GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: HIS Number: 243 Title: History of World Religions Credits: 3

CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;

Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;

4.) COMMUNITY COLLEGE INITIATOR: Dr. Betsy Hertzler (MCC) PHONE: 480-461-7583
FAX:

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   Core Areas: Select core area... Awareness Areas: Historical Awareness (H)

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
   ☑ Course Description
   ☑ Course Syllabus
   ☑ Criteria Checklist for the area
   ☑ Table of Contents from the textbook required and/or list or required readings/books
   ☑ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   ☑ DECHST prefix
   ☐ Elective

Effective date: 2010 Spring Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no
Is it governed by a common syllabus? ☑ yes ☐ no

Chair/Director: Janice Miller Chair/Director Signature:

AGSC Action: Date action taken:
☐ Approved ☐ Disapproved

Effective Date:

Rev. 02/06, 4/05, 6/93, 1/94, 3/94, 8/94, 2/95, 1/96, 3/98, 6/00
Proposer: Please complete the following section and attach appropriate documentation.

**ASU-[[H]] CRITERIA**

The Historical Awareness [[H]] course must meet the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

1. History is a major focus of the course.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

2. The course examines and explains human development as a sequence of events.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

3. There is a disciplined systematic examination of human institutions as they change over time.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>243</td>
<td>History of World Religions</td>
<td>Historical</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History is a major focus of the course</td>
<td>The course examines the process of the development of five of the major world religions by reviewing ancient as well as more recent historical periods and events that shaped the religions and their societies. The historical context of the native society is examined in order to differentiate between those religious rites and rituals present in the &quot;native&quot; religion and that which was integrated into it.</td>
<td>Course comps 2, 4, 6, 8, 10 Syllabus weeks 1, 2, 5, 8, 11, 14 Hopfe text chapters intro, 4, 6, 11, 12, 13</td>
</tr>
<tr>
<td>The course examines and explains human development as a sequence of event</td>
<td>Through the study of the role played by major religions in the social, political and institutional development of their culture, students have an opportunity to examine the impact of an event/development in the past on the present. This examination helps students objectively weigh the influence of past events and circumstances as an interactive process.</td>
<td>Course comps 3, 5, 7, 9 Syllabus weeks 3, 4, 9, 10 Hopfe text chapters 4, 11, 12</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Syllabus</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>There is a disciplined systematic examination of human institutions as they change over time</td>
<td>The course presents examples and group activities designed to demonstrate the recurrence of splits within a religious faith system as affected by political and social forces impacting the society at that time. Each religion studied in the course demonstrates a predictable order of events leading up to a division within the religion in question that mirrors similar splits within the society and political system of which religion is a part.</td>
<td>Syllabus weeks 2, 3, 4, 6, 7</td>
</tr>
</tbody>
</table>

* See category 4 on separate page
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e. where in syllabus)</th>
</tr>
</thead>
</table>
| The course examines the relationship among events, ideas and artifacts and the broad, social, political and economic context | The historical approach to the study of world religions steps outside the theological realm in order to examine why each religion studied is unique yet similar. The text, activities, and media used help students understand how the “irrational” (a faith system) can be more completely understood through a rational examination of context | Course comps 3, 4, 7, 9  
Syllabus weeks 1, 4, 7, 10, 12, 14  
Hopfe text  
Intro, 4, 6, 11, 12, 13 |
JUSTIFICATION OF HISTORICAL AWARENESS VALUE
FOR HIS243: HISTORY OF WORLD RELIGIONS

The history of world religions studies the impact of historical, social and political events on the development of various religions. Using historical, cultural and social contexts of five major religions enables student to analyze some of the key factors that gave rise to a specific set of beliefs. The course provides students with an opportunity to compare and contrast how the context of a particular time period produced differences and similarities among and between the major religions of the world. The course also addresses the impact of changes in belief systems within each religion studied throughout different time periods and social contexts. Through this systematic examination students will have an opportunity to critically analyze why and how social, economic and political events of the past have produced present day faith beliefs and practices and their impact on the events taking place around them.
Official Course Description: MCCCD Approval: 06/24/08

HIS243 20092-99999

History of World Religions

Historical context for the development, practice and spread of various world religions. Focus on environmental factors (social, political, economic) influencing religious thought. Consideration of the changes in belief systems throughout different periods and social contexts.

Prerequisites: None.

