



Online Course Syllabus

ICS 330OL World Religions – Online
3 Units

May 19 – July 6, 2014

Professor Mikel Del Rosario
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Faculty Availability

I currently live in Dallas, Texas. During the week, students may contact me between the hours of 7 a.m. and 7 p.m. (PST).¹ If you require assistance during the week, please send me a message via e-mail.

For the fastest response, please send e-mail to my WJU account and CC my personal Gmail account as well. I usually respond to e-mail messages within a few hours.

If you need immediate assistance, please call my cell phone (No text messages please). If you are unable to reach me via phone, I may be in class or in a meeting. Please leave a message and I will get back with you as soon as I can.

Course Description

This course is a study of world religions including Judaism, Islam, Hinduism, Buddhism and Traditional Religions. Discussions include the exclusivity of Christianity in a pluralistic society and strategic opportunities for apologetic and evangelistic engagement with adherents of other religions. Efforts are made to discover bridges of approach for sharing the uniqueness of Christ.

Course Objectives

Upon satisfactory completion of this course, you will be able to:

1. Identify key distinctives of world religions and their underlying worldview assumptions.
2. Contrast the teachings of world religions with the Christian worldview.
3. Critically analyze world religions in an effort to identify points of contact for the communication of the Christian message and create contextualized communication strategies.
4. Develop attitudes towards world religions and their adherents that are consistent with the Christian faith.

¹ Note: Texas is 2 hours ahead of California. This is 9:00 AM to 9:00 PM (CST).

Course Materials

Required Text(s)

Corduan, Winfried. *Neighboring Faiths: A Christian Introduction to World Religions*. 02 ed. Downers Grove, IL: IVP Academic, 2012.

Hazen, Craig J. *Five Sacred Crossings: A Novel*. La Mirada, CA: Contend Publishing Group, 2012.

Kopman, Robert. *30 Minute Seder: The Haggadah that Blends Brevity with Tradition*. Bklt ed. 30 Minute Seder, LLC, 2007.

Recommended (but not required) Additional Reading

Hexham, Irving. *Understanding World Religions: An Interdisciplinary Approach*. Grand Rapids: Zondervan, 2011.

Maharaj, Rabi R., and Dave Hunt. *Death of a Guru: A Remarkable True Story of One Man's Search for Truth*. Harvest House Publishers, 1984.

McDermott, Gerald. *World Religions: An Indispensible Introduction*. Nashville: Thomas Nelson, 2011.

Yamamoto, J. Isamu. *Buddhism*. Grand Rapids: Zondervan, 1998.

Yamamoto, J. Isamu. *Hinduism, Tm and Hare Krishna*. Grand Rapids: Zondervan, 1998.

Yousef, Mosab Hassan. *Son of Hamas: A Gripping Account of Terror, Betrayal, Political Intrigue, and Unthinkable Choices*. Reprint ed. Tyndale Momentum, 2011.

Class Policies

Readings and Lectures

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Participation

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute at least four days per week, making a minimum of 6-8 substantive comments for full points.

See the Online Discussion Guidelines for more details.

Written Work

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the [Bedford St. Martin's](#) and [Purdue OWL](#) websites.

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle.

Late assignments

Students should expect any late assignment (including quizzes, projects, papers and exams) to earn a score of zero percent if it is submitted after 11:59 PM (PST) on the day the assignment is due. Any exception to the late assignment policy will be handled on a case-by-case basis at the professor's sole discretion and may include grade penalties. Work may not be submitted more than a week late.

No assignments will be accepted for credit after the last day of the course.

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

Feedback and Grades

You can expect to receive written feedback and grades on each uploaded weekly assignment via Moodle within five days of the due date for submission.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.

- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than that particular student.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course. While this can be considered your own original work, it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Online Discussion Guidelines

You should check in regularly and contribute at least four days per week, making a minimum of 6-8 substantive comments per week.

