

**EDHI 488C and EDHI 683**  
**WORLD RELIGIONS AND THEIR IMPLICATIONS FOR EDUCATION**

**Winter 2012**

Class meets January 2, 4, 5, 9, 11, 12  
Monday, Wednesday and Thursday, 4:00pm – 9:00pm

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**OBJECTIVES**

The course will seek to:

- help students develop a basic understanding of world religions, looking at their origins, development, teachings, and primary figures.
- explore the roles, meaning, purpose that education plays in the various religions.
- facilitate students' ability to develop their own intellectual, moral, and ecological intelligences using the teachings, philosophies, and approaches of the various traditions studied.

It is hoped that through this course, students will develop an acute understanding of problems in education that go beyond scores, and place learning and schooling in cultural and religious contexts. They will gain a better understanding of the current challenges and possibilities of building global cultural understanding and respect.

**TEACHING**

The course will comprise three parts: 1) teaching and class discussion; 2) personal reading and research by students on a specific topic; 3) student presentations of their research. The learning process will be comprised of reading from both primary and secondary texts, followed by discussions to contextualize the material and connect it to societal and individual issues and challenges regarding education.

Class activities will also include presentations by guest speakers, group activities, brainstorming, journal writing and other avenues to stimulate in depth understanding.

Questions for discussion in class:

- What are dominant moral value systems in the different religions and what are their sources (e.g. texts, tradition, etc.)?
- What are the concepts of the divine or the ultimate and how are they understood within the context of the value systems?
- What are the primary commonalities and differences found in the world's faiths?
- How are humans, nature, and the cosmos understood in the different religions?
- What role does gender, ethnicity, and race play?
- What is the ultimate goal of life in each tradition? What is presented as the best way to obtain it?

- What types of education exist in various religious contexts and traditions and what role do they play in formulating knowledge, vision, wisdom acquisition, intuition, imagination, and creativity?
- What are the implications of religions for education in the 21<sup>st</sup> century? How do we address critical problems in school, such as school violence, lack of interest in learning, and spiritual void in students' life?

## READINGS

### 1. Textbooks to be PURCHASED (before class begins):

Smith, Huston. (1991). *The World's Religions*. New York: HarperSanFrancisco. This book can be purchased at amazon.com: [http://www.amazon.com/Worlds-Religions-Great-Wisdom-Traditions/dp/0062508113/ref=sr\\_1\\_2?ie=UTF8&qid=1291706895&sr=8-2#](http://www.amazon.com/Worlds-Religions-Great-Wisdom-Traditions/dp/0062508113/ref=sr_1_2?ie=UTF8&qid=1291706895&sr=8-2#)

Mitchell, Stephen. (2000). *Bhagavad Gita*. New York: Harmony Books.

### 2. Religious Classics to be READ ONLINE [read as much as you can]

Confucius: *The Analects of Confucius*. <http://www.acmuller.net/con-dao/analects.html#div-3>

Confucius: *Great Learning*. <http://www.acmuller.net/con-dao/greatlearning.html>

Confucius: *Doctrine of the Mean*. <http://www.acmuller.net/con-dao/docofmean.html>

Lao Zi. *Dao De Jing*. [provided by faculty]

Zhuang Zi. <http://oaks.nvg.org/ys1ra5.html>

*The Diamond Sutra*: [http://www.acmuller.net/bud-canon/diamond\\_sutra.html](http://www.acmuller.net/bud-canon/diamond_sutra.html)

*The Heart Sutra*:

<https://www.amherst.edu/academiclife/departments/courses/1011F/RELI/RELI-23-1011F/heartsutra>

*The Old Testament and the New Testament*. <http://ebible.org/bible/kjv/>

*The Koran*. Excerpts provided by professor?. Full text at <http://etext.virginia.edu/toc/modeng/public/HolKora.html>

### 3. Articles: the instructor will assign a number of articles for reading

## ASSIGNMENTS AND GRADING

1.	Participating in Class Discussions:	20%
2.	Weekly Summary and Reflection on the Readings (two essays)	40%
4.	Research Project	40%

