Gwynne, “Sabbath,” (2009), 270-275.

- In-Class Video: “Everyday Jewish Life”
- In-Class Assignment: Questions on “Everyday Jewish Life”
- Religious Literacy: B, D & E

(Session 11): Jewish Cultures and Interreligious Engagement

- Pre-Class Assignment: Active Reading Assignment #1

- Secondary Readings:

(1) Kreimer

(2) Visotzky

- In-Class Assignment: Questions on Jewish Cultures and Interreligious Engagement •

Religious Literacy: B & E

Module 3: Christian Cultures

Guiding Questions

1. *What are the “problem,” “solution,” “technique,” and “exemplar” for Christian cultures, according to Prothero?*
2. *How do the components of religious literacy help us understand Christian cultures better?*
3. *How does “Christianity” help us understand “religion” better? [You might need to review Module 1 for this question]*
4. *What texts or role models exist in Christian cultures that can help foster interreligious engagement?*

(Session 12): Introduction to Christian Cultures

- Secondary Reading: Prothero, “Christianity: The Way of Salvation,” pp. 65-73.

(Session 13): Historical Overview of and Architecture in Christian Cultures •

Secondary Reading: Prothero, “Christianity: The Way of Salvation,” pp. 74-82. •

In-Class Video: Matt Whitman, “[Why Are Church Buildings Different?](#)” • In-Class

Assignment: Questions on “Why Are Church Buildings Different?” • Religious

Literacy: A & B

(Session 14): Texts and Rituals in Christian Cultures

- Secondary Reading: Pew Research Center, “[Views on the Afterlife](#)”
- In-Class Videos:
 - (1) Religion for Breakfast: “[How Did the New Testament Form?](#)”
 - (2) Patheos, “[What is Baptism?](#)”
- Religious Literacy: B & D

(Session 15): Christian Cultures: American Forms, Foodways, and the Modern Period, Part 1

- Pre-Class Video: Dan Clanton, “[LDS History](#)”
- Secondary Readings:
 - (1) [Levitt](#)
 - (2) [McCammom, et al](#)
 - (3) Prothero, “Christianity: The Way of Salvation,” pp. 82-99.

(Session 16): Christian Cultures: American Forms, Foodways, and the Modern Period, Part 2

- Pre-Class Podcast: *Keeping It 101: A Killjoy’s Introduction to Religion*: Dr. Jorge Juan Rodriguez V (chapter marker 26:20 - 33:42), from “[Christianity Beyond Whiteness](#)” (Episode 411; posted 2 March 2022)
- Secondary Reading: Prothero, “Christianity: The Way of Salvation,” pp. 82-99.
- In-Class Video: *Taste the Nation: Holiday Edition*, “Mojo-ho Christmas” (S2E1; released 4

November 2021)

- In-Class Assignment: Questions on *Taste the Nation: Holiday Edition*, “Mojo-ho Christmas”
- Religious Literacy: C & D

(Session 17): Special Session with Representative from the Career, Leadership & Service Office

(Session 18): Christian Cultures and Interreligious Engagement • Pre-Class

Assignment: Active Reading Assignment #2

- Secondary Readings:

(1) Yong and Lim

(2) Peace

- In-Class Assignment: Questions on Christian Cultures and Interreligious Engagement
- Religious Literacy: B & E

Module 4: Islamic Cultures

Guiding Questions

1. What are the “problem,” “solution,” “technique,” and “exemplar” for Islamic cultures, according to Prothero?
2. How do the components of religious literacy help us understand Islamic cultures better? 3. How does “Islam” help us understand “religion” better? [You might need to review Module 1 for this question]
4. What texts or role models exist in Islamic cultures that can help foster interreligious engagement?

(Session 19): Introduction to Islamic Cultures, Part 1

- Pre-Class Podcast: *Keeping it 101*: Excerpt (beginning - 32:56) from “[Islam Is More Than You Think It Is](#)” (Episode 308; posted 21 April 2021)
- Pre-Class Video: Dan Clanton, “[The Qur’an and Its Themes](#)”

- Secondary Reading: Prothero, "Islam: The Way of Submission," pp. 25-50. •

Religious Literacy: B & D

(Session 20): Introduction to Islamic Cultures, Part 2

- Pre-Class Podcast: *Keeping it 101*: Dr. Kristian Petersen (chapter marker 42:34 - 47:16), from "[You Still Don't Know about Islam, Part 1](#)" (Episode 409; posted 2 February 2022)

- Secondary Reading: Prothero, "Islam: The Way of Submission," pp. 25-50. •

Religious Literacy: B & D

(Session 21): Islamic Cultures: Historical Overview and the Haram al-Sharif • Pre-

Class Videos:

(1) *Religion for Breakfast*: "[What is the Dome of the Rock?](#)"

(2) *Religion for Breakfast*: "[What It's Like Inside the Dome of the Rock](#)"

- Secondary Reading: Prothero, "Islam: The Way of Submission," pp. 50-57. •

In-Class PowerPoint: Early Islamic History & Dome of the Rock

- Religious Literacy: A

(Session 22): Special Session on Religious Literacy and Healthcare

- *Note*: Professor Rebecca Sprouse's "Current Issues and Ethics in Healthcare" course (HSI 314) will join us today to discuss the importance of religious literacy in healthcare.

