

## Term Information

Effective Term Spring 2018  
*Previous Value* Summer 2015

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The addition of an online course offered on the Wooster campus.

### What is the rationale for the proposed change(s)?

The Wooster campus would like to offer this course and feel the online version will appeal to the students they serve.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Online offering at Wooster campus.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Religious Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2370
Course Title	Introduction to Comparative Religion
Transcript Abbreviation	Intro Comp Religion
Course Description	Introduction to the academic study of religion through comparison among major traditions (Judaism, Christianity, Islam, Hinduism, Buddhism, etc.) and smaller communities.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: English 1110 (110) or equiv.

**Exclusions**

Not open to students with credit for 2370H or CompStd 2370H (270H) or 2370 (270).

**Electronically Enforced**

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code**

38.0201

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Identify (geographically, historically, and culturally) and describe key aspects of various religious traditions, including their internal heterogeneities;
- Interpret various religious traditions, their beliefs and practices through their symbols, historical data, and written texts;
- Describe key features of the contemporary religious landscape;
- Discuss fundamental concepts developed in the academic study of religions, including how we might define "religion," "world religion," "lived religion," and "pluralism"
- Integrate cultural, literary, aesthetic, and ethnographic approaches as valuable methods for studying religions.

**Content Topic List**

- Religion
- Culture
- Religious studies
- Religious tradition
- Society
- Literature
- Global
- Eastern
- Non-western

**Sought Concurrence**

No

## Attachments

- Final SYLLABUS -- Religions Edits.pdf: sample syllabus  
*(Syllabus. Owner: Marsch, Elizabeth)*
- A&S review Religions.pdf: online course approval  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*
- CompStds 2370 World Religions Assessment Questions (EAM).docx: assessment  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*
- COMPSTD 2370 Field Essay Rubric (EAM).docx: assessment  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*
- CompStds2370 Student Self\_Assessment (EAM).docx: assessment  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*
- Religious Studies 2370 Assessment Plan (1).pdf: assessment plan  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*
- Online Discussion Board Rubric (3).docx: assessment  
*(Other Supporting Documentation. Owner: Marsch, Elizabeth)*
- RS2370 syllabus\_Fall 2016\_Weiner.pdf: "regular" syllabus  
*(Syllabus. Owner: Vu, Elizabeth A)*

## Comments

- Attached a regular version of the syllabus. (Vu=Marsch, still me) *(by Vu, Elizabeth A on 10/02/2017 06:01 PM)*
- Could you please also upload the regular (non distance learning) version of the syllabus? Thanks. *(by Vankeerbergen, Bernadette Chantal on 10/02/2017 04:19 PM)*
- Thanks, Garrett. Will send this back to regional campus for them to complete. *(by Shank, Barry on 11/21/2016 07:44 AM)*
- The syllabus provided is not really a GE assessment plan (the passage on assessment in the syllabus pertains more to course goals and does not provide any real specifics). Please provide a GE assessment plan that specifically addresses the 4 ELOs (of the 2 GE categories) in an on-line environment. Please consult the pages in the manual where the Cultures and Ideas assessment table is (pp.48-49) and the Diversity-Global Studies assessment info is (p. 72 & 74). ASCC voted that all panels now need to ask for GE assessment plans specific to the online delivery of a course (when an existing GE course requests online delivery). This will only help the course more forward smoothly.  
All my best,  
Garrett *(by Heysel, Garrett Robert on 11/20/2016 08:11 PM)*

**COURSE CHANGE REQUEST**  
2370 - Status: PENDING

Last Updated: Heysel,Garett Robert  
10/03/2017

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	11/18/2016 06:02 PM	Submitted for Approval
Approved	Shank,Barry	11/19/2016 07:32 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	11/20/2016 08:11 PM	College Approval
Submitted	Vu,Elizabeth A	09/20/2017 02:08 PM	Submitted for Approval
Approved	Shank,Barry	09/20/2017 02:16 PM	Unit Approval
Approved	Heysel,Garett Robert	09/29/2017 07:59 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/02/2017 04:19 PM	ASCCAO Approval
Submitted	Vu,Elizabeth A	10/02/2017 06:01 PM	Submitted for Approval
Approved	Shank,Barry	10/02/2017 06:08 PM	Unit Approval
Approved	Heysel,Garett Robert	10/03/2017 07:35 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/03/2017 07:35 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

# RELSTDS 2370 INTRODUCTION TO COMPARATIVE RELIGION AUTUMN 2017

## Course overview

### Instructor

Instructor: Eric Williams

Email address: [williams.1887@osu.edu](mailto:williams.1887@osu.edu)

Phone number: (330) 287-1330

Office location: Halterman Hall 144B

Office hours: By appointment

### Course Organization

Credits: 3

Distribution of class time: 3 hours of lecture per week (online)

Prerequisites: English 1110 (110) or equiv.

Exclusions: Not open to students with credit for 2370H or CompStd 2370H (270H) or 2370(270).

Meeting times: Online

### Course Description

Introduction to the academic study of religion through comparison among major traditions (Judaism, Christianity, Islam, Hinduism, Buddhism, etc.) and smaller communities. Comparative Religions is a study of traditions, theologies, major figures, and practices of the world's religions. Through readings and class discussions, the course will study global faiths (Judaism, Christianity, Islam, Hinduism, Buddhism), more regional faiths (Jainism, Sikhism, and Shintoism), alternative faiths (scientology, wicca, voodoo, rastafarianism, baha'i), and faiths that served to influence modern religions today (Zoroastrianism, Mithraism). We'll also explore denominations within some major religions and focus on the subtle but important similarities and differences in theology and practice.

### General Education Goals and Expected Learning Outcomes

This course is a General Education (GE) cultures and ideas and diversity global studies course.