A+ 97-100%; A = 90-96% and above; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or less

- 1) Participation: each student will be called upon to sum up ideas from one chapter/book/article and lead discussions in class.
- 2) Students will **write a weekly report** on the readings of each week (**4-5 pages/week – this means two essays**). They will synthesize the main ideas in the readings, draw on the ideas and use the writing process to clarify and enhance their own religious/spiritual understanding and make connections to and conduct reflection on education. Students are encouraged to critique and debate on views they disagree with.
- 3) The **Research Project (10+ pages for graduate students, and 8+ pages for undergraduates)** should draw from literature covered in the class as well as other literature relevant to the students' topic of choice. Students should use this assignment to connect world religions with the discussion of key issues in education and improvement of schools. They should also use this assignment to clarify their understanding and vision of educational purposes and practices.

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*Course Schedule      Course Schedule      Course Schedule      Course Schedule*

**\*\*JANUARY 4, WEDNESDAY\*\***

**Focus of the Day:**

Loving-kindness and virtues in action. Pathway to harmony and salvation. Self-transformation and world transformation; scholars as public intellectuals. Education for personal and social changes

Tao and virtues; returning to a child's mind; Taoist cultivation for immortality. Theory of Nature/Human Correspondence and Synchronicity; Qi as Bio-information and Bio-intelligence Energy.

Virtues as the foundation of the Collective Unconscious and for the harmony of the universe and the world.

**Session 1:  
INTRODUCTION**

“What Is Spirituality- Words by some scholars.”

**Session 2:  
CONFUCIANISM AND EDUCATION**

*The World's Religions, Chapter IV, Confucianism*

*The Analects of Confucius;*

*The Great Learning;*

*Doctrine of the Mean*

Lin, J. and Wang, Yingji. (2010). Confucius Teaching of Virtues and Peace Education. In Brantmeier, E. J., Lin, J., Miller (eds). *Spirituality, Religion, and Peace Education*. Information Age Publishing.

Lin, Jing, and Qiang Zha. (forthcoming). Chinese Education Scholars and Intellectuals in General: Playing New Roles as a Revival of the Confucian Tradition? *Comparative Education*.

Leung, Frederick K. S. (1998). The Implications of Confucianism for Education Today. *Journal of Thought*, vol. 33, no. 2, pp. 25-37.

### **Session 3:**

#### **TAOISM AND EDUCATION**

*Dao De Jing (Tao Teh Ching-Translated by Steven Mitchell – On Blackboard)*

*The World's Religions*, Chapter V, Taoism

Yan Xin. "The Meaning of Qigong;" "The Thought of Qi;" "Virtue Is the Essence." Prepared by Toronto Yanxin Qigong Center. Toronto: Barbican Publishing.

Xiaoyan Sun and Jing Lin. (2011). Daoism and Chinese Landscape Painting: Implication for Environmental Education, in Jing Lin and Rebecca Oxford, eds., *Transformative Eco-Education for Human and Planetary Survival*. Charlotte, NC: Information Age Publishing.

Flowers, Jim. (1998). Problem Solving in Technology Education: A Taoist Perspective. *Journal of Technology Education*, vol. 10, no. 1, pp. 20-26.

Jeffrey, Glanz. (1997). The Tao of Supervision: Taoist Insights into the Theory and Practice of Educational Supervision. *Journal of Curriculum and Supervision*, vol. 12, no. 3, pp. 193-211.

### **\*\*JANUARY 5, THURSDAY\*\***

#### **Focus of the Day:**

The Buddhist view of the cosmos and human life; karma; roots of human sufferings and its effect on spirituality; detachment; cultivation of wisdom, tranquility and ending of suffering. Love and compassion for All in Buddhism. Zen Buddhism: human nature; let go and go straight to our true Self.