Dialogue etiquette requires that posts be no longer than 125 words. The focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students.

Each week, you will receive 10 points per day that you interact thoughtfully and meaningfully in the online discussion, up to a maximum of 40 points per week.

The following factors will also be considered:

Promptness and Initiative

Consistently responds to postings and demonstrates excellent self-initiative. Initial posts are made early in cycle, enabling good interaction and achieving critical thinking.

Relevance of Post

Consistently posts topics related to discussion content. Always appropriate length and contributing insight to the topic.

Expression within Post

Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Demonstrates an ability to understand and respect alternative views.

Contribution to the Learning Community:

Frequently attempts to motivate group discussion; presents creative approaches to topic.

Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

- A** = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.
- B** = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.
- C** = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.
- D** = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.
- F** = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

Final Grade Calculation:

Discussion Questions	15%
Book Report	10%
Jihad Paper	15%
Quizzes	20%
Visitation Project	20%
Final Exam	20%
TOTAL:	100%

Course Structure

The course covers seven weeks. Each week begins at 12:01 AM on Monday and ends at 11:59 PM on Sunday night. Unless otherwise specified, assignments for each week are due on Sunday nights by 11:59PM.

Technical Requirements

Technology Requirements for WJU Online Courses

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows XP, Vista, and Windows 7
- Mac OS X is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (NOTE: This software is available to students at deeply discounted pricing through [Microsoft](#) or [JourneyEd.com](#).)

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your WJU student email account through Discovery.

Supported Browsers

You should keep your browser up to date for the best experience. If you have trouble with a particular browser, please try another. Firefox and Chrome generally work best.

- [Google Chrome](#)
- [Mozilla Firefox](#)

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- [Adobe Flash Player](#)
- [Adobe Acrobat Reader](#)
- [Apple QuickTime Player](#)
- [Java SE 6 or higher](#)

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

A backup HelpDesk (which is not 24/7) is through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Outline

Week 1: May 19 – May 25, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>1. The Nature and Origin of Religion 2. Judaism</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Identify 7 Characteristics of Religion Explain the concept of a worldview Distinguish between various forms of Judaism Contrast Jewish and Christian views of the Passover Seder Discuss spiritual things with Jewish person. 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> All of the materials in the introductory section: Professor's Welcome, Important Course Documents, Syllabus The 30 Minute Seder Neighboring Faiths, Ch. 1-2 Five Sacred Crossings, Ch. 1-5 <p>Scan</p> <ul style="list-style-type: none"> The Big Religion Chart 		8 hours
Video Resources (in Course Materials Folders)	<p>View</p> <ul style="list-style-type: none"> Introduction to Week 1 Judaism 1 Judaism 2 		1.5 hours
Additional Materials (in Course Materials Folder)	<p>Review</p> <ul style="list-style-type: none"> King Without a Crown - Matisyahu Leap of Faith - CBS What is on the Seder Plate? (Rachael's Centre) Passover Meal (Messianic Jewish Bible Institute) Christ in the Passover (Jews for Jesus) The Historical Adam in the Old Testament and Early Judaism (DTS) The Historical Adam in the New Testament (DTS) 		5 hours
Discussion	<p>Discuss:</p> <ul style="list-style-type: none"> Introductions: Tell us all a bit about yourself DQ1: Compare and contrast a key symbol in the Jewish Seder as presented in the <i>30 Minute Seder</i> booklet and the <i>What is on the Seder Plate?</i> video with the Messianic symbolism presented in the <i>Passover Meal</i> and <i>Christ in the Passover</i> videos. How can Christians benefit spiritually by understanding these symbols? Why don't most Christian churches celebrate the Passover Seder? Do you believe this is correct? Back up your position with citations from the course materials. DQ2: How do the <i>Tanakh</i> and Second Temple texts contribute to the contemporary discussion of the Historical Adam? How do these Jewish texts impact essential Christian doctrine? 	See Discussion Guidelines	5 hours

