

RS 301 Comparative Religion  
**DONNELLY COLLEGE**  
Spring, 2018  
Thursdays 6:00-8:40 pm  
3 Credits

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**INSTRUCTOR INFORMATION:**

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**COURSE DESCRIPTION:**

This is a comparative study of the five major religious systems within a contemporary as well as historical framework. An inquiry into the diverse practices and beliefs of Hinduism, Buddhism, Judaism, Christianity and Islam will give students a better understanding of the global society in which they live and work.

**PREREQUISITES:**

Junior standing or above

**REQUIRED TEXTBOOK & SUPPLIES:**

*World Religions in Dialogue: A Comparative Theological Approach* by Pim Valkenberg. Anselm Academic, 2017.

Handouts

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Bachelor of Arts in Organizational Leadership degree, students will demonstrate:

1. A scholarly approach to oral and written communication.
2. The capacity to differentiate and critique leadership theory and behavior as it applies to groups and organizations.
3. The aptitude to analyze qualitative and quantitative data to make informed decisions.
4. The ability to engage in self-evaluation in order to create an effective personal leadership approach.
5. The capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities.
6. An understanding of their leadership style and application of that style to various situations.
7. Service leadership to others by developing a service-leadership plan that integrates theory and practice.

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Bachelor of Science in Information Systems degree, students will demonstrate:

1. An ability to communicate effectively on multidisciplinary teams with a wide range of people.
2. An ability to use the techniques, skills, and modern computing tools necessary for technological practice.
3. The aptitude to analyze qualitative and quantitative data to make informed decisions.
4. An ability to ethically design a system, component, or process to meet desired needs within realistic constraints.
5. The capacity to function effectively on teams that understand the impact technology has in a local, national, and global context.
6. Recognition of the need for, and willingness to engage in life-long learning through a continuous investigation of contemporary issues.
7. The capacity to make informed decisions in computing practice based on an understanding of professional, legal, and ethical responsibilities.

**STUDENT LEARNING OUTCOMES:**

1. Students will have the ability to comprehend and discuss significant passages from the scriptures of various religious systems.
2. Students will have the ability to identify customs and traditions of the religious systems and trace their historical developments.
3. Students will have the ability to articulate the salient theological and/or philosophical features of each religious system.

<b>Donnelly College Learning Outcomes</b>	<b>Program Learning Outcomes BS-IS</b>	<b>Program Learning Outcomes BA-OL</b>	<b>Student Learning Outcomes<sup>2</sup></b>	<b>Application and Assessment<sup>3</sup></b>
Students will communicate effectively in writing and speaking.	The student will demonstrate an ability to communicate effectively on multidisciplinary teams with a wide range of people.	The student will demonstrate a scholarly approach to oral and written communications.	Students will have the ability to identify customs and traditions of the religious systems and trace their historical developments.	Students will compose a major paper articulating their knowledge of customs and traditions as well as the historical developments. (discussion rubric)
Students will demonstrate proficiency in information literacy skills.	An ability to use the techniques, skills, and modern computing tools necessary for technological practice.	The student will demonstrate the capacity to differentiate and critique leadership theory and behavior as it applies to groups and organizations.		
Students will demonstrate competency in qualitative and quantitative problem solving.	The aptitude to analyze qualitative and quantitative data to make informed decisions.	The student will demonstrate the aptitude to analyze qualitative and quantitative data to make informed decisions.		
Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health, safety, and sustainability.	The student will demonstrate the ability to engage in self-evaluation in order to create an effective personal leadership approach.		
Students will develop an understanding across cultural differences locally, nationally, and internationally.	The capacity to function effectively on teams that understand the impact technology has in a global, economic, environmental, and societal context.	The student will demonstrate the capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities.		
Students will engage independently and effectively in lifelong learning.	A recognition of the need for, and an ability to engage in life-long learning through a continuous investigation of contemporary issues.	The student will demonstrate an understanding of their leadership style and application of that style to various situations.		
Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.	The capacity to make informed decisions in computing practice based on an understanding of professional, legal, and ethical responsibilities.	The student will demonstrate service leadership to others by developing a service-leadership plan that integrates theory and practice.	Students will have the ability to comprehend and discuss significant passages from the scriptures of various religious systems. Students will have the ability to articulate the salient theological and/or philosophical features of each religious system.	Students will compose essays that are devoid of plagiarism and indicate moral issues pertinent to each religious system.