(Session 23): Muslim Mysticism, Music, Mastication, and Modernity

- Pre-Class Podcast: *Keeping it 101*: Dr. Debra Majeed (chapter marker 24:22 - 29:48), from [“You Still Don’t Know about Islam, Part 2”](#) (Episode 410; posted 16 February 2022)
- Secondary Readings:
 - (1) Harvard Pluralism Project: [“Halal Food”](#)
 - (2) Prothero, “Islam: The Way of Submission,” pp. 57-63.
- In-Class Video: *Soul Food*, [“Halal and the Flavors of Islam”](#)
- In-Class Assignment: Questions on *Soul Food*, [“Halal and the Flavors of Islam”](#) •

Religious Literacy: C & D

(Session 24): The Hajj: A Case Study of Ritual Pilgrimage

- Pre-Class Video: Religion for Breakfast: [“What is the Hajj?”](#)
- Primary Reading: Malcolm X
- In-Class Video: *Nightline*: [“The Hajj: One American's Pilgrimage to Mecca”](#) (originally aired 18 April 1997)
- In-Class Questions over *Nightline* Video on Canvas
- Religious Literacy: A & D

(Session 25): Islamic Cultures and Interreligious Engagement

- Pre-Class Assignment: Active Reading Assignment #3
- Secondary Readings:
 - (1) Ibrahim
 - (2) Jackson

- In-Class Assignment: Questions on Islamic Cultures and Interreligious Engagement •

Religious Literacy: B & E

Module 5: Hindu Cultures

Guiding Questions

1. *What are the “problem,” “solution,” “technique,” and “exemplar” for Hindu cultures, according to Prothero?*
2. *How do the components of religious literacy help us understand Hindu cultures better? 3. How does “Hinduism” help us understand “religion” better? [You might need to review Module 1 for this question]*
4. *What texts or role models exist in Hindu cultures that can help foster interreligious engagement?*

(Session 26): Introduction to Hindu Cultures

- Pre-Class Podcast: *Keeping it 101*: Excerpt (beginning - 42:41) from “[What is Hinduism? Part 1](#)” (Episode 406; posted 24 November 2021)
- Pre-Class Video: HarvardX, “[Hinduism in Brief](#)”
- Secondary Reading: Prothero, “Hinduism: The Way of Devotion,” pp. 131-139.

(Session 27): Overview of Hindu Cultural History and *Yogas*

- Secondary Reading: Prothero, “Hinduism: The Way of Devotion,” pp. 140-157. •

Religious Literacy: A & B

(Session 28): Rituals in Hindu Cultures

- Pre-Class Assignment: Questions on Kaling
- Primary Reading: Kaling

- Secondary Reading: Prothero, “Hinduism: The Way of Devotion,” pp. 157-164.
- In-Class Video: Excerpts from *The Mindy Project*: “Bernardo & Anita” (S4E18; aired 10 May 2016).
- Religious Literacy: B, D, & E

(Session 29): Hindu Cultures in the Modern Period

- Pre-Class Podcasts:
 - (1) *Keeping it 101*: Excerpt (beginning - 56:17) from “[What is Hinduism? Part 2](#)” (Episode 407; posted 8 December 2021)
 - (2) *Common Knowledge*: “[Hindus in Contemporary America](#)” (posted 15 June 2015)
- Secondary Reading: Prothero, “Hinduism: The Way of Devotion,” pp. 164-168. • Religious

Literacy: C & E

(Session 30): Hindu Cultures in the Modern Period & Foodways in Hindu Cultures •

Secondary Readings:

- (1) Gwynne, “Blessed Leftovers,” (2018), 189-191.
 - (2) [Maldas](#)
- In-Class Video: *Taste the Nation*: “Don’t Mind if I Dosa” (S1E3; released 18 June 2020)
 - In-Class Assignment: Questions on *Taste the Nation: Holiday Edition*, “Don’t Mind if I Dosa”
 - Religious Literacy: C and E

(Session 31): Hindu Cultures and Interreligious Engagement

- Pre-Class Assignment: Active Reading Assignment #4

- Secondary Reading:

(1) Rambachan

(2) Long

- In-Class Assignment: Questions on Hindu Cultures and Interreligious Engagement •

Religious Literacy: B & E

Module 6: Buddhist Cultures

Guiding Questions

1. What are the “problem,” “solution,” “technique,” and “exemplar” for Buddhist cultures, according to Prothero?
2. How do the components of religious literacy help us understand Buddhist cultures better?
3. How does “Buddhism” help us understand “religion” better? [You might need to review Module 1 for this question]
4. What texts or role models exist in Buddhist cultures that can help foster interreligious engagement?

(Session 32): Introduction to Buddhist Cultures

- Pre-Class Video: HarvardX, [“Buddhism in Brief”](#)

- Secondary Reading: Prothero, “Buddhism: The Way of Awakening,” pp. 169-180.

(Session 33): Buddhist Cultures: Historical and Philosophical Overview, Part 1

- Pre-Class Podcast: *Keeping It 101: A Killjoy’s Introduction to Religion*: Excerpt (beginning - 43:28) from [“Buddha’s Delight, Part 1”](#) (Episode 413; posted 30 March 2022)
- Secondary Reading: Prothero, “Buddhism: The Way of Awakening,” pp. 180-198. •

Religious Literacy: A & B

(Session 34): Buddhist Cultures: Historical and Philosophical Overview, Part 2

- Pre-Class Podcast: *Keeping It 101: A Killjoy's Introduction to Religion*: Excerpt (beginning - 44:45) from "[Buddha's Delight, Part 2](#)" (Episode 414; posted 13 April 2022)
- Secondary Reading: Prothero, "Buddhism: The Way of Awakening," pp. 180-198. •

Religious Literacy: A, B, & C

(Session 35): Art, Architecture, and Practice in Buddhist Cultures

- Pre-Class PowerPoint: Dan Clanton, "Buddhist Art and Architecture"
- Religious Literacy: A & D

(Session 36): Buddhist Cultures and Interreligious Engagement

- Pre-Class Assignment: Active Reading Assignment #5
- Secondary Readings:
 - (1) HH The Dalai Lama
 - (2) Simmer-Brown
- In-Class Assignment: Questions on Buddhist Cultures and Interreligious Engagement •

Religious Literacy: B & E

Module 7: Death and Religious Cultures

Guiding Questions

- 1. How do different religious cultures—like Jewish and Hindu cultures—understand death, dying, and mourning?*
- 2. What practices and/or rituals have developed in those cultures around death, dying, and mourning?*

3. *How does gaining and practicing religious literacy help us empathetically understand different approaches to death, dying, and mourning practices in different religious cultures?*
4. *How can learning about different approaches to death, dying, and mourning practices in different religious cultures help foster interreligious engagement?*

(Session 37): Death, Cremation, Funerals, & Mourning in Hindu Cultures •

Secondary Readings:

- (1) [Gawande](#)
- (2) Gwynne, "The Last Sacrifice," (2018), 126-129.
- (3) Harvard Pluralism Project: "[Serving the Dying](#)"
- (4) [Mamtora](#)

(Session 38): Death, Cremation, Funerals, & Mourning in Jewish Cultures • Pre-

Class Video: BimBam, "[Jewish Mourning Rituals: An Overview](#)"

• Secondary Readings:

- (1) [Ain](#)
- (2) Gwynne, "Resurrection of the Body," (2018), 131-135.
- (3) Harvard Pluralism Project: "[Funeral and Mourning](#)"
- (4) My Jewish Learning: "[Is There a Jewish Afterlife?](#)"

(Session 39): Comparing Practices and Views of Death, Funerals, and Mourning

- In-Class Assignment: Questions on Comparing Practices and Views of Death, Funerals, and Mourning

Module 8: So What? and Conclusion(s)

Guiding Questions

1. *What have you learned about "religion" by studying "religious traditions"?*

2. How has this course affected your understanding of “religion”?
3. Why is it important to study religious cultures?
4. What difference does “religion” make in modern America?

(Session 40): Case Study #1: Religious Literacy

- *Note:* In this session, we’ll engage case studies that ask you to apply some of the content and approaches we’ve engaged in previous Modules. There will be a pre-class and an in-class reading, both of which are available on Canvas.

(Session 41): Case Study #2: White Christian Nationalism

- In-Class Video: Dan Clanton, “[Religious Studies and the Future of American Democracy](#)”
- In-Class Assignment: Questions on White Christian Nationalism, Religious Studies, and the Future of American Democracy

(Session 42): Case Study #3: Religion in Modern American Law

- Secondary Readings:
 - (1) [Mehta](#)
 - (2) [Smith](#)
- In-Class Assignment: Questions on Religion in Modern American Law

(Session 43): Final Exam Review Session/Semester De-Brief and Check-In 7

Secondary Readings

The following is a list of the secondary readings I’ve assigned above. All of these readings are available online on our Canvas page under the specific session folders.

- Ain, Stewart. “[More and more Jews are choosing cremation. These Rabbis aren’t happy about it.](#)” *The Forward*. Posted 5 January 2023.
- HH The Dalai Lama. “Dependent Origination and the Nature of Reality.” Pages 35-47 in *Ethics for the New Millennium*. New York: Riverhead Books, 1999.
- Gawande, Atul. “[Spreading My Father’s Ashes on the Ganges Felt Like a Link Across the Globe and Across Generations.](#)” *The World*. Posted 10 February 2015.
- Gwynne, Paul. *World Religions in Practice: A Comparative Introduction*. Malden, MA:

- Blackwell Publishing, 2009.
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Syllabus Changes: The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

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Doane University's mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world.