**GE Cultures and Ideas Goals:**

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**GE Culture and Ideas Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**GE Diversity Goals**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**GE Diversity Global Studies Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Course Outcomes and Assessment**

By the end of this course, students should successfully be able to:

Outcomes	Assessment
1. Critically evaluate major religious themes and subjects through readings and discussions	Papers, participation
2. Understand the fundamental differences and similarities between Judaism, Christianity, and Islam	Papers, discussion, participation, exams
3. Identify the major characteristics that define Shintoism, Buddhism, and Hinduism	Papers, participation
4. Identify major figures from history and their impact on the development of specific faiths	Papers, exams, participation
5. Evaluate the impact of 20th and 21st century religions on the world	Papers, field trips, participation

## Course Assignments

- **Examinations** – Exams will cover each unit, typically three or more chapters for each. There may also be additional materials drawn from posted videos or other sources/ Exams will consist of True/False, Multiple Choice, Short Answer and Identification questions. All exams will open and close over window of several days. This will allow students the flexibility of taking an examination at a time more conducive to their personal schedules. All exams will be timed and all students will have one attempt for each exam. Students who require additional time due to a documented learning difference will have their exams timed differently. Any student who runs into technical difficulty with an exam must report it immediately and steps to correct the issue will be taken in due course.
- **Weekly Quizzes** – Weekly quizzes will be in the form of a short discussion thread posted each week designed to prove student participation in both ongoing discussions and to guarantee that students have watched the weekly video lectures. These will be posted at the beginning of each week and students will be required to post and respond to each other's work on a regular basis. There will be 10 total discussions at five points each.
- **Class participation** – As designated above, the class discussion thread will be utilized to gauge both class participation and act as the basis for the weekly quizzes.
- **Individual Field Exercise** – The Individual Field Exercise project is an eight- to ten-page field report that analytically compares two religious services. You cannot attend a religious service from a faith your immediate family belongs to. That is, if you are Catholic, you cannot attend a Catholic service for this project. It is also highly suggested that one of these visits be a non-Christian service (though this can be waived on a case by case basis).
  1. The purpose of this exercise is two-fold. First, it is desirous for students to get out and experience something new in their lives. Many of us are either religiously unaffiliated or have spent most of our lives only attending one type of religious service. The second purpose is for the student to be able to experience, analyze, and quantify the diversity of their personal experience from this project. This will require more than just a simple retelling of the visitations. Rather, the student will need to examine the fundamental differences between the services, the fundamental similarities, the general make-up of the congregants and any codes of conduct or dress you make note of, the topic of discussion posed in each service, and an elaboration on what struck you the most forcefully from the experiences. Some areas you may wish to address include:
    - Preaching style -- Prayer style
    - Overview of gender and age balances – was it mostly male, female, young or old
    - How formal or informal was the service
    - Was music used and how was it used
    - What, if any, audience participation or presentations occurred
  2. Your paper should be typed and double-spaced, and should reference class readings as needed. I also encourage you to include materials drawn from conversations with other attendees as their thoughts on your observations will contribute dynamically to your paper. It will be submitted via Carmen.

3. You will be required to send me either a web link or some other form of contact information for the two services you are planning to attend **before** your visits. If you have any question as to proper protocol or dress, please contact me before your visitation dates and I can give you some important points to ponder.

## Course materials and supplies

### Required

#### Text:

Molloy, Michael. (2010). *Experiencing World Religions*. 5th edition. McGraw-Hill Humanities/Social Sciences/Languages.

**ISBN #: 978-0073407500**

### Required supplemental materials

Additional materials available via course Modules in Carmen

## Other fees or requirements

### Proctoring

Your instructor may require you to have a proctor for exams. If this is the case, you will be required to find an appropriate person to proctor these exams. A proctor is a person who watches students during exams in order to reduce problems with cheating and to address any issues with the exam. It will be your responsibility to find and get approval for an exam proctor and to pay the proctor fees (if applicable). The proctor information and forms can be found in Modules section of Carmen.

## Course technology

All course materials are distributed via Carmen <http://carmen.osu.edu>, and grades can be viewed there. Office hours are conducted on Carmen Connect. Resources for Carmen Connect, including a guide for getting started and equipment set-up information, can be found at <http://resourcecenter.odee.osu.edu/carmenconnect/>.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743



### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- Microsoft Word or equivalent and Microsoft PowerPoint or equivalent

## Grading and faculty response

### Evaluation Criteria

Assignment or category	Points
Exam 1, 2, 3 and Final – Essay Style	50 Points each for 200 total points
Primary Readings	500 Points
Group Project	50 Points
Individual Field Exercise	50 Points
Video Reviews: 15 at 10 points each	150 Points
Class Participation	50 Points
<b>Total</b>	<b>1000 Points</b>

See course schedule, below, for due dates

## Late assignments and examinations

Regular participation will be judged on a series of weekly readings and writings. Students are expected to keep up with course materials and expectations AND are expected to be aware of due dates and examination windows. No exams will be allowed to be re-taken unless due to extraordinary circumstances. No weekly writing or projects will be accepted late unless under extraordinary circumstances OR if students got permission for an extension BEFORE the due dates.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.) In general:

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 school days**.

For exams, you can generally expect feedback within **2 weeks**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours:**  
You can meet with me in CarmenConnect during my office hours or at another scheduled time. Please contact me if you need a time outside my scheduled office hours.
- **Participation in discussion forums:**  
As participation, each week you can expect to post at least once (sometimes more) as part of our class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Communication:** The primary method of communication of important updates, reminders and course information will be via e-mail, using the name.#@buckeyemail.osu.edu e-mail address. Students are responsible for monitoring their OSU e-mail address.
- **E-Mail Etiquette:** The use of e-mail has made the classroom instructor more approachable and accessible to the student. However, students should realize that e-mail should not always be used as a casual form of communication; and professional relationships should be maintained when using e-mail for a class. Below are the guidelines we provide for students to follow when drafting e-mails. Teaching staff do not respond to e-mails that are considered inappropriate; but will attempt to respond to appropriate emails in a timely manner, although not always immediately. If students require an immediate response, they are advised to consider phoning or visiting the instructor in person.

### DO

- Include the course number and a short descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.

- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

### DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.
- **Writing style:** While there is no need to approach every writing assignment or activity as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across as you intended.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Academic and Student Support Services

As a student taking a distance education course, you have access to all of the same academic and student support services as students taking traditional courses. Detailed information about these services can be found on the website of the College of Arts and Sciences and the Student Support Center:

- <http://artsandsciences.osu.edu/academics/current-students/resources>
- <http://undergrad.osu.edu/academics/support-services.html>
- <http://ssc.osu.edu/>

## Academic integrity policy

### Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). Please see the instructor if you have questions about this policy. For additional information, see the *Code of Student Conduct* at <http://studentaffairs.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Policies for this online course

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling Services at 330-287-1306, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Statement on Title IX

Ohio State ATI is committed to providing a learning environment that promotes personal integrity, civility and mutual respect in an environment that is free from sexual misconduct and discrimination of any type. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). Sexual discrimination violates an individual's fundamental rights and personal dignity. This refers to all forms of sexual discrimination including sexual harassment, sexual assault, and sexual violence.

If you or someone you know has been sexually harassed or assaulted, you may find the appropriate campus specific resources at <http://ati.osu.edu/currentstudents/studentsservices> or by contacting the ATI Campus Title IX Contact, Ruth Montz at [montz.11@osu.edu](mailto:montz.11@osu.edu). Additional information and resources may be found at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

## Accessibility accommodations for students with disabilities

### Requesting accommodations

**Any student who feels they may need an accommodation based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 should contact me privately to discuss your specific needs. Discussions are confidential.**

### OSU Columbus Campus

**Student Life Disability Services collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life. For more information you can call at 614-292-3307, email at [ods@osu.edu](mailto:ods@osu.edu) or go to the website at <http://www.ods.ohio-state.edu>**

### OSU ATI Campus

**In addition to contacting the instructor, please contact Disability Services at 330-287-1258 in room 128 of Skou Hall to register for services and/or to coordinate reasonable accommodations you might need in your courses at Ohio State ATI.**

Go to <http://ati.osu.edu/currentstudents/studentsservices/disability-services> for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)
- Streaming audio and video
- Synchronous course tools

### Course Schedule (tentative)

Week	Readings	Topics	Assignment(s)	Due Date
1		Understanding Religion as Function and Purpose	Discussion Board Meet and Greet Women and Religion Video	
2	On the Sabbath	Judaism – Early History	The Story of the Jews Video Judaism Discussion/Reading 1	
3	Josephus on Hades	Judaism – Late History	Banned from the Bible 1 Video Judaism Discussion/Reading 2	
4	Sermon on the Mount	Christianity – Early History	The First Christians I Video Christianity Discussion/Reading 1	
5	The Cause of Evil	Christianity – Pilgrimage and Crusades	The First Christians II Video Christianity Discussion/Reading 2	



<b>6</b>	Martin Luther: The Three Walls of the Romanists	Christianity – Reformation and Beyond	A White Garment of Churches Video  Christianity Discussion/Reading 3	
<b>7</b>	John, Mary and Christ	Islam – Fundamental History	Inside Islam Video  Islam Discussion/Reading 1	
<b>8</b>			Exam 1  Jesus in India Video	
<b>9</b>	The Laws of Manu	Hinduism	Hinduism Video  Hinduism Discussion/Reading 1	
<b>10</b>	The Noble Truths	Buddhism	Seven Wonders of Buddhism  Video  Buddhism Discussion/Reading 1	
<b>11</b>	The Five Great Vows	Jainism and Sikhism	Sikh History Video  Jain Discussion/Reading 1	
<b>12</b>			Exam 2  Lost Temples of India Video	
<b>13</b>	Taoism, Shinto, and Confucianism	Tao, Confucius, and Shinto	Confucius Video  Shinto/Tao/Confucius Discussion/Reading 1	
<b>14</b>			Exam 3  Daoism Video  Research Projects Due	
<b>15</b>		Voodoo, Rastafari, and Scientology	Voodoo Secrets Video	
<b>Final Exam</b>			Final Exam	

			Field Report Due	
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## RS 2370

### INTRODUCTION TO COMPARATIVE RELIGION

Dr. Isaac Weiner  
Department of Comparative Studies  
433 Hagerty Hall

e-mail: [weiner.141@osu.edu](mailto:weiner.141@osu.edu)  
office hours: Th 10:30am-12:30pm, or by appointment

class meeting: T/Th 9:10-10:05am, Scott Lab E001, plus required recitation section  
GTAs: Seth Gaiters and Kate Kaura

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#### *Purpose and Outline*

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As a general introduction to the comparative study of religions, this course will introduce students both to a variety of religious traditions and some of the basic theories and methods for studying them. We will examine not only “mainstream” traditions such as Judaism, Christianity, Islam, Hinduism, and Buddhism, but also examples from popular culture, Native American traditions, and new religious movements such as the Church of Scientology. We will also consider a number of contemporary debates and thematic issues through which students will be introduced to basic theoretical tools for interpreting religious traditions from multiple perspectives. In addition to lectures, films, and in-class discussions, the class will include optional field trips to a variety of religious sites in central Ohio.

#### *General Education Expected Learning Outlines*

This course meets the following GE requirements:

##### ***Cultures and Ideas***

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

##### Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

##### ***Diversity: Global Studies***

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

##### Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, people and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

RS 2370 addresses these goals by offering opportunities (1) to interpret varied religious traditions in terms of their philosophical doctrines, ritual practices, and ethical teachings; (2) to analyze case studies related to particular communities from different regions of the world; and (3) to reflect on the challenges and opportunities inherent to living in a religiously pluralistic society. Questions relevant to assessing the achievement of these goals will be administered at the outset of the semester, at the end of the semester, and during regular exams.