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

HIS243  20092-99999  History of World Religions

1. Describe the influence of historical, social, and political events on the development of various world religions. (I- VII)
2. Describe the historical context within which Hinduism developed. (II, VII)
3. Identify ways in which Hindu traditions and practices affected the social, political, and institutional developments of the India. (II)
4. Describe the historical context within which Buddhism developed. (III)
5. Identify the various types of Buddhism and ways in which they have changed through various historical periods. (III)
6. Describe the historical context out of which Judaism developed and the impact that this belief system created. (IV)
7. Explain how Judaic practices and beliefs have changed throughout different historical and social contexts. (IV)
8. Describe the historical context out of which Christianity developed and the historical, political and social impact that this religion created. (V)
9. Describe the historical context responsible for the splits within the various SECTS of Christianity and the impact of those splits. (V)
10. Describe the historical context within which Islam developed. (VI)
11. Identify and explain the impact that Islamic beliefs and practices had, and continue to have, in the countries that have Muslim majorities. (VI)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:

HIS243  20092-99999  History of World Religions

I. Introduction
   A. Defining "religion"
   B. Overview of major world religions
   C. Influence of religion on historical developments in the world’s societies
II. Hinduism
   A. Characteristics of Hinduism
   B. Beliefs
   C. Hindu traditions and practices

III. Buddhism
   A. The Buddha
   B. Buddhist principles
   C. Buddhist traditions and practices
   D. Buddhist monasticism
   E. Buddhist society

IV. Judaism
   A. Concept of God
   B. The Torah
   C. Judaic doctrine and theology
   D. Jewish traditions and practices
   V. Christianity
      A. Jesus
      B. Christian theology
      C. Roman Catholicism
      D. Eastern orthodoxy
      E. Protestantism
      F. Christian traditions and practices
   VI. Islam
      A. Mohammed
      B. The Koran
      C. Basic theological concepts
      D. Islamic traditions and practices

VII. The Relation Between Religions
Dr. Betsy Hertzler
480.461-7583 / office #77 in this building (Social/Cultural Science)
Office hours:
11 to noon MWF
9 to 10am TTh
Email: betsy.hertzler@mcmail.maricopa.edu
Required text: Religions of the World by Lewis M. Hopfe/Mark. R. Woodward, tenth edition
Resource text: The Illustrated Guide to World Religions, General Editor: Michael D. Coogan
Course Description: Provides a historical context for the development, practice and spread of various world religions. The focus of the class is on environmental factors (social, political, economic) influencing religious thought. The course also provides a consideration of the changes in belief systems throughout different periods and social contexts. The class uses a matrix to examine each of the religions studied to compare the similarities and differences between and among religions. Videos and class presentations by students will be included. Class requirements include readings, classroom discussion and group activities. The grade for the course will be based on quizzes, a paper discussing a visit to a religious service, exams and the research project.
Prerequisites: None
Course Competencies: Upon successful completion of the course, the student will be able to:
1. Describe the influence of historical, social, and political events on the development of various world religions.
2. Describe the historical context within which Hinduism developed.
3. Identify ways in which Hindu traditions and practices affected the social, political, and institutional developments of India.
4. Describe the historical context within which Buddhism developed.
5. Identify the various types of Buddhism and ways in which they have changed through various historical periods.
6. Describe the historical context out of which Judaism developed and the impact that this belief system created.
7. Explain how Judaic practices and beliefs have changed throughout different historical and social contexts.
8. Describe the historical context out of which Christianity developed and the historical, political and social impact that this religion created.
9. Describe the historical context responsible for the splits within the various sects of Christianity and the impact of those splits.
10. Describe the historical context within which Islam developed.
11. Identify and explain the impact that Islamic beliefs and practices had, and continue to have, in the countries that have Muslim majorities.
A. Tentative schedule

Week 1, January 21
Introductions, class expectations, syllabus
Group activity – why study religions of the world?
Text: pages 1 - 12

Week 2, January 26
Hinduism
Chapter 4 of the text, pages 70 - 85
Group activity
Quiz 1

Week 3, February 2
Hinduism, continued
Chapter 4, pages 85 - 97
Quiz 2

Week 4, February 9
Hinduism, continued
Chapter 4, pages 98-103
Attend Honors presentation
Movie, Gandhi

