

PHIL 1304 (13685)

INTRODUCTION TO WORLD RELIGIONS



1. CONTACT INFORMATION

INSTRUCTOR: Prof. Dan Flores

E-MAIL: profdanflores@gmail.com

It is very important that you go [HERE](#) and log-in and update your e-mail to one that you will check regularly and that you can receive notifications at.

LEARNING WEB: <http://learning.hccs.edu/faculty/daniel.flores1>

OFFICE: Spring Branch Campus, Honors College Lounge, Suite 110

My office is located in the Honors College Lounge, Suite 110. If you are facing the main building with the flag poles in front of you and Niko Niko's to your back, there will be an adjacent building to your left. In that building, the Honors Lounge is located between The Commons and The Science Building. There will be a single door with Suite 110 printed to the right of the door. The door has a security lock. Please call.

PHONE: 713.718.7465

2. STUDENT POLICIES AND PROCEDURES

a.) HCC Policies:

<http://www.hccs.edu/district/students/student-handbook/>

b.) FERPA Rules:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

c.) The [Instructor Welcome](#), [On Being A Good Student](#), & [General Grading Rubric](#) are extensions of this Syllabus.

WHAT FOLLOWS IS SUBJECT TO CHANGE AT INSTRUCTOR DISCRETION.

3. COURSE DESCRIPTION

This course is a comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam (Texas ACGM). It also considers other diverse traditions, including African traditions, Native American traditions, and Taoism and Chinese Philosophy. CORE CURRICULUM COURSE: This course stresses the HCC CORE Objectives of Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

4. DE POLICIES

All students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. For the DE Student Handbook click on the link below or go to the DE page on the HCC website.

The **Distance Education Student Handbook** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://www.hccs.edu/online/class-orientation--handbook/>

Access DE Policies on their Web site: <http://www.hccs.edu/continuing-education/>

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5. TEXT

"The World's Religions." 2nd Ed. By Ninian Smart. New York: Cambridge UP (1998 [2017]). ISBN: 9780521637480

This book can be bought in the Bookstore located at the Central Campus: 1215 Holman St #102, Houston, TX 77004. Feel free to order it online, just be sure to get the second edition.

6. GRADED WORK[†]

1. Bi-Weekly Reading Assessment Exercises (3 pts each x 8)	24 pts/24%
2. Weekly Discussion Post (3 pts each x 16)	48 pts/48%
3. Weekly Discussion Reply (1.5 pts each x 16)	24 pts/24%
4. Course Policy Assignment	5 pts/5%
5. Total Points	100 pts/100%

† Extra assignments may be added at instructor discretion. If this happens, percentages and points will be adjusted appropriately.

Course Policy Assignment

See the instructions on the Assignment located in your Canvas shell for this course.

Bi-Weekly Reading Assessment

You will have readings from Ninian Smart's book (see 5. Above) each week. I expect you to read thoroughly and for your understanding of the readings to come across in your discussion posts and replies.

INSTRUCTIONS: You are to fill out the reading assessment for the reading for the week it is assigned. For example, for Week One, the assigned reading is the Introduction and Ch. 1 of Ninian Smart's book "The World's Religions." You are also assigned a Reading Assessment for that week. So, your reading assessment should be on those readings. The same goes for future assessments. I expect you to read everything each week and I will be looking for your understanding in your posts and replies, but I will explicitly grade you on your understanding of the material for the readings every other week. I strongly suggest you use these for all of your readings. **NOTE: you may not fill out a reading assessment for any of my notes or handouts that I *may* provide for you.**

Weekly Discussion Posts

You must post **at least one** original Weekly Discussion. This will be a minimum of 250 words with no maximum. If you do not have at least 250 words for your main discussion, then you will receive a "0". For example, if your main discussion post has only 249 words, you will receive a "0". My suggestion is that you type up your post in Word so that you can see the word counter and so that you can check spelling and general grammar errors.