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## READINGS

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*Required Texts*  
(available at SBX Bookstore)

Robert E. Van Voorst, *RELG: World* (Cengage); 3rd ed. is most recent, but any edition is fine

*Short readings On-line*

There will also be additional readings available on our Carmen site (carmen.osu.edu)

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## REQUIREMENTS AND EVALUATIONS

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Evaluations in this class will be based on three things:

1. **Attendance and participation (20% of final grade).** This means a) attendance to all classes except in the case of written excuse; b) completing the readings for each day; and c) participation in class discussions and recitations. Students are permitted to miss up to two lectures and one recitation section over the course of the semester. Additional absences will lower your final grade.
2. **Two Field Observation papers (4-5 pages),** one based on an interview with an individual religious practitioner and one based on a visit to and analysis of a religious community in the Columbus area (**30% of final grade**). You should select two different religious traditions to study for your papers, and they should both be significantly different from the one in which you were raised or with which you currently identify (i.e. if you're Catholic, try interviewing a Hindu friend or visiting a Zen Buddhist center). I will organize a few optional field trips throughout the semester, which may be used for these field observation papers. The first report is due by **September 23**. The second report is due by **November 18**. The interview and site visit papers may be submitted in either order. Please see separate handout for further details.
3. **Mid-Term and Final Exam (50% of final grade).** The mid-term exam, scheduled for **October 11**, will have two parts: 1) in-class short answer / identifications and 2) take-home essay. The final exam, scheduled for **December 9**, will be taken in-class, but will also include short answer and essay questions.
4. **Extra Credit option:** Students may attend an on-campus lecture about religion and write a 500-600 word report about what they learned. Papers should include *both* a summary of the lecture's key points **and** reflections on how the lecture related to themes of this course. A list of approved lectures for the purpose of this assignment will be distributed. *Any lectures not on this list must be approved in advance by the instructor.* Students may complete no more than two of these papers over the course of the semester, each worth up to three points.

Plus and minus grades will be given according to the following scale: A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C 70-72; D 60-69; E 0-59.

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## SYLLABUS

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### WEEK I. INTRODUCTION: What is a “religion”?

8-23    **Introductions**

8-25    **Debating what is and is not a “religion”**

Read: Oppenheimer, [“When Some Turn to Church, Others Go to CrossFit”](#) (on Carmen)  
Linker, [“Why can’t The New York Times’ religion columnist define religion?”](#) (Carmen)

### WEEK II. A CONTROVERSIAL TEST CASE

8-30    **A Controversial Case Study: The Church of Scientology**

Read: Urban, “The Church of Scientology: New Religions and Tax Exemption” (Carmen)

9-1    **Making Sense of Scientology: Critical and Respectful Approaches to Religion**

Read: Van Voorst, *RELG:World*, chapter 1, sections 1-1 through 1-5 (pp. 3-21)

### WEEK III. NATIVE AMERICAN TRADITIONS

9-6    **Native American Traditions: From the Ghost Dance to Peyote**

Read: Urban, “The Native American Church: Ancient Tradition in a Modern Legal Context” (Carmen)

9-8    **The Native American Church and the Peyote Controversy**

Read: Urban, “The Native American Church” (Carmen)

### WEEK IV. HINDU TRADITIONS, I

9-13    **The Origins of Hinduism; The Path of Knowledge**

Read: Van Voorst, *RELG:World*, chapter 3 (“Encountering Hinduism”)

9-15    **The Path of Action and Duty**

Guest Lecture: Hugh Urban, OSU Comparative Studies

### WEEK V. HINDU TRADITIONS, II

9-20    **The Path of Devotion**

Watch (in-class): *Puja*

9-22    **Hinduism in America today**

Read: Tweed, *Asian Religions in America* (excerpts) (Carmen)

\*\*\* Note: First Field Observation Paper Due on Carmen by 11:59 pm, Sep. 23\*\*\*

- WEEK VI. BUDDHIST TRADITIONS, I**
- 9-27 **The Buddhist Tradition:** the Life of the Buddha and early Buddhism  
**Read:** Van Voorst, *RELG:World*, chapter 5 (“Encountering Buddhism”)
- 9-29 **The Great Vehicle:** Mahayana Buddhism  
**Read:** Van Voorst, *RELG:World*, chapter 5
- WEEK VII. BUDDHIST TRADITIONS, II**
- 10-4 **The Thunderbolt Vehicle:** Tantric or Esoteric Buddhism  
**Guest lecture:** Melissa Curley, OSU Comparative Studies
- 10-6 **Buddhism in America today**  
**Read:** Tweed, *Asian Religions in America* (excerpts) (Carmen)
- WEEK VIII. MID-TERM; FALL BREAK**
- 10-11 **MID-TERM: in class portion: 55 minutes**  
**Take-home portion: due on Carmen by 11:59 pm October 12**
- 10-13 **FALL BREAK; no class**
- WEEK IX. JEWISH TRADITIONS, I**
- 10-18 **Jews, Scripture, and Tradition**  
**Read:** Van Voorst, *RELG:World*, chapter 10 (“Encountering Judaism”)
- 10-20 **Jewish Law: The Rabbinic Tradition**  
**Read:** Van Voorst, *RELG:World*, chapter 10
- WEEK X. JEWISH TRADITIONS, II; CHRISTIAN TRADITIONS, I**
- 10-25 **A Contemporary Debate: American Denominations and Same Sex Marriage**  
**Read:** CCAR, [“Reform Resolution on Same Gender Officiation”](#) (2000)  
JTA, [“Conservative Rabbinic group issues guidelines for same-sex wedding rituals”](#) (2012)  
OU, [“Orthodox Response to Same-Sex Marriage”](#) (2006)  
(all on Carmen)
- 10-27 **Christians and Jesus**  
**Read:** Van Voorst, *RELG:World*, chapter 11 (“Encountering Christianity”)
- WEEK XI. CHRISTIAN TRADITIONS, II**
- 11-1 **Varieties of Christianity**  
**Read:** Van Voorst, *RELG:World*, chapter 11

**11-3 A Contemporary Debate: Evolution, Creationism, and Intelligent Design**

**Read:** Hodge, *What is Darwinism?* (1874), pp. 141-145, 173-178 (Carmen)  
Harmon, "[A Teacher on the Front Line as Faith and Science Clash](#)"  
(Carmen)