Week 5, February 18, Monday is Presidents’ Day
Buddhism
Chapter 6, pages 123 - 130
Video

Week 6, February 23
Buddhism
Chapter 6, pages 130-137
Group Activity
Quiz 3

Week 7, March 2
Buddhism, continued
Chapter 6, pages 137-143
Quiz 4
Movie, Kundun

Week 8, March 9
Judaism
Chapter 11, pages 233-247
Turn in papers on visits to religious sites by April 17
Review for midterm

MIDTERM, FRIDAY, MARCH 13

Week 9, March 23
Judaism, continued
Chapter 11, pages 247-254
Quiz 5
Group Activity

Week 10, March 30
Judaism, continued
Chapter 11, pages 284 - 298
Video Schindler's List
Week 11, April 6
Christianity
Chapter 12, pages 270-284
Group Activity
Quiz 6
Week 12, April 13
Christianity, continued
Chapter 12, pages 298-308
Group Activity
Quiz 7
Week 13, April 20
Christianity, continued
Chapter 12, pages 330 – 342
Class presentations
Quiz 8

RESEARCH PROJECTS DUE APRIL 24

Weeks 14, April 27
Islam
Chapter 13, pages 320-329
Quiz 9
Class presentations
Week 15, May 4
Islam, continued
Class presentations
Quiz 10
Review for final

FINAL ON WEDNESDAY, MAY 13, AT 10AM

B. Grading policy
1. Quizzes 10%
2. Midterm exam 25%
3. Final exam 25%
4. Semester project 25%
5. Visit and paper 10%
5. Group activities 5%

C. General comments
One of the reasons I enjoy teaching in a community college is that the students are adults who have chosen to be here (and have even paid for the privilege) and are responsible for their own behavior. This means that you and I have a contract about what is expected of each other. I will accept responsibility to do what I can to make the class as varied and interesting as possible. This includes activities such as food from each of the cultures represented by the religions we will study. I am open to class input if you have an alternate suggestion about the class format. Your part of
the contract is to have read the material assigned (and bring your books to class each class meeting), coming prepared to participate in the class discussion. The subject material impacts our world every day, and not always in a positive way. A better understanding of the 5 major religions and their history will help explain not only the differences and similarities between the different systems, but many other behaviors as well. I do apologize that we will have time to examine only 5 religions and encourage you to read about the others discussed in your text. You can also choose to study another religion for your research project.

The official policy on class attendance is outlined in the college catalogue and the student handbook. I have the option of withdrawing you from class after 3 absences but will not do so unless you specifically ask me to. It is your responsibility to withdraw if you are no longer able to attend in order to insure that you do not receive an F in the class. In addition please note that you will be charged tuition if you withdraw after the first week of class. Please also consult the catalogue and handbook about the policy on plagiarism (using someone’s work without proper acknowledgement) which will not be tolerated and is grounds for a failing grade.

For those of you whom I have not yet the pleasure of meeting, the good news is that there will be a review sheet containing all the possible items on both the midterm and final exams distributed a week prior to each exam. There will be objective and essay questions on each. I encourage you to write on the 3 required essay questions prior to the day of the exam so that when you take the exam you will be answering only the objective questions. You may also answer a fourth essay question for extra credit. Extra credit will also be given for short (one page) reviews of printed articles discussing some aspect of religion. The research project is often the activity that students list as their favorite because it allows you to choose a subject within the material in the book (you’re not limited to the religions we actually study). You may choose any format and a wealth of subject materials are available. If you choose to write a traditional research paper, it must be at least SIX pages long (double-spaced) with at least THREE sources other than the text. Any deviations from these requirements will lower your grade on the project. It is also an option to do a media presentation of some sort: a video, a class presentation or a group oral presentation. Please ask me about the range of possibilities. ALL projects require at least THREE bibliographic sources.

Please consult the catalogue about the range of services available to you including the Writing Center for a critique of your research paper and the Disability Resources Center for those who require physical assistance of some kind to be successful. Disability Services can provide a note taker or interpreter if necessary. If the need is documented, we can also make arrangements for you to take your exams and quizzes in the Testing center with additional time. Please let me know if there is any way that I can help you have a successful experience in this class.