	<ul style="list-style-type: none"> DQ3: Did anything surprise you about <i>Matisyahu's</i> presentation of his religion and culture? What specifically Jewish concepts, themes, or lyrics stood out to you? How does viewing <i>Matisyahu's</i> story help us understand American Jews? DQ4: What are some of the benefits of studying World Religions in your specific community, work or ministry context? Why do some Christians shy away from learning about World Religions? What might Christians be able to appreciate and learn while studying the religions of our neighbors in a global context? 		
Quiz 1	Complete <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapter 1 Quiz 	05/25 11:59 PM (PST)	0.25 hours
Quiz 2	Complete <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapter 2 Quiz 	05/25 11:59 PM (PST)	0.25 hours
Week 2: May 26 – June 1, 2014			
	Details	Due	Demand Hours
Topics & Goals	1. Islam 2. Zoroastrianism By the end of this week, you should be able to: <ul style="list-style-type: none"> Explain the five pillars of Islam. Culturally engage with a follower of Islam. Respond to the challenge that essential Jewish and Christian doctrines were adapted from Zoroastrianism. 		
Reading Assignments	Read <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapters 3, 5 and 6 <i>Five Sacred Crossings</i>, Ch. 6-10 		8 hours
Video Resources (in Course Materials Folders)	View <ul style="list-style-type: none"> Introduction to Week 2 Islam 1 & 2 Zoroastrianism 		1 hour
Additional Materials (in Course Materials Folder)	Review <ul style="list-style-type: none"> TED Talks: Superheroes inspired by Islam Son of Hamas Life as a Woman in the Context of Islam How to Build Relationships with Muslims Issues in Bible Translation for Muslim Contexts – Part 1 Issues in Bible Translation for Muslim Contexts – Part 2 “Resurrection” Myths vs. Resurrection of Jesus – Mithras 		4.5 hours
Discussion	Discuss: <ul style="list-style-type: none"> DQ1: Browse Mosab Hassan Yousef's Web site. Review Miriam's interview on The Table Podcast. Referring to these two resources, cite some common challenges faced by Muslims who want to follow Jesus 	See <i>Discussion Guidelines</i>	5 hours

	<p>Christ. As Christians, how should this reality impact our definition of appropriate evangelistic engagement in Muslim contexts?</p> <ul style="list-style-type: none"> • DQ2: What are some of the benefits of using the word “Allah” to refer to Yahweh when dialoging with Muslims? What are the drawbacks? What would you say about this issue to Christian missionaries who are preparing to work and minister in a Muslim culture? • DQ3: View the TED Talk on Naif Al-Mutawa’s work. What challenges do Muslim parents face in preserving their culture in today’s world? How might The 99 benefit Muslim children? Why might some Muslims object? • DQ4: How would you succinctly respond to the challenge that Jewish monotheism adapted essential doctrines from Zoroastrianism? How would you succinctly respond to the challenge that the Christian narrative of Jesus’ resurrection was adapted from Mithraism? 		
Quiz 3	<p>Complete</p> <ul style="list-style-type: none"> • Neighboring Faiths, Chapter 3 Quiz 	06/01 11:59 PM (PST)	0.25 hours
Quiz 4	<p>Complete</p> <ul style="list-style-type: none"> • Neighboring Faiths, Chapter 6 Quiz 	06/01 11:59 PM (PST)	0.25 hours
Week 3: June 2 – June 8, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>1. Traditional Religions: African Religion 2. Native American Religion</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Identify the main powers that are typically a part of traditional religion. • Analyze the challenges of contextualization of the Christian gospel in the context of a Traditional Religion. • Contrast Christian theology with spiritual perspectives in traditional religions. 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • <i>Neighboring Faiths</i>, Chapter 7 • <i>Neighboring Faiths</i>, Chapter 8 • <i>Five Sacred Crossings</i>, Ch. 11-15 		7 hours
Video Resources (in Course Materials Folders)	<p>View</p> <ul style="list-style-type: none"> • Introduction to Week 3 • Traditional African Religion • Native American Religion 		1.5 hours
Additional Materials (in Course Materials Folder)	<p>Review</p> <ul style="list-style-type: none"> • Encyclopedia of Religion: Native American Church • Fred Wahpepah: About the Peyote Ceremony • I Wish We All Could Be Members of the Native American Church • Carlson, <i>A Summary and Evaluation of African Traditional Religion with Suggested Points of Entry</i> 		5 hours