**WEEK XII. ISLAMIC TRADITIONS, I**

**11-8 Islam: the life of the Prophet and early Islam**

**Read:** Van Voorst, *RELG:World*, chapter 12 ("Encountering Islam")

**11-10 Varieties of Islam**

**Read:** Van Voorst, *RELG:World*, chapter 12

**WEEK XIII: ISLAMIC TRADITIONS, II**

**11-15 Contemporary Debates: Gender and Jihad**

**Read:** Hashmi, "[Jihad](#)" (Carmen)  
Dickey, "[Bikinis? Burqinis? In Cannes They Test Your Swimsuit for 'Secularism'](#)" (Carmen)  
**Watch:** Hebah Ahmed, "[Muslim Explains Why She Wears the Veil](#)" (Carmen)

**11-17 Case Study: A Call to Prayer**

**Read:** A Call to Prayer case materials (Carmen)

\* \* \* \* \* *NOTE: Second Field Observation paper due by 11:59 pm, November 18* \* \* \* \* \*

**WEEK XIV: THANKSGIVING BREAK**

**11-22 NO CLASS**

**WEEK XV: CONCLUDING THEMES, I**

**11-29 Religious Tolerance and Intolerance**

**Watch** (before class): *Divided We Fall: Americans in the Aftermath*

**12-1 Religion in a Digital Age**

**Read:** Reklis, "[Give me that digital religion](#)" (Carmen)  
Averbach, "[Virtually Jewish](#)" (Carmen)  
Rosen, "[Is Google Replacing God?](#)" (Carmen)  
Stephens-Davidowitz, "[Googling for God](#)" (Carmen)

**WEEK XVI: CONCLUDING THEMES, II**

**12-6 The Rise of the Religious "Nones"**

**Read:** Green, "[American Religion: Complicated, Not Dead](#)" (Carmen)  
Hedstrom, "[Why Millennials are Leaving Religion but Embracing Spirituality](#)" (Carmen)  
Laderman, "[The Rise of Religious 'Nones'](#)" (Carmen)

**FINAL EXAM: FRIDAY DECEMBER 9, 8:00-9:45AM**

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## ADDITIONAL COURSE POLICIES

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### 1. Expectations and Student Conduct

This is an introductory course – I don't assume that you know anything about the academic study of religion or any particular religious tradition. I do require, however, that you **treat every student, concept, and tradition you encounter in this class with scholarly respect.** That does not mean that you have to agree with everything you encounter, of course, but as scholars of religion, we must be willing to challenge our assumptions and recognize our positions of privilege in order to better understand the rich and varied manifestations of religion throughout the contemporary world.

### 2. Preparing for Class

To get the most out of class time, you should complete the assigned readings before coming to class. Always bring copies of the assigned readings with you to class as we will often refer to specific passages during class discussions. Also bring a notebook and a pen/pencil for taking notes.

### 3. Late Policy/Extensions

In the event that you have to miss an exam or writing assignment deadline for any reason (personal, health-related, family-related, etc.), it is your responsibility to request an extension or makeup exam as soon as possible. You must make your request to your recitation section leader **by email on or before** the day of the deadline or test. Otherwise, late submissions will be penalized **5% per day**. It is also your responsibility to provide appropriate documentation (e.g. a doctor's note).

Papers will be due one week following the original due date. Makeup exams will be scheduled at the discretion of the instructor. Individuals will be granted only one extension during the semester, except in the event of medial emergency.

Your success in this class matters to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support, and advocacy. This service is free and confidential.

### 4. Laptops and Email

The evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades *even if you are not using such devices yourself*. I also find the presence of electronic devices distracting. For these reasons, I strongly encourage everyone to consider leaving them packed away. If you do wish to use your laptop in class, I ask you to sit in the back row. **However, cell phones and other electronic devices are never permitted in class.**

During the semester I make answering emails from students a priority. If you email me during the week, you should expect a reply within 24 hours. Similarly, email is the best way that I have to communicate with you outside of class. Even if email is not your usual mode of communication, please make sure that you check it every day in case I need to get in touch with you.

### 5. Recitation Sections and Grading

The GTAs lead the Friday recitation sections. Their aim is to (1) have a focused discussion of a particular text, practice, or theme; and (2) answer any questions about material covered in readings and lectures. Recitation sections may vary slightly in terms of emphasis or approach. *Please make sure that you attend the recitation section for which you are enrolled.*

Also note that the GTAs are responsible for the grading of papers and exams. Dr. Weiner supervises that process but is not directly involved in it. Therefore, for questions related to class assignments, it is usually a good idea to contact your GTA first, though you are always welcome to contact Dr. Weiner as well. Dr. Weiner and the GTAs all hold regular office hours and are also available by appointment.



## **6. Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see Code of Student Conduct:

<http://studentlife.osu.edu/csc/>

## **7. Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave; telephone 292-0901; <http://www.ods.ohio-state.edu/>.

## APPENDIX: RELIGIOUS GROUPS IN THE COLUMBUS AREA

For most of these groups, you should call in advance to find out the schedule of services/ events and to let them know you are coming. You should also ask about proper dress and etiquette. It may feel uncomfortable to visit a religious community that is not your own, but these communities are all very welcoming and used to having students visit them. If you would like to visit a religious group that is not on this list, please ask your professor or TA for suggestions.