The Hindu view on equality and oneness of all existence; the way to live and to return to God in Hinduism. The highest form of virtues; freedom, Yoga of Life, embracing our greater Self, becoming a person of wisdom.

**Session 1:**  
**BUDDHISM AND EDUCATION**

*The World's Religions*, Chapter III, Buddhism

*The Diamond Sutra*;

*The Heart Sutra*

Chin Kung. Buddhism as an Education. Sidney, Australia: Buddha Dharma Education Association. [http://www.buddhanet.net/pdf\\_file/buddeduc.pdf](http://www.buddhanet.net/pdf_file/buddeduc.pdf). [article on blackboard]

Sirikanchana, Pataraporn. (1998). Buddhism and Education: The Thai Experience. In Baidyanath Saraswati (ed.), *The Cultural Dimension of Education*. New Delhi, India: DK Print World.

**Session 2:**  
**HINDUISM AND EDUCATION**

*The World's Religions*, Chapter II, Hinduism

*The Bhagavad Gita*.

Upadhyaya, Priyankar. (2010). Hinduism and Peace Education. In Edward Brantmeier, Jing Lin, and John Miller (eds), *Spirituality, Religion and Peace Education*. Charlotte, NC: Information Age Publishing, pp. 99-113.

“Hinduism and Education.” [http://www.hinduwebsite.com/hinduism/h\\_education.asp](http://www.hinduwebsite.com/hinduism/h_education.asp)

Lamb, Ramdas. (2007). “Sacred.” In Sushil Mittal and Gene Thursby (eds), *Studying Hinduism: Key Concepts and Methods*. London and New York: Routledge. Pp. 339-353.

Lamb, Ramdas. (2005). “Caste Systems”; “Hinduism”; “Polytheism”; “Religious Rituals”; “Untouchables.” (five separate articles) in James Birx (ed), *Encyclopedia of Anthropology*, 5 Vols. Thousand Oaks, California: Sage Publications.

**\*\*JANUARY 9, MONDAY\*\***

**Focus of the Day:**

Jewish and Christian cultivation toward enlightenment. Teachings of Judaism. What makes a Jew: rituals, holidays, and various branches of Judaism.

The way of Jesus. A re-examination of compassion and femininity; what does it mean to be Christ-like; freedom gained from repentance and forgiveness; unconditional love and the mystical path of the Kabbalists and Jesus; the Will of All and human choices.

Arts and music and other forms of creativity. Phases of development and challenges today.

### **Session 1: JUDAISM AND EDUCATION**

*The World's Religions*, Chapter VII, Judaism.

*The Old Testament*

“Judaism 101.”

Goldman, Ari L. (2000). *Being Jewish: The Spiritual and Cultural Practices of Judaism Today*. New York: Simon & Schuster. Selected sections.

Cooper, David. (1997). *God is a Verb: Kabbalah and the Practice of Mystical Judaism*. New York: Riverhead Books. Pp. 1-41.

Reuben Jacobson, and Steigmann, Moishe. (2010). A Jewish Perspective on Peace Education. In Lin, J., John Miller and Edward Brantmeier (eds.), *Religion, Spirituality and Peace Education* (pp. 37-61). Charlotte, NC: Information Age Publishing.

Blumberg, S. (2006). To Know Before Who You Stand: A Philosophy for a Spiritual and Moral Liberal Jewish Education for the 21st Century. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (eds.), *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* (pp. 717-729). Dordrecht: Springer Netherlands.

### **Session 2: CHRISTIANITY AND EDUCATION**

*The World's Religions*, Chapter VIII, Christianity

*The New Testament*

Harvey, Andrew. (1999). *Son of Man: The Mystical Path to Christ*. New York: Jeremy P. Tarcher/Putnam. Pp. 3-41; 102-128.

Oxford-Carpenter, Rebecca. (1984). Gender and the Trinity. *Theology Today*, 41(1).