Each of the class activities is designed to help ensure student success and/or give you skills that employers have told us are important to them. For example, you will be working in groups periodically because most educational settings are individually-oriented. Employers have ranked ability to work successfully in group settings as one of the most important talents they look for in prospective employees. In addition educational research conducted over a 10-year period with thousands of students and
faculty across the country rank contact with at least one other student as the second most important predictor for completing a degree (time spent studying is the number one factor). These two findings have led me to include group activities in class so that you will have an opportunity to work collectively and also become better acquainted with the people in your group.

I feel very fortunate to teach a subject that I not only enjoy tremendously but one which has such an impact on our everyday lives. The headlines are full of news stories about religion which can be traced back to some previous historical event. Religions are power motivators for many people (as we have seen in the Middle East and Ireland for many years). In addition the study of history will improve your critical thinking skills as you evaluate documents from different faith traditions and will also give you an opportunity to improve your written and oral presentation abilities.

I look forward to working with you this semester!

*If you are taking this class for Honors credit, please see me so we can discuss the criteria necessary. We will meet as a group so you can select an Honors project to present to the class. In addition you will need to write a 1 1/2 page critique of each of the Honors Forum speakers during the semester.
RELIGIONS OF THE WORLD

TENTH EDITION

Lewis M. Hoppe

revied by
Mark R. Woodward

Prentice Hall

PEARSON

Prentice Hall
CONTENTS

PREFACE xviii

INTRODUCTION OVERVIEW 1

A Definition of Religion 5
The Universality of Religion 6
Theories of the Origin of Religions 7
     Animistic Theories, 7  •  The Nature-Worship Theory, 8
     The Theory of Original Monotheism, 9  •  The Magic Theory, 9
     Theories of Religion as Projections of Human Needs, 9

Types of Religions 11
     Basic Religions, 11  •  Religions Originating in India, 11  •  Religions Originating in
     China and Japan, 11  •  Religions Originating in the Middle East, 12

Study Questions 12

BASIC RELIGIONS 13

1 Characteristics of Basic Religions 14

Sources of Information Concerning Basic Religions 15

Prehistoric Beginnings of Basic Religions 16
     Neanderthal Religion, 16  •  Cro-Magnon Religion, 16  •  Neolithic Religion, 17

Common Features of Basic Religions 18
     Animism, 19  •  Magic, 20  •  Divination, 22  •  Taboo, 22  •  Totems, 23  •  Sacrifice, 24
     Myth, 24  •  Rituals, 25  •  Rites of Passage, 26  •  Ancestor Veneration, 27

Study Questions 27

Suggested Reading 27
2 Native American Religions 29

The Spirit World 30
Animism 31
Contacts with the Spirit World 33
Sacrifice, 34 • Taboos, 34 • Ceremonies and Rituals, 35
The Vision Quest, 37 • Religious Leadership, 38
Other Means of Contact with the Spirit World, 39

Death and Life After Death 41
Native American Religions Today 42
Study Questions 44
Suggested Reading 45
Source Material 45
Native American Myths, 45 • Sioux Legend of the Buffalo Maiden, 45
Wooing Wohpe, 47

3 African Religions 50

Native Religions 51
The High God, 51 • The Lesser Spirits, 53 • Ancestors, 55
Sacrifice, 56 • Rites of Passage, 57 • Religious Leaders, 61

Non-native African Religions 63
African Religions Today 63
Study Questions 64
Suggested Reading 65
Source Material 65
An African Divine King, 65 • An African Creation Story, 67

Religions Originating in India 69

4 Hinduism 70

The Origins of Hinduism 71
Pre-Aryan India, 71 • The Coming of the Aryans, 73 • Aryan Religion, 75
The Vedic Era 76
   The Vedas, 76 • The Upanishads, 79 • The Law of Manu, 82
   Jainism and Buddhism, 85 • Bhagavad Gita, 86
Postclassical Hinduism 88
   Devotion to Three Major Gods, 89 • Devotion to Knowledge, 93
Muslim Influences in India 96
Modern Hinduism 98
Hindu Holy Days 101
   Holi, 101 • Divali, 101 • Dasehra, 102
Hinduism Today 102
Study Questions 103
Suggested Reading 103
Source Material 104
   Selections from the Rig-Veda, 104 • Varunda and Indra, 104 • "What God Shall We Adore with Our Oblation?" 104 • Selections from Upanishads, 105
   Selections from the Law of Manu, 106 • Selections from the Bhagavad Gita, 107
   Shankara on the Nature of the Brahman, 108