### **COURSE REQUIREMENTS AND GRADING POLICY:**

**Take-home tests\*                    200 points**

**Midterm Exam                        200 points**

**One Major Paper**

**300 points**

	<b>10</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b><u>PAPER MECHANICS:</u></b> Name __ subject __ date __ double-spaced __ 1 inch margins __ New Times Roman __ 12 font __ Indentations __ stapled __	Paper demonstrates all correct mechanics.	Paper has only 1 or 2 omissions or errors	Paper has 3-4 omissions or errors.	Paper has 5-6 omissions or errors.	Paper has more than 6 errors.	___/10
<b><u>PUNCTUATION, CAPITALIZATION, SPELLING:</u></b> Commas __ Periods __ Apostrophes __ Question marks __ Colons __ Semi-colons __ Proper nouns __ Common nouns __ Spelling __ Homonyms __	Paper demonstrates perfect punctuation, spelling and capitalization.	Paper demonstrates 1-3 errors.	Paper has 4-6 errors.	Paper has 7-8 errors.	Paper has more than 8 errors.	___/10
	<b>20</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>0</b>	
<b><u>GRAMMATICAL CONVENTIONS:</u></b> Subject-verb agreement __ stays in one verb tense __ no fragments __ no comma splices __ no run-ons __ pronoun agreement __ pronoun reference	Paper demonstrates perfect grammatical conventions.	Paper demonstrates substantial knowledge of college writing with less than 5 errors.	Paper shows adequate knowledge of college writing with 5-7 errors.	Paper indicates less than adequate college level writing with 8-10 errors.	Paper indicates careless writing and inadequate preparation with more than 10 errors.	___20
	<b>50</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>0</b>	
<b><u>FOCUS, CLARITY, ORGANIZATION:</u></b> Title __ Thesis statement __ Introduction __ Body __ Conclusion __ Readability __ Examples or Evidence __ eight to ten pages to twelve __	Paper is clearly focused with a thesis statement. It has excellent organization and clarity. Exceptional writing.	Paper is clearly focused with a good thesis statement and organization. Good writing ability.	Paper is somewhat focused. There is a thesis statement, but lack of support or evidence.	Paper lacks focus. Writing is difficult to follow. Lacks structure and detail.	Paper is less than ten pages	___/50
<b><u>SOURCES AND USE OF CITATIONS</u></b>	Excellent use of at least five credible sources and citations are used correctly.	Proficient use of sources. One or two errors in citations.	Average use of citations with three to five errors.	Developing use of citations with more than five errors.	No bibliography or use of citations.	___/50
	<b>100</b>	<b>90</b>	<b>80</b>	<b>70</b>	<b>60</b>	
<b><u>INFORMATION OF THE RELIGION: :</u></b> History, founder, description place of worship, type of worship, customs, dogmatic beliefs or theology	All information is correct, detailed and good description of all facets of the belief system.	Ninety per cent of the information in the paper is correct	Most information is correct, but some details are lacking.	Most information is correct, but many important details are lacking.	The paper lacks detail and indicates much inaccuracy	___/100
	<b>60</b>	<b>0</b>				
<b><u>INTERVIEW OF CLERGY PERSON:</u></b> One clergy person from the religion researched is interviewed and cited in the paper.	One clergy person is interviewed and cited in the paper.	No clergy person has been interviewed for this paper.				___/60
					<b>TOTAL</b>	___/300

**Final Exam****300 points**

\*There will be take-home test assigned after each class that will cover the assigned reading material for the class. Each take-home test will contain 1-20 questions. The questions will be multiple choice, true/false, fill-in the blank, or short (one sentence) answers.

**GRADING SCALE:**

Example: Grades will be assigned according to the following scale.

A: 90%-100%	900-1000
B: 80%-89%	800-899
C: 70%-79%	700-799
D: 60%-69%	600-699
F: Below 60%	below 600

**ACADEMIC INTEGRITY:** "...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed."

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one's original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a

disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

### TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

Class Meeting	Topic	Assignments
<i>Jan 18</i>	Introduction to course; Religion; Christianity-its foundation and early history	Read the Introduction 1-14; Chapter 1: 17-31
<i>Jan 25</i>	Christian doctrine; The Trinity; Jesus-True God and True Man; Christian way of Life; the Church	Read chapter 2: 32-46
<i>Feb. 1</i>	The Christian Canon; Salvation from Christ	Read chapter 3: 47-62 Read chapter 4: 63-71 Research topic for paper
<i>Feb 8</i>	Judaism-Distinctive Features	Read chapter 5: 77-90 Research topic for paper
<i>Feb. 15</i>	Judaeo-Christian Relationships from ancient times to the present	Read chapter 6: 90-107 Prepare Outline for paper
<i>Feb. 22</i>	Outline for Paper is due Jewish texts and commentaries	Read chapter 7: 108-126
<i>Mar. 1</i>	What Christianity received from Judaism	Read chapter 8: 127-135 Study for the Midterm Exam
<i>Mar. 8</i>	Midterm Exam Islam: Founding and Beliefs	Read chapter 9: 139-152 Read chapter 10: 153-162 Begin writing rough draft of paper
<i>Mar. 12-17</i>	SPRING BREAK	
<i>Mar. 22</i>	Islamic Texts and Commentary	Read chapter 11: 153-176 Read chapter 12 177-189 Write first draft of paper
<i>Mar. 29</i>	First draft of Paper is due Christian-Muslim Dialogue	Read chapter 13: 193-205
<i>April 5</i>	Hinduism: Systems and Beliefs	Read chapter 14: 206-235 Work on Final draft of paper
<i>April 12</i>	Hinduism: Texts and Commentary	Read chapter 15: 217-235 Read chapter 16: 236-246 Work on Final draft of paper
<i>April 19</i>	Final draft of paper is due Buddhism: Types and beliefs	Read chapter 17: 251-261 Read chapter 18: 262-278
<i>April 26</i>	Buddhism: Texts and Commentary	Read chapter 19: 279-305 Study for Final exam
<i>May 3</i>	Final Exam	