Oxford, Rebecca. (2010). How Christianity Addresses Peace and What This Means for Education. In Edward Brantmeier, J. Lin, and John Miller (eds), *Religion, Spirituality and Peace Education*. Information Age Publishing.

Vrame, A. (2006). An Overview of Orthodox Christian Religious Education. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (eds.), *International Handbook of*

*the Religious, Moral and Spiritual Dimensions in Education* (pp. 277-292). Dordrecht: Springer Netherlands.

**\*\*JANUARY 11, WEDNESDAY\*\***

**Focus of the Day:**

Faith and life in Islamic traditions. The teachings of Koran. Education as religious learning. The need for building cultural understanding between the West and Islamic societies.

Native American spirituality; human-nature interconnection. Wisdoms of indigenous people. Modernization, colonialism and challenges to Indigenous knowledge system.

**Session 1: ISLAM AND EDUCATION**

*The Koran*. [on blackboard]

*The World's Religions*, Chapter VI, Islam

Reagan, T. (2005). "No Gift Is Better Than Education:" The Islamic Educational Enterprise. In *Non-Western educational traditions: Indigenous approaches to educational thought and practice*. New Jersey: Lawrence Erlbaum Associates. Pp. 217-238.

Selcuk, M. (2006). A Qur'anic Approach to the Concept of "Living Together": Ta' Aruf. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (Eds.), *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* (pp. 1141-1148). Dordrecht: Springer Netherlands.

Reagan, Timothy. (1996). "The Baha'I View of the Educated Person." Presentation at AERA.

**Session 2: INDIGENOUS AND AFRICAN-AMERICAN RELIGIONS AND EDUCATION**

*The World's Religions*, Chapter IX, The Primal Religions.

Reagan, T. (2005). "Finding the True Meaning of Life": Indigenous Education in North America. In *Non-Western educational traditions: Indigenous approaches to educational thought and practice*. New Jersey: Lawrence Erlbaum Associates. Pp. 117-130.

Cajete, Gregory. (1999). The Making of an Indigenous Teacher: Insights into the Ecology of Teaching. In Jeffrey Kane (ed.), *Education, information and transformation: Essays on learning and thinking* (pp. 161-183). Upper Saddle River, NJ: Merrill.

Mazama, Mambo Ama. (2002). Afrocentricity and African Spirituality. *Journal of Black Studies*, vol. 33, no. 2, pp. 218-234

## **\*\*JANUARY 12, THURSDAY\*\***

### **Focus of the Day:**

Science as a way of knowing. Scientific achievement and limitations. Quantum physics; new theories in science: science and religion meet.

Our life's mission and destiny. Free will and destiny; charity; good and evil; truth and self-knowledge; spiritual exercises.

The mind and the subconscious mind; the collective unconscious; the implicate order; give and take relationship and energy; choice in life.

Expanding the horizons of education.

### **Session 1: RELIGION AND SCIENCE: CAN THEY BE INTEGRATED?**

Einstein's famous saying:

### **Session 2: WORLD RELIGIONS: COMMONALITIES AND DIFFERENCES**

DISCUSSION: The commonalities and differences among world's religions and spiritual traditions: divine force; fasting; the divine child; trinity; qi, or jinn, or spirits; heaven and hell; the notion of time (one day vs one thousand years); final judgment; end of time or beginning of new age; prophets; gender; ways of knowing; rituals and their purposes; .... The possibility for a dialogue of civilizations and co-existence.

Capra, Fritjof. (2000). (5<sup>th</sup> ed). *The Tao of Physics*. Boston: Shambhala. Chapters 1-3.

Friedman, Norman. (1994). *Bridging Science and Spirit*. MO: St. Louis: Living Lake Books.

Chapter 1, Dave Bohm: A Physics Perspective;

Chapter 5, Space-Time Creation and the Black/White Hole Metaphor;

Chapter 10, Eastern and Western Thought as Aspects of a Common Reality.

Chapter 11, Toward a New Paradigm.