5 JAINISM 112
The Life of Mahavira 112
The Teachings of Jainism 113
Jain Sects 117
Jain Festivals 117
   Pajusana, 117 • Divali, 118
Jainism Today 118
Study Questions 119
Suggested Reading 119
Source Material 119
   A Jain Parable: The Man in the Well, 119 • Jain Respect for Life, 121

6 BUDDHISM 123
The Life of Gautama 123
The Teachings of the Buddha 127
The Development of Buddhism 129
Theravada Buddhism 130
Mahayana Buddhism 132
  The Principles of Mahayana, 132  •  The Spread of Mahayana Buddhism, 133
  Mahayanist Sects, 134  •  Tibetan Buddhism, 138
Buddhist Festivals and Holy Days 141
  New Year, 142  •  Buddha’s Birthday, 142
  The Festival of Souls (Ullambana), 142  •  The Robe Offering, 142
Buddhism Today 142
Study Questions 144
Suggested Reading 144
Source Material 144
  Gautama Speaks of His Ascetic Practices, 144  •  The Buddha Explains
  the Eightfold Path, 147  •  The Infinite Compassion of the Bodhisattva, 148
  The Importance of Sitting, 149

7 SIKHISM 151
The Life of Nanak 151
The Teachings of Nanak 153
The Historical Development of Sikhism 154
Divisions within Sikhism 155
Sikh Religious Life 156
Sikh Holy Days 157
Sikhism Today 157
Study Questions 157
Suggested Reading 158
Source Material 158
  The Japji, 158

RELIGIONS ORIGINATING IN CHINA AND JAPAN 163

8 Chinese Religions 164
Basic Chinese Religious Concepts 165
  Recognition of Multiple Gods and Spirits, 165  •  Yin and Yang, 167
  Filial Piety and Ancestor Worship, 167  •  Divination, 167
Contents

Development of Belief in the Shang Ti, 168
Decline of the Feudal System, 169

Taoism 169
The Life of Lao-tzu, 170 • The Tao Te Ching, 170
Teachings of the Early Taoist Philosophers, 171
Schools that Rivalled the Early Taoists, 174
Later Development of Taoism, 175

Confucianism 178
The Life of Confucius, 178 • The Teachings of Confucius, 179
The Development of Confucianism, 182

Traditional Chinese Holidays 185
Chinese New Year, 185 • Pure and Bright Festival, 185
The Dragon Boat Festival, 185 • All Soul’s Day, 186
Autumn Harvest Festival, 186 • Winter Holidays, 186

Taoism and Confucianism Today 186

Study Questions 188

Suggested Reading 188

Source Material 188
Selections from Sacred Chinese Literature, 188
Tao Te Ching, 188 • The Analects of Confucius, 191
The Meaning and Value of Rituals, 194

9 Shinto 197

Japanese Mythology 198

The History of Shinto 199
Shinto Prior to 300 C.E., 199 • Chinese Influence on Shinto, 199
The Revival of Shinto, 201 • The Modern Era, 204

Three Forms of Shinto 204
State Shinto, 204 • Sectarian Shinto, 205 • Domestic Shinto, 206

Japanese Festivals 208
New Year (Shogatsu), 208 • Buddha’s Birthday, 208
All Soul’s Day (Lullambana), 208 • Autumn Festival (Niiname-sai), 209

Shinto Today 209

Study Questions 209

Suggested Reading 209

Source Material 210
Shinto Myths, 210 • Myths Regarding the Plain of High Heaven, 210
RELIGIONS ORIGINATING IN THE MIDDLE EAST 214

10 Zoroastrianism 215

Pre-Zoroastrian Persian Religion 215
The Life of Zoroaster 216

The Teachings of Zoroaster 218

The Nature of God, 218  •  The God of Evil, 219
The Nature of Humankind, 220  •  The Destiny of Humankind, 221
Zoroastrian Ethics, 223  •  Zoroastrian Worship, 224

Historical Development of Zoroastrianism 225

Zoroastrian Holy Days 228

The Jamsans, 228  •  New Year's Day (Nō Rūz), 228
Seasonal Feasts (Gahambars), 228  •  All Souls' Day (Muktad), 228