Weekly Discussion Replies

You will also be required to make at least **one reply** to other students' posts. Your reply (or replies) must be directed toward another student's main discussion post. The other (if you choose to do more than one—and I suggest you do) replies can be directed to any discussion or reply you like, but for that week only. Replies should be a minimum of at least five sentences, and, as with everything, should reflect some understanding of the material.

I AM ALWAYS LOOKING FOR THE QUALITY OF CONTENT AND TO SEE THAT YOU UNDERSTAND THE MATERIAL AND ARE ENGAGING WITH IT AT THE LEVEL OF AN ADULT COLLEGE STUDENT. I EXPECT YOU TO ENGAGE WITH THE IDEAS IN THE READINGS AND THOSE FROM YOUR FELLOW STUDENTS. SEE MY "GENERAL GRADING RUBRIC" FOR CLARIFICATION.

Please note:

1. All assignments are only accessible after you have proceeded through the modules. You cannot access/complete WEEK TWO assignment, for example, before you have opened and, hopefully, read the material for that module.
 2. Once an assignment has opened for the week, you will have the whole week to finish the assignment (turn it in/post/reply/etc.).
 3. There are no Make-ups. Given the amount of time you have to read and study, you will not be allowed to make-up a missed post, reply, or reading assessment. This should be incentive for you to read and study well ahead of time.
7. ATTENDANCE, MAKE-UPS, AND GRADES

For on-line courses, attendance will be constituted by your weekly assignments, both graded and ungraded. Your regular logging-in and general participation will also count toward your attendance. Please note the following.

1. All work needs to be submitted on time. This is an on-line course and it is the 21st Century, you need to take into account the possibility that something might go wrong with submitting, e.g., server crashes, or submission buttons not working, etc. This means that you need to plan ahead and not wait until the last minute to submit. You have plenty of time to do the work and submit it on time and make me aware of any problems there may be with submitting **well before** the deadline. **I do not accept late or make-up Assignments for on-line classes. The Justification Form on my Learning Web page, is therefore not intended for this course unless I agree in advance.**
2. I do not accept assignments via e-mail unless I agree to it in advance regardless of any technical difficulties. Do not send me your work via e-mail.
3. I do not recognize the legitimacy of extra credit. I do not offer it. Please do not ask me for it.

4. I do not give Incompletes ("I").
5. You will be dropped for excessive absences. See the [Student Handbook](#) > Academic Information > Class Attendance and the "12.5" rule. For on-line courses, this amounts to two (consecutive or non-consecutive) weeks of no activity.
6. I do not withdraw students. Being dropped for excessive absences is not the same as being withdrawn. Withdraws for personal, medical, etc. reasons are up to the student.

Remember, I do not allow late work or make-ups.

Additional information on withdraws:

1. Students who repeat a course for a third, or more times, may face a significant tuition/fee increase at HCC and other Texas public colleges and universities.
2. The Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.
3. No student may withdraw from a course following the set "last date to withdraw", See Academic Calendar below. After that date and time, a student can only be given a grade earned, or an "I" for incomplete. Incompletes must be made up by the end of the following long semester, after which they will automatically change to a grade of "F". Students receiving an "I" for a course are ineligible for graduation until the "I" has been removed from a student's transcript.

8. ACADEMIC HONESTY

DO NOT CHEAT! I actively look for cheating, collusion, and plagiarizing and I will go to great lengths to find and document it!! There is absolutely no reason for it. It is expected that on-line students will do their assigned work (quizzes, tests, written, etc.) by themselves and without the aid of other students (unless directed to do so), friends, and family. The first time I catch you, you will simply fail the assignment, lose points, and receive a warning. The second time you cheat, **you will automatically fail the course** and I will become very involved in pursuing the proper disciplinary action to the extent that HCC guidelines allow. See the following website for HCC's stance on academic misconduct and the HCC Library's page on Plagiarism. THESE ARE VERY IMPORTANT RESOURCES.