Bharatiya Hindu Temple  
3671 Hyatts Rd.  
Powell, OH  
740-369-0717

Church of Scientology  
30 N. High St.  
Columbus, OH 43215  
221-5024

Krishna House  
379 W. 8th Ave  
Columbus, OH  
421-1661

Yellow Springs Dharma Center  
502 Livermore St.  
Yellow Springs, OH  
937-767-9919

Karme Thegsum Choling  
Tibetan Meditation Center  
231 S. Grubb St.  
228-6546

Jain Center of Central Ohio  
2770 Sawbury Rd  
Columbus, OH 43225  
<http://www.jcoco.org/>

Zen Columbus Sangha  
Meditation sessions at First Unitarian  
Universalist Church  
93 W. Weisheimer  
Columbus, OH 43214

Islamic Center  
1428 E. Broad St.  
Columbus, OH 43201  
253-3251

Baha'i Faith  
1993 Sunbury Road  
337-9990

Noor Islamic Cultural Center  
5001 Wilcox Rd  
Dublin, OH 43016  
527-7777

The Annunciation Greek Orthodox Cathedral  
55 N. High St.  
Columbus, OH 43215  
224-9020

Hillel Foundation  
46 E. 16<sup>th</sup> Ave  
294-4797

Guru Nanak Religious Society  
3745 Business Park Road  
Columbus, OH 43204

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Religious Studies 2370

**Instructor:** Eric Williams

**Summary:** Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> <li>• Online lectures</li> <li>• Weekly discussion board posts</li> <li>• Weekly readings and analysis</li> <li>• Weekly writing assignments</li> <li>• Video clips and analysis</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials in the following ways to promote active learning. <ul style="list-style-type: none"> <li>• Discussion board posts and responses</li> <li>• Weekly readings and analysis</li> <li>• Weekly topic based quizzes</li> <li>• Group project</li> <li>• Field reports</li> <li>• Video reviews</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable. <ul style="list-style-type: none"> <li>• Carmen LMS and the tools offered within the LMS</li> <li>• Carmen Connect</li> </ul>
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current. It can easily be accessed with an internet connection and web browser. <ul style="list-style-type: none"> <li>• Carmen LMS</li> <li>• Carmen Connect</li> </ul>

				Recommend that the URL for the Carmen Connect virtual meeting room being used for online office hours be listed in the Office Hours section of the syllabus.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			There are no external tools being used for this course.
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			The instructions for technical support are listed in the course technology section of the syllabus for Carmen and Carmen Connect.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. <a href="http://www.ods.ohio-state.edu">http://www.ods.ohio-state.edu</a>  Recommend that the text for the accessibility statement be in BOLD 16pt font.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. <a href="http://artsandsciences.osu.edu/academics/current-students">http://artsandsciences.osu.edu/academics/current-students</a>
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>  Recommend that this link be included in the "Other Course Policies" section of the syllabus.
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Carmen and the OSU core common tool set used in this course meets the universities policies for accessibility.

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use Carmen and the OSU core common tool set at Ohio State facilitate ease of use with embedded multimedia.

**Reviewer Information**

- Date Reviewed: 9/20/2016
- Reviewed By: Mike Kaylor

## CompStds 2370 World Religions Assessment Questions

There was a request to provide examples of questions which will be utilized in the online CompStds 2370 World Religions course currently in development. Included here are samples of the Sample Discussion Board Questions, Video Reaction Paragraphs and a Unit Exam Question.

### **Discussion Board Question -- Readings**

Please visit the link above. This is part One of Eight short verses on the meaning, definition, requirements, and importance of the Sabbath for Hebrews. Please note the links for each subsequent chapter is located at the very bottom of the page you will be reading in the link above. Therefore, at the bottom of Chapter 1 will be a link for Chapter 2 and so on.

After reading through the eight selections, answer the following questions:

- 1) What is the Sabbath and why is it important?
- 2) Name several requirements outlined for the Sabbath and explain why you think these are necessary?
- 3) What are the restrictions on cooking?
- 4) What is one to do with their animals?
- 5) What, if any, requirements are there for men and women and how do these requirements vary based on gender?

Have these answered in full, declarative paragraphs. They can either be typed responses or file attachments. Please abide by the stated due date in your course calendar.

### **Video Reaction Paragraphs**

Watch the following program. Afterwards, write a six-sentence (100 words+) review of what you just watched. The six sentences are defined as follows:

Sentences 1 and 2 -- Define the main objective of the film.

Sentences 3 and 4 -- What does the video seek to prove or debate?

Sentences 5 and 6 -- Your summary evaluation of the full film, answering whether sentences 3 and 4 above actually impacted you.

**Exam Question**

Question 6 (1 pt)

This sect of Judaism was founded by Mordecai Kaplan in the 1800's

\_\_\_\_\_ Orthodox

\_\_\_\_\_ Conservative

\_\_\_\_\_ Reform

\_\_\_\_\_ Reconstruction

## Comparative Studies 2370 Individual Field Exercise

<b>A: General Content of Essay</b>	<b>B Organization and Structure of the Essay</b>	<b>C: Grammar and Mechanics of the Essay</b>	<b>D: Field Research Assessment</b>
<p>1</p> <p>Little understanding or discussion of the services attended. Little or no attempt to discuss preaching or prayer styles or themes, overview of gender and age of attendees, formality of the services, audience participation and musical motifs.</p>	<p>1</p> <p>Essay clearly lacks a sensible, comparative organizational structure. Ideas, observations, and topics are disjointed. Ideas and observations are not tied together with clear transitions.</p>	<p>1</p> <p>Numerous grammatical, punctual and mechanical errors. Work is largely cumbersome or unreadable due to the volume of textual errors.</p>	<p>1</p> <p>Essay indicates little to no actual field research was done. Essay is deficient in concrete descriptions and comparisons.</p>
<p>2</p> <p>Some understanding or discussion of the services attended. Little or no attempt to discuss preaching or prayer styles or themes, overview of gender and age of attendees, formality of the services, audience participation and musical motifs.</p>	<p>2</p> <p>Essay shows limited sensible, comparative organizational structure. Ideas, observations, and topics are disjointed. Ideas and observations are loosely tied together with clear transitions.</p>	<p>2</p> <p>Several major grammatical, punctual and mechanical errors. Work is cumbersome due to the volume of textual errors.</p>	<p>2</p> <p>Essay indicates that little field research was done. Students demonstrate an attendance of services but with little concrete description or comparisons.</p>
<p>3</p> <p>Generally appropriate understanding or discussion of the services attended.</p>	<p>3</p> <p>Essay demonstrates adequate sensible, comparative organizational structure. Ideas,</p>	<p>3</p> <p>Modest or manageable grammatical, punctual and mechanical errors.</p>	<p>3</p> <p>Essay indicates that field research was done. Students demonstrate an</p>



