

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Program Title	: All Undergraduate Programs
Programme QF Level	: 5
Course Title	: Religions in Hong Kong: Experience and Reality
Course Code	: CSL1026 / GEM1011
Department	: Department of International Education
Partnering Unit	: The Centre for Religious and Spirituality Education
Credit Points	: 3
Contact Hours	: Contact Hours: 39 Lecture: 9 hours Service-based Experiential Learning Activities: 32 hours (counted as 21 contact hours) Sharing of Reflection and Group Presentation: 9 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills

2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The advance of technology in modern society has permanently changed the outlook of the world. Cloning, surrogate motherhood, drone strike, the emergence of mobile gadgets, and social media networks, etc. have made humankind rethink the meaning of their collective existence. Yet, rather than concealing human beings from their metaphysical concerns and questions, the emergence of the new outlook has brought them closer to the questions, such as the existence of Gods, the purpose of life and death, and the sense of identity that human beings share with their ancestors, land, and cultures. In contemporary society, religion still carries deep significance to believers and non-believers alike, representing an aspect of inquiry which is distinct from science or other humanities investigations. In this course, we will provide an emphatic study of the beliefs and practices of the major religions in Hong Kong. Students experience will be enriched as they engage with the ritual practices and services of different religions. Students will discover how this experience affects the followers' understanding of the world, and relate to one another, in a world where technological advancement has altered the priorities and meanings of people's lives.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- 2.1. CILO1: synthesize a global appreciation of the issues surrounding religious and spiritual beliefs in Hong Kong,
- 2.2. CILO2: cultivate a respectful awareness of the significance of the beliefs and practices for the faith member,
- 2.3. CILO3: construct an inquiring, analytical and empathetic understanding of the nature of religion, and
- 2.4. CILO4: cultivate a positive personality through participating in the services and activities provided by organizations of different faith traditions.

3. Content, CILOs and Teaching & Learning Activities

Course content	CILOs	Suggested Teaching & Learning Activities
1. Nature of Religion 1.1 What is a religious worldview? <ul style="list-style-type: none"> • Acknowledgement of the supernatural dimension • Belief in a divine being or powers dwelling in individuals 1.2 What is a religion? <ul style="list-style-type: none"> • beliefs and believers 	CILO 1, 2, 3, 4	Lecture and Class Discussions (9 hours + *6 hours) *There will be about six hours for presentation towards

<ul style="list-style-type: none"> • sacred texts and writings • ethics • rituals and ceremonies 		the end of the course.
<p>*Below are examples of religions to be studied in the lecture.</p> <p>2. Buddhism</p> <p>2.1 History and Cultural Contexts</p> <p>2.2 The Buddha: Life Events and Enlightenment</p> <p>2.3 Theravada Buddhism (上座部佛教/或稱小乘佛教); Mahayana Buddhism (大乘佛教); Vajrayana Buddhism (密宗佛教)</p> <p>2.4 Three Jewels: Buddha, Dharma & Sangha</p> <p>2.5 The Four Noble Truths</p>		
<p>3. Christianity</p> <p>3.1 History and Cultural Contexts</p> <p>3.2 Jesus Christ</p> <p>3.3 Anglicanism; Catholicism; Orthodoxy; Protestantism, etc.</p> <p>3.4 The Humanity, Death, & Resurrection of Christ</p> <p>3.5 Nature of God and the Trinity</p>		
<p>4. Taoism</p> <p>4.1 History and Cultural Contexts</p> <p>4.2 The Interconnected Cosmos: the IChing/Yijing</p> <p>4.3 Yin and Yang and the Five Agents</p> <p>4.4 Tao and its Functions in life</p> <p>4.5 Religious Taoism: Temples, Worship and Festivals</p>		
<p><u>ervice-based experiential learning activities in community</u></p> <p>Students will visit one religious organization, which may include Catholic Diocese of Hong Kong, Ching Chung Taoist Association of Hong Kong, Hong Kong Sheung Kung Hui, Sik Sik Yuen, Plum Village Foundation Hong Kong, the Hong Kong Buddhist Association, Tsing Shan Monastery, etc.</p> <p>There are three types of activities and services</p>	<p>CILO 1, 2, 3, 4</p>	<p>Learning through participation in the religious activities, doing services, and engaging in other interactions with faith members (33 hours)</p>