	<ul style="list-style-type: none"> Horrell, <i>Brazilian Spiritism and Evangelicalism: Imitation, Confrontation and Contextualization</i> 		
Discussion	<p>Discuss</p> <ul style="list-style-type: none"> DQ1: Read Carlson's summary and evaluation of ATR. What common beliefs and concerns might a Christian share with a follower of an Africa Tribal Religion? Cite a key difference and suggest a strategic question, which might open the door to discussing the gospel of grace. DQ2: Why are animistic themes often syncretized with Christian traditions in African Religions? How might you counsel an African Christian struggling to distinguish cultural practices which are permissible and those which are incompatible with Biblical Christianity? Use Scripture to support your advice. DQ3: Read the article on the Native American Church. Is the use of Peyote in a religious context in conflict with Christian doctrine? Why or why not? Should outsiders be allowed to become members of these churches? Does limiting participation to one ethnic group violate Biblical mandates? Use Scripture to support your answers. DQ4: Have you seen ATR themes in a Christian church or other religious setting in your local area? What about in shopping malls, restaurants, or other non-religious settings? Explain, citing one of our required reading or viewing assignments on ATR. 	See <i>Discussion Guidelines</i>	5 hours
Quiz 5	<p>Complete</p> <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapter 7 Quiz 	06/08 11:59 PM (PST)	0.25 hours
Quiz 6	<p>Complete</p> <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapter 8 Quiz 	06/08 11:59 PM (PST)	0.25 hours

Week 4: June 9 – June 15, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>1. Hinduism 2. Buddhism</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Identify key distinctives of Hinduism and Buddhism Analyze religious symbolism present in Hindu and Buddhist art Compare and contrast the teachings of Hinduism, Buddhism and Christianity. Explain the moral implications of the concept of karma. 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapters 9-10 		3 hours
Video Resources (in Course Materials Folders)	<p>View</p> <ul style="list-style-type: none"> Introduction to Week 4 Hinduism Buddhism 		1.5 hours

Additional Materials (in Course Materials Folder)	Review <ul style="list-style-type: none"> Hinduism and Hindu Art Hindu Iconography Buddhism and Buddhist Art Buddhist Iconography Stories Of Ganesha - Animated Mythological Stories 		3 hours
Discussion	Discuss <ul style="list-style-type: none"> DQ1: Select one piece of Hindu art and one piece of Buddhist art. Tell us why you selected these two pieces and explain the religious symbolism of your selections. What can we learn about adherents of each of these religions through art appreciation? DQ2: Which story from the video, "Stories Of Ganesha - Animated Mythological Stories" did you find most interesting? How might this series benefit Hindu families? What negative effects might this have for Hindu families? DQ3: Hindu deities revere a giant serpent, "Sesa." Contrast the Hindu view of the serpent as a religious symbol with the Christian view of the serpent as a religious symbol in the Bible. What challenges or opportunities might this imply for Christian missionaries working in Hindu cultures? DQ4: What are the moral implications of the Eastern concept of <i>karma</i>? How might this view relate to charity, humanitarian aid or relief work? 	See <i>Discussion Guidelines</i>	5 hours
Five Sacred Crossings Book Report	<p>Write a focused 1,000-1,250-word book report on <i>Five Sacred Crossings</i></p> <ul style="list-style-type: none"> Summarize the novel's plot in two or three short paragraphs. Explain the author's point behind each "crossing" discussed in the book. Include your personal interaction and critique of the story. Critically evaluate the concepts presented in the novel as potential tools to introduce the exclusivity of Christianity to a general, non-Christian audience. <p>Cite all direct quotations and reference all borrowed information according to APA standards. Do not include quotations longer than 40 words.</p> <p>Format your paper according to APA standards, paying careful attention to the grading rubric for this assignment.</p>	06/15 11:59 PM (PST)	5 hours
Quiz 7	Complete <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapter 9 Quiz 	06/15 11:59 PM (PST)	0.25 hour
Quiz 8	Complete <ul style="list-style-type: none"> <i>Neighboring Faiths</i>, Chapter 10 Quiz 	06/15 11:59 PM (PST)	0.25 hour

	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>
Topics & Goals	<p>1. Baha'i & Sikhism 2. Chinese Religions</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Identify the basic distinctives of the Baha'i and Sikh religion. • Recognize the influence of Chinese Religion in America. • Discuss spiritual things with a follower of Baha'i, Sikhism or a Chinese Religion. 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • <i>Neighboring Faiths</i>, Chapter 5 • <i>Neighboring Faiths</i>, Chapter 12 • <i>Neighboring Faiths</i>, Chapter 13 		4 hours
Video Resources (in Course Materials Folders)	<p>View</p> <ul style="list-style-type: none"> • Introduction to Week 5 • Sikhism & Baha'i • Chinese Religions 		1.5 hours
Additional Materials (in Course Materials Folder)	<p>Review:</p> <ul style="list-style-type: none"> • Sikhs in America – KVIE • Rainn Wilson's Spiritual Journey • Feng Shui Your Entrance – Steven and Chris 		1 hour
Visitation Project	<p>Choose a project religion from one of the religions discussed in this course.</p> <p>Visit a local, non-Christian house of worship representative of your project religion <u>and</u> interview an active adherent of that religion.</p> <p>Note: This visitation may be done in a group. However, each student must create and submit their own, individual visitation project paper.</p> <p>See the end of this syllabus for a list of options around the William Jessup University campus in Rocklin, California.</p> <ul style="list-style-type: none"> • Compose a 1,000-1,250 word report describing your experience. • Include in your report: <ul style="list-style-type: none"> ○ The date of your visit ○ The time of your visit ○ The name of the place you visited ○ A detailed description of your observations, such as: <ul style="list-style-type: none"> ▪ Architecture ▪ Art ▪ Readings ▪ Music ○ Any experiences that relate to any of the five senses. ○ A brief summary of your interview. ○ Your personal interaction and insights. 	06/22 11:59 PM (PST)	6 hours

	<p>Cite all direct quotations and reference all borrowed information according to APA standards. Do not include quotations longer than 40 words.</p> <p>Format your paper according to APA standards, paying careful attention to the grading rubric for this assignment.</p>		
Discussion	<p>Discuss</p> <ul style="list-style-type: none"> • DQ1: Choose one of the videos from the Week 5 Additional Materials section. Do you think this tradition has integrated well into mainstream culture? Why or why not? How might this tradition be undergoing change in North America? • DQ2: Share the top three things you learned during your visit to a non-Christian house of worship. What surprised you the most? How would you advise Christian students who will complete this assignment in the future? • DQ3: Share one thing you have come to appreciate about any of the religious traditions we have discussed this course. How might this help you build authentic relationships, and possibly a bridge to the gospel, with adherents of the religion you mentioned? Cite at least one required reading or viewing assignment in your response. • DQ4: How has our exploration of world religions impacted your view of Christianity and the Gospel of grace? Give a specific example, citing a passage of Scripture and at least one required reading or viewing assignment in your response. 	See <i>Discussion Guidelines</i>	5 hours
Quiz 9	<p>Complete</p> <ul style="list-style-type: none"> • <i>Neighboring Faiths</i>, Chapters 5 and 12 Quiz 	06/22 11:59 PM (PST)	0.25 hour
Quiz 10	<p>Complete</p> <ul style="list-style-type: none"> • <i>Neighboring Faiths</i>, Chapter 13 Quiz 	06/22 11:59 PM (PST)	0.25 hour

Week 6: June 23 – June 29, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>1. The Muslim Doctrine of Jihad 2. Cultural Engagement in a Muslim Context</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Analyze perspectives on <i>Jihād</i> in contemporary culture • Evaluate strategies for Muslim evangelism 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Peters, Rudolph. "Jihād." Encyclopedia of Religion • Al-Fadl, Jamal Ahmed. "The Meaning of Jihād." Terrorism: Essential Primary Sources 		2 hours
Additional Materials (in Course Materials)	<p>Review:</p> <ul style="list-style-type: none"> • Understanding Islam in the West • Opportunities for Muslim Evangelism 		4 hours

Folder)	<ul style="list-style-type: none"> • How to Minister to Muslims • Conversion and Persecution in a Muslim Setting • Westerners' Most Common Misperceptions About Islam 		
Discussion	<p>Discuss</p> <ul style="list-style-type: none"> • DQ1: If you were an American Muslim, how might you view the doctrine of <i>Jihād</i> and what the West calls terrorism? What might influence your perspective? Cite at least one required reading or viewing assignment in your response. • DQ2: Imagine you've been invited to speak on evangelism at a California church which has realized it is now surrounded by a large Muslim population. Suggest your top three talking points, citing at least one of the Table Podcasts. Why did you choose these three points? • DQ3: What misconceptions did you have about Islam before studying the material in our World Religions course? How might identifying these help you better engage in spiritual conversations with Muslims? • DQ4: Evaluate the Table Podcast episodes on Islam. Which was the most helpful to you in terms of increasing your confidence in dialoguing with Muslims? In what sense? 	See Discussion Guidelines	5 hours
<i>Jihād</i> in Contemporary Culture Paper	<p>Preparation:</p> <ul style="list-style-type: none"> • Browse the Web site of the Council on American-Islamic Relations (CAIR). http://www.cair.com • Consult Peters, Rudolph. "Jihād." Encyclopedia of Religion • Consult Al-Fadl, Jamal Ahmed. "The Meaning of Jihād." Terrorism: Essential Primary Sources • Consult <i>Neighboring Faiths</i>, Chapter 4 • Consult Ernest Hahn, "Jihad in Islam: Is Islam Peaceful or Militant? And an Initial Christian Response." • Consult Jihad: The Teachings of Islam from its primary sources <p>Write a 1,000-1,250 word paper critically analyzing the doctrine of Jihad and its impact on Islam in the United States today.</p> <ul style="list-style-type: none"> • Describe the doctrine of <i>jihād</i>. How is this concept most often depicted in the <i>Qu'ran</i>? How is this related to Islamic law? • Explain Muslim interpretations of <i>jihād</i> since the 19th century. What is the contemporary significance of this doctrine? • Analyze how differing interpretations of this doctrine impact Islam in the United States today. In light of this, how is Islam evolving in America? <p>Citations: 5-7 citations are required. This paper include a citation from <i>Neighboring Faiths</i>, "Jihād," "The Meaning of Jihād," the <i>Qu'ran</i> and at least one (1) other source from the William Jessup University Library. <u>Underline each library source in your bibliography in order to identify it as one which you found in the WJU library.</u></p> <p>Cite all direct quotations and reference all borrowed information according to APA standards. Do not include quotations longer than 40 words.</p> <p>Format your paper according to APA standards, paying careful attention to the grading rubric for this assignment.</p>	06/29 11:59 PM (PST)	8 hours