<p>Little or no attempt to discuss preaching or prayer styles or themes, overview of gender and age of attendees, formality of the services, audience participation and musical motifs.</p>	<p>observations, and topics function together but with organizational limitations. Ideas and observations are tied together with clear transitions.</p>	<p>Error types and consistency distract from the overall essay but do not hinder the content.</p>	<p>attendance of services but with concrete description or comparisons, but lack commentary on the experience.</p>
<p>4</p> <p>Clearly defined understanding or discussion of the services attended. Little or no attempt to discuss preaching or prayer styles or themes, overview of gender and age of attendees, formality of the services, audience participation and musical motifs.</p>	<p>4</p> <p>Essay demonstrates good sensible, comparative organizational structure. Ideas, observations and topics blend into one another with few limitations. Ideas and observations are tied together with clear transitions.</p>	<p>4</p> <p>Few grammatical, punctual and mechanical errors which could be corrected through careful proofreading and editing.</p>	<p>4</p> <p>Essay indicates that extensive field research was done through notes, quotes, and depth of material description. Students demonstrate an immersion into the services with concrete description or comparisons.</p>
<p>5</p> <p>Clearly defined and deconstructed understanding or discussion of the services attended. Little or no attempt to discuss preaching or prayer styles or themes, overview of gender and age of attendees, formality of the services, audience participation and musical motifs.</p>	<p>5</p> <p>Essay demonstrates excellent sensible, comparative organizational structure. Ideas, observations and topics blend into one another seamlessly. Ideas and observations are tied together with clear transitions and show clear understanding of how they are or are not related.</p>	<p>5</p> <p>No grammatical, punctual and mechanical errors. Work is exceptional.</p>	<p>5</p> <p>Essay indicates that extensive field research was done through notes, quotes, and depth of material description. Students demonstrate an immersion into the services with additional commentary, observation, and extrapolation on the value of the experience.</p>



CompStds 2301

Examples of Student Self Evaluation of Comprehension

\* adapted from OSU course ESTEC 7278 (Dr. Correia)

### **Course Content**

1. I have a good understanding of the dominant religious themes and subjects which have served to define and shape the world today. (strongly agree.....strongly disagree).
2. I understand and can identify the fundamental similarities and differences between Judaism, Christianity, and Islam. (strongly agree.....strongly disagree).
3. I understand and can identify the fundamental similarities and differences between Hinduism, Jainism, and Buddhism. (strongly agree.....strongly disagree).
4. I am able to explain various religious movements through history and can to contextualize their values and beliefs within a 21<sup>st</sup> Century global framework (strongly agree.....strongly disagree).
5. I know and understand the various contributions to religions and religious communities made by influential scholars and theorists through history (strongly agree.....strongly disagree).
6. I can read and analyze various primary sources which examine, define, or critique religious history, figures, or identity (strongly agree.....strongly disagree).
7. I can identify how religious identity influences political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S. (strongly agree.....strongly disagree)
8. ....more statements related to course content

### **Course Design and Delivery**

1. Comment on the most valuable aspects of the course so far. (What you liked the best, which assignments were helpful, etc.)
2. Comment on problem areas within the course so far. Suggest ways in which the course may be improved.
3. What do you think you could have done so far (if anything) to get more out of this course?
4. Constructive feedback is provided on an individual basis. (Strongly agree.....strongly disagree)
5. The instructor is enthusiastic about teaching this course. (Strongly agree.....strongly disagree)
6. The instructor explains clearly what they expect from me. ((Strongly agree.....strongly disagree)
7. The instructor has a high teaching presence in the course. (Strongly agree.....strongly disagree)
8. The instructor treats students with respect. (Strongly agree.....strongly disagree)
9. The instructor encourages my participation as an individual. (Strongly agree.....strongly disagree)
10. The instructor encourages critical thinking. (Strongly agree.....strongly disagree)

11. Students are informed about criteria that are used to evaluate their participation in online discussions and activities. (Strongly agree.....strongly disagree)
12. The assigned readings/videos are relevant and appropriate to the course goals. (Strongly agree.....strongly disagree)
13. Course learning objectives are clearly articulated. (Strongly agree.....strongly disagree)
14. Students are informed about criteria that are used to evaluate their projects. (Strongly agree.....strongly disagree)
15. I will recommend this course to my peers. (Strongly agree.....strongly disagree)

## Religious Studies 2370 Assessment Plan

Cultures and Ideas GE Learning Objectives	Direct Methods	Indirect Methods	Level of Student Achievement expected for the GE ELO	Review Process to examine data and improve learning
<p>1. Students analyze and interpret major forms of human thought, culture, and expression</p>	<p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion board questions based on various films.</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective</p>	<p>SEI feedback</p> <p>Students will be required to comment on each other's threaded discussions to facilitate communication and understanding based on discussion board assignments.</p>	<p>Students are expected to achieve 100% participation and completion of written assignments and discussion board questions.</p> <p>80% of students are expected to show competency on written assignments by scoring 3 points or greater on a 5 point scale for each of the subscores on the appropriate rubric.</p>	<p>Student learning relative to the learning objectives will be evaluated based on formal SEI feedback and informal surveys, as well as student attainment of expected performance criteria.</p> <p>All assessment data will be reviewed by the instructor(s) and academic advisory personnel; changes will be made to the course if data suggest any learning objectives are not being adequately addressed, and adjustments to course content and assignments will be considered based on student feedback.</p>
<p>2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p>Embedded short answer examination questions</p> <p>Regular in-class short writing assignments associated with lectures based around primary source readings.</p> <p>Visit to and written report for the required field assignment.</p>	<p>Students will be required to comment on each other's threaded discussions to facilitate communication and understanding based on discussion board assignments.</p>	<p>Students are expected to achieve 100% participation on exams. 80% of students are expected to score 75% or greater on examinations.</p> <p>80% of students are expected to show competency on written assignments by scoring 3 points or greater on a 5 point scale for each of the</p>	<p>Student learning relative to the learning objectives will be evaluated based on formal SEI feedback and informal surveys, as well as student attainment of expected performance criteria.</p> <p>All assessment data will be reviewed by the instructor(s) and academic advisory personnel; changes will be made to the course if data suggest any learning objectives are not being adequately addressed, and adjustments to course content and assignments will be considered based on student feedback.</p>