Russell, R. J., & Wegter-McNelly, K. (2003). Science and Theology: Mutual Interaction. In T. Peters & G. Bennett (eds.), *Bridging Science and Religion* (pp. 1-34). Minneapolis: Fortress Press.

Choi, H. (2001). Knowledge of the Unseen: A New Vision for Science and Religion Dialogue. *Perspectives on Science and Christian Faith*, 53(2), 96-101. Retrieved August 2007, from <http://www.asa3.org/asa/PSCF/2001/PSCF6-01Choi.html>



Tu Weiming. Beyond the Enlightenment Mentality. In Adler, J. et al. (1998). *Confucianism and Ecology*. Harvard University: Center for the Study of World Religions

### **Session 3:**

#### **IMPLICATIONS FOR EDUCATION: WISDOM BASED EDUCATION**

**[Students will choose to read one article in depth and give a presentation to the class, while enriching the theme with other sources. Or the student can find one or two articles on a subject related to their field and interest, for example, “foreign language learning and culture of faith”]**

Kessler, Rachael (2000). *The Soul of Education: Helping Students Find Connection, Compassion, and Character in School*. Alexandria, VA: Association for Supervision and Curriculum Development. [Student can borrow book from the professor]

Bai, Heesoon, Charles Scott and Beatrice Donald. (2009). Contemplative Pedagogy and Revitalization of Teacher Education. *Alberta Journal of Educational Research*, vol 55, no. 3, pp. 319-314.

Miller, John P. (2010). Education for Wisdom. In Brantmeier, E. J., Lin, J., Miller (eds). *Spirituality, Religion, and Peace Education*. Information Age Publishing.

Kessler, Rachael. (2001). Soul of Students, Soul of Teachers: Welcoming the Inner Life to School. In Linda Lantieri (ed.), *Schools with Spirit: Nurturing the Inner Lives of Children and Teacher* (pp. 107-131). Boston: Beacon Press.

Lin, J. (2007). Love, peace and wisdom in education: Transforming education for peace. *Harvard Education Review*, vol. 77, no. 3, pp. 362-365.

Grace, Fran. (2011). Learning as a Path, Not a Goal: Contemplative Pedagogy-Its Principles and Practices. *Teaching Theology and Religion*, vol. 14, issue 2, pp. 99-124.

Carlsson-Paige, Nancy. (2001). Nurturing Meaningful Connections with Young Children. In Linda Lantieri (ed.), *Schools with Spirit: Nurturing the Inner Lives of Children and Teacher* (pp. 21-38). Boston: Beacon Press.

Parker, Palmer. (1994). The Grace of Great Things: Reclaiming the Sacred in Knowing, Teaching, and Learning. In Steven Glazer (ed.), *The Heart of Learning: Spirituality in Education* (pp. 15-32). New York: Jeremy P. Tarcher/Penguin.

Nuttall, M. (2006). Soulful Learning: A Vital Component of Curriculum Development. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (eds.), *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* (pp. 1343-1359). Dordrecht: Springer Netherlands.

Remen, Rachel N. (1994). Educating for Mission, Meaning, and Compassion. In Steven Glazer (ed.), *The Heart of Learning: Spirituality in Education* (pp. 33-49). New York: Jeremy P. Tarcher/Penguin.

Baratte, L. (2006). Religious Education and Peace Education: A Partnership Imperative for Our Day. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (eds.), *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* (pp. 243-257). Dordrecht: Springer Netherlands.

Conceicao, M. and Costa, H. (2006). Creative and Spiritual Education in the Human Development Process. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (eds.), *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* (pp. 1321-1341). Dordrecht: Springer Netherlands.

Winchester, J. E. (2006). Engaging Children in Spiritual Discovery in a Multi-Faith Approach. In M. d. Souza, G. Durka, K. Engebretson & R. J. A. McGrady (eds.), *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* (pp. 1307-1320). Dordrecht: Springer Netherlands.

**\*\*JANUARY 17, THURSDAY\*\***

***PRESENTATION OF FINAL PAPER***