	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>
Topics & Goals	<p>1. Christianity in a World of Religions 2. Global Cultural Engagement</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Explain the uniqueness of Christianity amongst world religions. • Identify issues in cross-cultural evangelism and apologetics • Understand differences between Protestant and Roman Catholic perspectives in the United States and overseas 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • <i>Neighboring Faiths</i>, Chapter 14 • Horrell, <i>In the Name of the Father, Son and Holy Spirit: Toward a Transcultural, Trinitarian Worldview</i>. 		3 hours
Additional Materials (in Course Materials Folder)	<p>Review:</p> <ul style="list-style-type: none"> • What Distinguishes Christianity From Other Faiths? • Craig Hazen: Christ and the Challenge of World Religions • Cross-Cultural Evangelism and Apologetics • What Can We Learn From Global Christians? Part 1 • What Can We Learn From Global Christians? Part 2 • Comparing Protestantism and Catholicism – Part 1 • Comparing Protestantism and Catholicism – Part 2 		5 hours
Discussion	<p>Discuss</p> <ul style="list-style-type: none"> • DQ1: Which of Dr. Craig Hazen's points seem most helpful to you in demonstrating the uniqueness of Christianity amongst world religions? Why? How might you use this to engage a religious pluralist in a spiritual conversation? • DQ2: What are the practical influences of Jain philosophy in India, particularly as it relates to the treatment of non-human life? Does this seem to elevate or denigrate the uniqueness of human beings? Compare this to the naturalistic view of humanity. Is it any different? Contrast this to the Christian doctrine of Imago Dei (Image of God). How might this be a bridge to discussing the gospel? • DQ3: What do you think is the most important thing Protestants and Catholics can learn by studying each other's doctrines? Why? To what extent do you think American Protestants and Catholics can be unified amidst a culture which is growing increasingly hostile to Christianity? • DQ4: How well might Dr. Scott Horrell's suggested superstructure help unify varying contextualized expressions of Christian faith around Trinitarianism? Give at least one example using any of the other required course materials. 	See <i>Discussion Guidelines</i>	5 hours
Final Exam	<p>Complete the Final Exam. Consult the Final Exam Study guide on Moodle. This comprehensive exam is based on our course videos, screencasts, discussions and all assigned chapters of <i>Neighboring Faiths</i> except Ch. 14.</p>	07/06 11:59 PM (PST)	6 hours including study time

Course Evaluation	<ul style="list-style-type: none"> • Please follow the link on the main course page to take the anonymous Course Evaluation survey. • NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses. • After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	07/06 11:59PM	
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Total Time Commitment: 135 hours

LOCAL HOUSES OF WORSHIP

This is a list of local houses of worship which WJU students have visited in the past. Still, it is important for each student to confirm these locations are still open and search for further options (A new location may have opened closer to you).

Be sure to contact the location before your visit and verify the service times, locations, and relevant cultural norms (including dress) to make your visit as effective as possible. Ask if someone would be available to meet your group and answer questions for your project.

Although this is not intended to be an evangelism trip, please pray with your team members before observing services. Ask the Lord to help you display the character of an ambassador of Christ (1 Pet. 3:15; 2 Cor. 5:20) as you conduct primary research for your visitation assignment.

- Buddhist Church of Sacramento (Sacramento) <http://www.buddhistchurch.com>
- Congregation B'nai Israel – Reform (Sacramento) <http://www.bnais.com>
- Keneset Israel Torah Center – Orthodox (Sacramento) <http://www.kitcsacramento.org>
- Laxmi Narayan Mandir Hindu Temple (Sacramento) <http://www.laxminarayantemplesacramento.com/>
- Mosaic Law Congregation – Conservative (Sacramento) <http://www.mosaiclaw.org>
- Salam Center (Sacramento) <http://salamcenter.org>
- Sikh Temple (Roseville) <http://www.sikhtempleroseville.com>
- Temple Or Rishon – Reform (Orangevale) <http://www.orrishon.org>