			<p>subscores on the appropriate rubric.</p> <p>For the field assignment, 100% of students will visit two locations to satisfy the field assignment parameters.</p>
<b>Diversity GEC Learning Objectives – Global Studies</b>	<b>Direct Methods</b>	<b>Indirect Methods</b>	<b>Level of Student Achievement expected for the GE ELO</b>
<p>1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.</p>	<p>Embedded short answer examination questions.</p> <p>One capstone research project on a non-western religion.</p> <p>Participation in guided discussion board questions based on films and primary readings.</p>	<p>No indirect methods will be utilized for this goal.</p>	<p>Students are expected to achieve 100% participation on exams. 80% of students are expected to score 75% or greater on examinations.</p> <p>Students are expected to achieve 100% participation and completion of writing assignments, the capstone research project and the field assignment.</p> <p>80% of students are expected to show competency on written assignments by scoring 3 points or greater on a 5 point scale for each of the subscores on the</p>

			appropriate rubric.	
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens	Regular in-class short writing assignments associated with lectures  Participation in guided discussions and first-hand experience gained via the required field assignment.  Completion of the non-western religion capstone project.	No indirect methods will be utilized for this goal.	Students are expected to achieve 100% participation and completion of writing assignments, the capstone research project and the field assignment.  80% of students are expected to show competency on written assignments by scoring 3 points or greater on a 5 point scale for each of the subscores on the appropriate rubric.	

**Written Assignments:** A specific rubric will be used in grading each assignment, applicable to the type of writing assignment (discussion board, field assignment, capstone research essay) as well as the overarching learning objectives related to the Writing and Related Skills GE Learning Objectives. Competency is defined as achieving a minimum of 3 (out of 5) available points in each category.

**Capstone and Field Assignments:** Students will utilize the campus e-tutoring service to have their assignments reviewed before they are due. Students will utilize e-tutoring and instructor review to revise the draft prior to submission of the final version; competency is measured on grammar and mechanics of writing, clarity of content, critical use of primary sources, demonstration of critical thinking, and real world application of concepts. These will be measured on a Likert scale with values ranging from 0 (no mastery) to 5 (mastery) and will be articulated through an assignment rubric.

**In-class short writing assignments:** Students respond to a prompt provided with each week to gauge knowledge acquisition, understanding of content and ability to integrate concepts from the material covered including lecture, films, and primary readings; competency is defined by quality of response to the prompt as evaluated by the instructor (including breadth and depth of the response, relevance to topic, reaction and comment to other student responses, respectful dialogue). Students receive general feedback through the use of SpeedGrader on Carmen.

**Examinations:** Exam questions are designed as direct measures of student achievement of competency in the Cultures and Ideas and/or Diversity: Global Studies Learning Objectives. Students will respond to questions which assess an understanding of human thought and cultural identity through religious identification or participation; or demonstrate their ability to comprehend and discuss how religious ideologies, practices and norms fall within the purview of one's social or philosophical identity not tethered to practices or beliefs typical to the United States. In addition, exam questions require a short answer response with opportunity (time and space) to revise the response in the course of the examination period; provide this opportunity for students to demonstrate skills related to the Writing and Related Skills GE Learning Objectives.

**Weekly Discussions:** Students are provided primary readings and film-based discussion prompts for analysis and peer-based discussion. Competency is evaluated by the instructor, and includes criteria related to student participation (100% participation of student in discussion at least once per week), respect provided to classmates with differing opinions (all students provide respectful responses), and use of course concepts in analysis and discussion articulated through writing assignments.

**RelStds 2370 Learning Evaluation and Feedback:** Students will be asked to complete various surveys and feedback questions related to course content and assignments. Student feedback in an online course setting is critical to the success of the course and to better craft a dynamic learning experience for students from year to year. Student SEI's will also be weighed heavily in determination of course content and judgment of the viability and success of various projects assigned.

All assessment data will be reviewed by the instructors as well as the department coordinator, Division Chair (if necessary) and other academic advisory personnel; changes will be made to the course if data suggest any learning objectives are not being adequately addressed.



## Online Discussion Board Rubric

Score	Knowledge	Understanding	Writing skills	Application/Analysis	Peer responsiveness
5	Comprehensive, in-depth and wide ranging	Outstanding ability to grasp concepts and them to course content	Excellent mechanics, sentence structure, and organization	Grasps inner relationship of concepts, Excellent use of a wide range of supporting material	Demonstrates an exceptional ability to analyze and synthesize student work, asks meaningful extending questions
4	Up to date and relevant	High level of ability to conceptualize essential ideas and relate them to course content	Significant mechanics, structure and organization	Demonstrates the ability to analyze and synthesize, independent analysis, good use of a range of supportive material	Demonstrates good ability to analyze other student work, and ask meaningful extending questions
3	Relevant but not comprehensive	Some ability to conceptualize essential ideas and relate them to course content	Some grammatical lapses, uses emotional response in lieu of relevant points	Informed commentary with some evidence of genuine analysis; some supportive materials used	Some ability to meaningfully comment on other student work and ask bridging questions
2	Limited superficial knowledge/response	Limited ability to draw out concepts and relate them to course content	Poor grammar, weak communication	Some observations, some supportive evidence used	Lack of ability to comment on other students work and ask meaningful questions
1	Little relevance/some accuracy	Minimal awareness that external concepts exist	Lack of clarity, poor presentation of thinking	Lacks evidence of critical analysis, poor use of supportive evidence	Demonstrates poor ability to comment on other student work, asks no meaningful questions