Zoroastrian Today 228

Study Questions 229

Suggested Reading 229

Source Material 229

Zoroastrian Eschatology, 229  •  Zoroastrian Dualism, 232

11 JUDAISM 233

Biblical Patriarchs 233
Exodus 235
Sinai and the Law 237
Post-Sinai Religious Institutions 238
Religion in the Time of the Hebrew Monarchy 238

The Temple, 239  •  The Prophetic Movement, 239
Exile and Return 240

Diaspora 242

The Synagogue, 242  •  The Mishnah, 244  •  The Talmud, 245

Medieval Judaism 247

Judaism and Islam, 247  •  Judaism in Spain, 248  •  Judaism in Other European Nations, 249  •  The Crusades, 249  •  The Kabbalah, 249

Judaism and the Modern World 250
12 Christianity 270

The World of the First Century C.E. 270

The Life and Teachings of Jesus 272

Early Christianity 280

The Jerusalem Church, 280 • The Life of Paul, 280
The Worship of the Early Church, 281 • Leadership in the Early Church, 282
The Production of the New Testament, 284
Early Theological Controversies, 285

Growth of the Church of Rome 287

Emergence of Christianity as the Religion of the Roman Empire, 287
Augustine, 288 • The Monastic Movement, 289

Medieval Christianity 290

Division Between Eastern and Western Christianity, 290
The Medieval Papacy, 291 • Thomas Aquinas, 292

The Protestant Reformation 293

Early Reform Movements, 293 • Martin Luther, 294 • Ulrich Zwingli, 296
John Calvin, 296 • Other Reformation Leaders and Movements, 297

Modern Christianity 298

The Catholic Counter-Reformation, 298
Catholic Dogmas Since the Counter-Reformation, 301 • Vatican II, 301
<table>
<thead>
<tr>
<th>Modern Movements</th>
<th>301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Protestant Movements, 301</td>
<td></td>
</tr>
<tr>
<td>The Missionary Movement, 303</td>
<td></td>
</tr>
<tr>
<td>The Ecumenical Movement, 303</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Christian Calendar and Holy Days</th>
<th>304</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, 304</td>
<td>Advent, Christmas, and Epiphany, 304</td>
</tr>
<tr>
<td>Easter, 305</td>
<td>Pentecost, 305</td>
</tr>
</tbody>
</table>

| Christianity Today  | 306 |

| Study Questions  | 308 |

| Suggested Reading  | 308 |

<table>
<thead>
<tr>
<th>Source Material</th>
<th>309</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selections from the New Testament, 309</td>
<td></td>
</tr>
<tr>
<td>Romans, 313</td>
<td>1 Corinthians, 314</td>
</tr>
<tr>
<td>The Martyrdom of Perpetua and Felicitas, 317</td>
<td></td>
</tr>
</tbody>
</table>

| 13 ISLAM  | 320 |

| Pre-Islamic Arab Religion  | 320 |

| The Life of Muhammad  | 322 |

<table>
<thead>
<tr>
<th>The Qur'an</th>
<th>326</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nature of God, 327</td>
<td>Predestination, 328</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Institutions</th>
<th>330</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mosque, 330</td>
<td>The Five Pillars, 330</td>
</tr>
<tr>
<td>Islamic Taboos, 334</td>
<td>Jihad, 334</td>
</tr>
</tbody>
</table>

| The Spread of Islam  | 336 |

| The Caliphate  | 337 |

<table>
<thead>
<tr>
<th>Variations within Islam</th>
<th>338</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sunnis, 338</td>
<td>The Shiiites, 339</td>
</tr>
</tbody>
</table>

| Islam in the Modern World  | 342 |

<table>
<thead>
<tr>
<th>Muslim Calendar and Holy Days</th>
<th>345</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feast of Fast-Breaking (Id al-Fitr), 345</td>
<td>Feast of Sacrifice (Id al-Adha), 345</td>
</tr>
<tr>
<td>New Year, 345</td>
<td>Birthday of the Prophet Muhammad (Mawlid an-Nabi), 345</td>
</tr>
</tbody>
</table>

| Islam Today  | 346 |

| Study Questions  | 347 |

| Suggested Reading  | 347 |

<table>
<thead>
<tr>
<th>Source Material</th>
<th>348</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Muslim Vision of Allah, 348</td>
<td>The Prescriptions of Islam, 351</td>
</tr>
<tr>
<td>On the Day of Judgment, 355</td>
<td></td>
</tr>
</tbody>
</table>