1. <http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/>
(See, "Scholastic Dishonesty")
2. <http://library.hccs.edu/plagiarism/home>

See the following for additional information on plagiarism:

<http://plagiarism.org/> and <http://owl.english.purdue.edu/owl/resource/589/1/>

See my Learning Web page and the folder titled [GUIDES TO STUDYING PHILOSOPHY](#) for more info on writing

These are incredible sources of information. Spend some time studying them. Every college student should know this very basic information. There are no excuses for plagiarism.

9. STUDENTS WITH DISABILITIES

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Service Contact Information

Central College
713.718.6164

Coleman College
713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

Interpreting and CART services

713-718-6333

10. EGLS3 – EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term. <https://myeagle.hccs.edu/app/profile/login>

11. ACADEMIC CALENDAR: <http://www.hccs.edu/student-experience/events-calendar/>

12. STUDENT LEARNING OUTCOMES

- Demonstrate an understanding of arguments, problems, and terminology in philosophy.
- Analyze and critique philosophical texts in ways that demonstrate an awareness of argument structure and the evaluation of philosophical claims.
- Present logically persuasive arguments orally and in writing that are relevant to philosophical issues covered in course material.
- Evaluate personal and social responsibilities of living in a diverse world in terms of the philosophical issues raised in course material.

13. STUDENT LEARNING OUTCOMES

1. Read, analyze, and critique religious texts.
2. Demonstrate knowledge of beliefs, practices, values, and terminology of major world religions.
3. Trace the historical developments and cultural expressions of world religions.
4. Articulate key conceptual distinctions in world religions.
5. Communicate understanding of world religions, orally or in writing.
6. Communicate ways of living responsibly in a world where people have diverse beliefs.

14. SCHEDULE OF READINGS AND ASSIGNMENTS (SUBJECT TO CHANGE)

WEEK ONE (Aug 27):

1. Syllabus, [Instructor Welcome](#), [On Being A Good Student](#), & [General Grading Rubric](#)
2. Introduction & Ch. 1 (pp. 10—42)
 - COURSE POLICY ASSIGNMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
 - BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
 - DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK TWO (Sept. 3):

Ch. 2, South Asia (pp. 43—105)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK THREE (Sept 10):

Ch. 3, China (pp. 106—133)

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK FOUR (Sept 17):

Ch. 4—5, Japan & Southeast Asia (pp. 134—165)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK FIVE (Sept 24):

Ch. 6—7, The Pacific & The Americas (pp. 166—196)

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK SIX (Oct 1):

Ch. 8—9, The Ancient Near East & Persia and Central Asia (pp. 197—229)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK SEVEN (Oct 8):

Ch. 10—11, The Greek and Roman World & Classical/Medieval Christianity and Judaism (pp. 230—284)

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK EIGHT (Oct 15):

Ch. 12—13, Classical and Medieval Islam & Classical African Religions (pp. 285—322)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK NINE (Oct 22):

Ch. 14, The Explosion of Europe and the Re-forming of Christianity (pp. 326—364)

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK TEN (Oct 29):

Ch. 15, North America (pp. 365—396)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK ELEVEN (Nov 5):

Ch. 16, South Asia and Reactions to Colonial Intervention (pp. 397—434)

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK TWELVE (Nov 12):

Ch. 17—18, China and Korea in Modern Times & Modern Southeast Asia (pp. 435—466)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK THIRTEEN (Nov 19):

Ch. 19—20, Japan in Modern Times & Islam Passes Through the Shadows (pp. 467—507)

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK FOURTEEN (Nov 26):

Ch. 21—22, The Colonial Impact in the Pacific & Eastern Europe and Soviet Union (pp. 508—535)

- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK FIFTEEN (Dec 3):

Ch. 23—25, pp. 536—592

- BI-WEEKLY READING ASSESSMENT DUE, CANVAS UPLOAD (SEE CANVAS MODULE FOR DUE DATES/TIMES)
- DISCUSSION POST AND REPLY DUE (SEE CANVAS MODULE FOR DUE DATES/TIMES)

WEEK SIXTEEN (Dec 11th): final discussion & reply (see canvas module for due dates/times/instructions)