<p>in regard to the learning activities of this course. The first type of activity is the interaction which students have with the faith members and organizers. The second is students' sensory encounter with the religious actions. There are ample opportunities for students to observe the procedure of religious congregation, and other conversion ceremonies. The third type of activity will be the services which the religious organizations provide to community. In this aspect, students can take part in the actions, such as to assist the operation of book fair, to assist the work in farms, to pay visit to clients at the elderly's home, etc.</p> <p>*CRSE will be providing the portals of communication with regard to various religious institutions.</p> <p>During each visit, students will communicate with the course assistant from CRSE; they are also expected to talk to and know about the experience of other faith followers. Each group of students are expected to contribute to an online journal after the visits, and they should also comment on the records of other groups.</p>		
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4. Assessment

Assessment tasks	Weighting (%)	CILOs
<p>1. Proposal of service (Group based) Students will form groups with 3-5 members and develop an informed service proposal:</p> <ol style="list-style-type: none"> Brief introduction of the notion of 'service' according to the selected religion. Some main points on what they would like to observe and experience in the service concerned in order to understand a believer's world. Division of labour among group members Critical questions they would like to bring in the service. 	30%	1, 2, 3, 4
<p>2. Experience</p> <ol style="list-style-type: none"> Students are expected to attend all sessions of the service activities which they have chosen. While attending the service, they should be committed to the service and activities, and show respect to the organization which they serve. If students are absent from the activities, being late for more 	40%	1, 2, 3, 4

<p>than 30 minutes, or leave the serving session earlier than expected without explanation, their actions will be taken as indicators that they do not treat the services and activities seriously. (10%)</p> <p>b. Online Reflective Blogs (20%) The groups engage in the construction of the respective blogs over a period of eleven weeks when they are participating in service and events of the religious institutions. Students are expected to drop down lines of reflection. The blogs will be assessed on a continuous basis. Students are not expected to put materials to their blogs only in the last few days of their visiting sessions.</p> <p>c. Online Comments (10%) Students are expected to give at least a comment per week to the blog of any other group. And the comment should have substantial content. Those who give five comments over the blogging period will receive all the 10 %. The comments will be counted continuously, but not cumulatively. So, this requirement will not be fulfilled when students give only five comments at the last day of the blogging period.</p>		
<p>3. Reflection Group Presentation (30%) Students will report their service experience and evaluate according to their proposal. The duration is 15 minutes, plus 10 minutes Q&A.</p>	<p>30%</p>	<p>1, 2, 3</p>

5. Required Text(s)

Students should study the scripture of their chosen religion, such as the *Bible* of Christianity, the Analects and Mencius of Confucianism, and the *Daode Jing* in Taoism, etc.

6. Recommended Readings

Alister E. McGrath (Ed.) (2005). *Blackwell Encyclopedia of Modern Christian Thought*. USA: Oxford University Press.

Esposito, John. (2004). *Islam the Straight Path*. USA: Oxford University Press.

Keown, Damien. (2003). *Oxford Dictionary of Buddhism*. USA: Oxford University Press.

Komjathy, Louis. (2003). *Title Index to Daoist Collections*. Three Pines.

Miller, James (2003). *Daoism: A Short Introduction*. Oneworld.

Miller, Stephen. (2007). *The Complete Guide to the Bible*. Barbour Books.

- Moran, Patrick Edwin. (1993). *Three Smaller Wisdom Books: Lao Zi's Dao De Jing, the Great Learning (Da xue), and the Doctrine of the Mean (Zhong yong)*. University Press of America.
- Muhammad Asad (Trans.) (2003). *The Message of the Quran*. The Book Foundation.
- Pas, Julian. (1998). *Historical Dictionary of Taoism*. Scarecrow Press.
- Peacock, John. (2009). *The Tibetan Way of Life, Death and Rebirth*. Duncan Baird.
- Ramadan, Tariq. (2009). *In the Footsteps of the Prophet*. USA: Oxford University Press.
- Stott, John. (2012) *Basic Christianity*. IVP Books.
- Too, Lillian. (2009). *The Buddha Book: Buddhas, Blessings, Prayers, and Rituals to Grant You Love, Wisdom, And Healing*. Harper Element.

7. Related Web Resources

Nil

8. Related Journals

Nil

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil