

**K TO 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

Grade: 12

Subject Title: Introduction to World Religions and Belief Systems

Semester: 1st or 2nd

No. of Hours/ Semester: 80 hours/ semester

Pre-requisite:

Subject Description: The course explores the main tenets and practices of major world religions: Judaism, Christianity, Islam, Hinduism, Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintoism. It aims to help learners understand the historical contexts of nine religions, appreciate their uniqueness and similarities and promote mutual understanding among believers of different faiths. They are expected to demonstrate understanding and appreciation of one's faith and that of others.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
1. Definition of Terms	The learner demonstrates understanding of belief system or worldview*, Religion, Spirituality, Philosophy of Religion, and Theology. *The elements of religion, belief system and spirituality must be discussed here.	The learner prepares character sketches of a person who is spiritual but not religious and a person who is religious but not spiritual.	1.1. Give an example of a belief system or a worldview Communicate her* understanding of her religion * Refers to all genders	HUMSS_WRB12-I/IIIa-1.1
			1.2. Differentiate religion from: a. Spirituality b. Theology c. Philosophy of Religion Differentiate between religion as humans' way to God, theology as a study of God's way to humans and philosophy as a reflection of humans' lived experience of God	HUMSS_WRB12-I/IIIa-1.2
			1.3. Infer that: a. A belief system or worldview is a particular way of ordering the realities of one's world. b. Religion is the pursuit of transformation guided by a sacred belief system. c. Spirituality is one's integrative view of life. It involves a quest for the meaning and ultimate value of life as opposed to an instrumentalist or materialistic attitude to life. The elements of religion are: (a) reflects an effort to elevate their whole self to a higher	HUMSS_WRB12-I/IIIa-1.3

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			<p>dimension of existence, (b) a framework of transcendent beliefs, (c) text or scriptures, (d) rituals, and (e) sacred spaces (e.g., church, temple, mosque, synagogue).</p> <p>Understanding the worldview of each of the world’s major religions is critical in appreciating their rituals and practices. These worldviews are: All is one (Monistic) 1. Many Gods (Polytheistic) 2. One God (Monotheistic) 3. No God (Atheistic)</p> <p>The elements of spirituality are: (a) holistic (fully integrated view to life), (b) quest for meaning (including the purpose of life), (c) quest for the sacred (beliefs about God), and (d) suggests a self-reflective existence.</p>	
			1.4. Prepare character sketches of a person who is spiritual but not religious and a person who is religious but not spiritual	HUMSS_WRB12-I/IIIa-1.4
2. How World Religions Began	The learner demonstrates understanding of historical and geographical contexts of the different religions.	The learner conducts a group activity that demonstrates the influence of a religion in a certain culture.	2.1. Cite regions or places where specific religions evolved	HUMSS_WRB12-I/IIIb-2.1
			2.2. Analyze the culture of the region that gave rise to specific religions	HUMSS_WRB12-I/IIIb-2.2
			2.3. Explain how geography influences religion and religion affects culture	HUMSS_WRB12-I/IIIb-2.3
			2.4. Conduct a group activity that demonstrates the influence of a religion in a certain culture	HUMSS_WRB12-I/IIIb-2.4
3. Positive and Negative Effect of Religions	The learner demonstrates understanding of effects of Religions: positive and negative.	The learner gathers print or web-based articles, photos, editorial, etc. showing the positive or negative effects of religion.	3.1. Identify the positive and negative effects of religions	HUMSS_WRB12-I/IIIc-3.1
			3.2. Provide evidence that religion brought about an event in history	HUMSS_WRB12-I/IIIc-3.2
			3.3. Justify that religion can have positive or negative effects on society	HUMSS_WRB12-I/IIIc-3.3

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			3.4. Gather print or web-based articles, photos, editorials, etc. showing the positive or negative effects of religion	HUMSS_WRB12-I/IIIc-3.4
4. Judaism	The learner demonstrates understanding of the elements of Judaism: a. Founders: Abraham (2000 B.C.) and/or Moses (1391-1271 B.C.) b. Sacred texts: Torah, Poetry, Prophets, Talmud, Mishnah c. Doctrines: Ten Commandments, 618 Rules d. God: Yahweh/Jehovah e. Sects: Orthodox, Conservative, Reform Liberal f. Issues: Antisemitism, Zionism, Holocaust	The learner identifies a story from the Old Testament that demonstrates the Jewish belief in one God (e.g. Story of Samson).	4.1. Recite the Ten Commandments as stated in the Old Testament (Exodus 20)	HUMSS_WRB12-I/IIIId-4.1
			4.2. Identify a Jewish custom or tradition demonstrated in a movie (e.g. Fiddler in the Roof, Ten Commandments, Ben Hur)	HUMSS_WRB12-I/IIIId-4.2
			4.3. Justify: The core teaching of Judaism is the covenant of one God with a chosen people vs. other people with many gods.	HUMSS_WRB12-I/IIIId-4.3
			4.4. Identify a story from the Old Testament that demonstrates the Jewish belief in one God (e.g. Story of Samson)	HUMSS_WRB12-I/IIIId-4.4
5. Christianity	The learner demonstrates understanding of the elements of Christianity: a. Founder: Jesus Christ (c. 7 BC-30 A.D.) b. Sacred texts: Bible (Old Testament and New Testament) c. Doctrines: Trinity, Virgin Birth, Deity of Christ, Resurrection, Last Judgment d. God: Trinity (Father, Son and Holy Spirit) e. Sects: Roman Catholic, Greek/Eastern Orthodox, Protestantism, etc. f. Issues: Ecumenism, Sexuality issues (e.g., contraception, homosexuality, ordination of women)	The learner interviews a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to.	5.1. Recite the Apostle’s Creed, The Lord’s Prayer or the Beatitudes	HUMSS_WRB12-I/IIIIf-5.1
			5.2. Interpret the Parable of the Prodigal Son	HUMSS_WRB12-I/IIIIf-5.2
			5.3. Explain: The core teaching of Christianity is the message that a loving God sent His begotten Son in order to redeem humankind from eternal damnation.	HUMSS_WRB12-I/IIIIf-5.3
			5.4. Interview a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to	HUMSS_WRB12-I/IIIIf-5.4

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6. Islam	<p>The learner demonstrates understanding of the elements of Islam:</p> <p>a. Founder: Prophet Muhammad (570-632 A.D.)</p> <p>b. Sacred texts: Qur'an, Hadith</p> <p>c. Doctrines: Five Pillars of Islam (Shahadah-declaring there is no other god but Allah and Muhammad is His messenger, Salat-ritual prayer five times a day, Sawm-fasting during Ramadan, Zakat- alms giving to the poor, and Hajj-pilgrimage to Mecca at least once in a lifetime)</p> <p>d. God: Allah</p> <p>e. Practitioners: Sunni, Shi'ite, Sufi</p> <p>f. Issues: Gender Inequality, Militant Islam, Migration</p>	The learner conducts a panel discussion on Muslim beliefs and practices (when possible inviting a Muslim).	6.1. Read the opening lines of Qur'an preferably from an English version	HUMSS_WRB12-I/IIIg-h-6.1
			6.2. Retell the life and times of Prophet Muhammad	HUMSS_WRB12-I/IIIg-h-6.2
			6.3. Explain: The core teaching of Islam is there is only one God and Muhammad is His final and greatest messenger.	HUMSS_WRB12-I/IIIg-h-6.3
			6.4. Conduct a panel discussion on Muslim beliefs and practices (when possible invite a Muslim)	HUMSS_WRB12-I/IIIg-h-6.4
7. Comparative Analysis	The learner demonstrates understanding of the three religions in the aspects of origin, morality, purpose, destiny, and views on women.	The learner conducts a group research on the doctrines of each of the three religions and compares them in the aspects of origin, morality, purpose, destiny, and views on women.	7.1. Identify the uniqueness and similarities of Judaism, Christianity and Islam	HUMSS_WRB12-I/IIIi-7.1
			7.2. Provide evidence that Judaism, Christianity and Islam share common roots from Patriarch Abraham	HUMSS_WRB12-I/IIIi-7.2
			7.3. Justify that Judaism, Christianity and Islam, as monotheistic religions, have largely influenced the world today.	HUMSS_WRB12-I/IIIi-7.3
			7.4. Conduct a group research on the doctrines of each of the three religions and compare them in the aspects of origin, morality, purpose, destiny, and views on women	HUMSS_WRB12-I/IIIi-7.4
8. Hinduism	The learner demonstrates understanding of the elements of Hinduism:	The learner simulates a particular yoga and writes a reflection paper on her insights	8.1. Recite the creation story in Rig Veda	HUMSS_WRB12-I/IIIj-II/IVa-8.1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
	a. Founders: Aryans (1500 B.C.) b. Sacred texts: Vedas, Upanishads and Bhagavad-Gita c. Doctrines: Dharma-duty, Kama-pleasure, Artha-wealth, Moksha-liberation, Brahman, Atman, the Identification of Brahman and Atman, the Four Yogas (Yoga of Knowledge, Yoga of Work, Yoga of Devotion or Love, and Yoga of Psychological Exercises) d. Gods: 33 million gods and goddesses e. Issues: Gender Inequality, Caste System, Poverty	on Hinduism.	8.2. Identify the names of the major Hindu deities as well as their corresponding functions or powers	HUMSS_WRB12-I/IIIj-II/IVa-8.2
			8.3. Explain: The core teaching of Hinduism is the attainment of liberation in the identification of Atman and Brahman through the Four Yogas.	HUMSS_WRB12-I/IIIj-II/IVa-8.3
			8.4. Simulate a particular yoga and write a reflection paper on your insights on Hinduism	HUMSS_WRB12-I/IIIj-II/IVa-8.4
9. Theravada Buddhism	The learner demonstrates understanding of the elements of Theravada Buddhism: a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Tripitaka c. Doctrines: Four Noble Truths, Eight-fold Path, Law of Dependent Origination and The Impermanence of Things d. God: non-theistic e. Issue: Territory conflict in Mainland Southeast Asia	The learner evaluates the Eight-fold Path in terms of how it achieves the Middle Way.	9.1. State the Four Noble Truths and the Eight-fold path	HUMSS_WRB12-II/IVb-9.1
			9.2. Give examples of situations that demonstrate cravings which may lead to suffering according to Theravada Buddhism	HUMSS_WRB12-II/IVb-9.2
			9.3. Explain: The core teaching of Theravada Buddhism is that life is suffering; suffering is due to craving; there is a way to overcome craving; and the way to overcome craving is the Eight-fold Path, the Middle Way (between pleasure and mortification).	HUMSS_WRB12-II/IVb-9.3
			9.4. Evaluate the Eight-fold Path in terms of how it achieves the Middle Way	HUMSS_WRB12-II/IVb-9.4
10. Mahayana Buddhism	The learner demonstrates understanding of the elements of Mahayana Buddhism:	The learner draws the insight from the acts of generosity of Tzu Chi Foundation that reflect the core teaching of Mahayana	10.1. State the three levels of perfection of Mahayana Buddhism (moral discipline, cultivation of virtue, and altruistic conduct)	HUMSS_WRB12-II/IVc-10.1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
	a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Sutras c. Doctrines: Four Noble Truths, Eight-fold Path, The Six Perfections to become a Bodhisattva (generosity, morality, patience, perseverance, meditation, and insight) d. God: non-theistic e. Issues: Tibet invasion, Engaged activism f. Universality and growth of sects: Development of Buddhism to Zen (Chan) Buddhism as the fruit of its encounter with Taoism.	Buddhism.	10.2. Give examples of acts of generosity of Mahayana Buddhists	HUMSS_WRB12-II/IVc-10.2
			10.3. Explain: The core teaching of Mahayana Buddhism is to seek complete enlightenment for the benefit of all living beings through insight and compassion.	HUMSS_WRB12-II/IVc-10.3
			10.4. Draw the insight from the acts of generosity of Tzu Chi Foundation that reflect the core teaching of Mahayana Buddhism	HUMSS_WRB12-II/IVc-10.4
11. Comparative Analysis	The learner demonstrates understanding of the three religions/philosophies in the aspects of origin, morality, purpose, destiny, and views on women.	The learner conducts an interview on the doctrines of each of the three religions/philosophies and compares them in the aspects of origin, morality, purpose, destiny, and views on women.	11.1. Identify the uniqueness and similarities of Hinduism, Theravada Buddhism and Mahayana Buddhism	HUMSS_WRB12-II/IVd-11.1
			11.2. Provide evidence that Hinduism, Theravada Buddhism and Mahayana Buddhism share common roots from India	HUMSS_WRB12-II/IVd-11.2
			11.3. Justify that Hinduism, Theravada Buddhism and Mahayana Buddhism, as Vedic religions, have largely influenced the world today.	HUMSS_WRB12-II/IVd-11.3
			11.4. Conduct an interview on the doctrines of each of the three religions and compare them in the aspects of origin, morality, purpose, destiny, and views on women	HUMSS_WRB12-II/IVd-11.4
12. Confucianism	The learner demonstrates understanding of the elements of Confucianism: a. Founder: Confucius (551-479 B.C.)	The learner presents a character sketch of a person who personifies the Confucian virtues.	12.1. Describe the five basic relationships (king to subject, father to son, husband to wife, elder brother to younger brother and friend to friend)	HUMSS_WRB12-II/IVe-12.1
			12.2. Give examples of acts showing filial piety in the family, community and society	HUMSS_WRB12-II/IVe-12.2

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	b. Sacred texts: Confucian Classics c. Doctrines: Mandate of Heaven, T'ien, Human nature as originally good (Mencius) or evil (Hsun Tze), Rectification of Names, The Moral Way consisting of five cardinal virtues, Filial Piety, and Ancestor Worship d. God: Heaven e. Issues: Gender inequality, Authoritarianism		12.3. Explain: The core teaching of Confucianism is to be a "gentleman" by following the moral way consisting of the virtues of love, righteousness, wisdom, propriety and loyalty in order to promote harmony in society.	HUMSS_WRB12-II/IVe-12.3
			12.4. Present a character sketch of a person who personifies the Confucian virtues	HUMSS_WRB12-II/IVe-12.4
13. Taoism	The learner demonstrates understanding of the elements of Taoism: a. Founder: Lao Tzu (604 B.C. - ?) b. Sacred texts: Tao Te Ching, Book of Chuang Tze c. Doctrines: Wu-Wei, Law of Reversion, Following nature d. Tao as the Origin of all Beings, unnameable and eternal e. Issues: Inaction, Superstitious practices, Environmentalism	The learner identifies the things she can do without by making an inventory of personal belongings (e.g. things in the bedroom) and writes a reflection on Taoism based on the result of the inventory.	13.1. State that "Tao is the origin of all beings whose essence is nothing"	HUMSS_WRB12-II/IVf-g-13.1
			13.2. Give examples of acts showing love and respect of nature and the environment	HUMSS_WRB12-II/IVf-g-13.2
			13.3. Explain: The core teaching of Taoism is becoming one with 'Tao.'	HUMSS_WRB12-II/IVf-g-13.3
			13.4. Identify the things she can do without by making an inventory of personal belongings (e.g. things in the bedroom) and write a reflection on Taoism based on the result of the inventory	HUMSS_WRB12-II/IVf-g-13.4
14. Shintoism	The learner demonstrates understanding of the elements of Shintoism: a. Founders: Prehistoric Animists of Japan b. Sacred texts: Kojiki and Nihongi c. Doctrines: belief in kami, divinity of emperors d. Gods: kami (animist and nature spirits) e. Issues: Shrine visits of Japanese prime ministers	The learner interprets the Kojiki creation story creatively.	14.1. Narrate the Kojiki creation story	HUMSS_WRB12-II/IVh-14.1
			14.2. Explain why is it important for Japanese people to worship gods	HUMSS_WRB12-II/IVh-14.2
			14.3. Evaluate: The core teaching of Shintoism is to worship the ancestors and forces of nature to achieve harmony in all dimensions.	HUMSS_WRB12-II/IVh-14.3
			14.4. Interpret the Kojiki creation story creatively	HUMSS_WRB12-II/IVh-14.4
15. Comparative Analysis	The learner compares the three religions in the aspects of origin, morality, purpose, destiny, and	The learner prepares a multimedia presentation on the perceptions of people from all	15.1. Identify the uniqueness and similarities of Confucianism, Taoism and Shintoism	HUMSS_WRB12-II/IVi-15.1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
	views on women.	walks of life on the doctrines of each of the three religions and compares them in the aspects of individual, family, society, government and nature.	15.2. Provide evidence that Confucianism, Taoism and Shintoism share common traits in viewing nature and ancestors 15.3. Justify that Confucianism, Taoism and Shintoism as East Asian religions/philosophies have largely influenced the world today. 15.4. Prepare a multimedia presentation on the perceptions of people from all walks of life on the doctrines of each of the three religions and compare them in the aspects of individual, family, society, government and nature	HUMSS_WRB12-II/IVi-15.2 HUMSS_WRB12-II/IVi-15.3 HUMSS_WRB12-II/IVi-15.4
16. Synthesis	The learner summarizes the significance of religion and the basic similarities of all religions discussed within the semester.	The learners simulates a panel discussion of inter-religious dialogue that reflects the following: a. the meaning and ultimate value of life b. how one is to relate to one's self, family, society and nature c. the way to achieve personal happiness and fulfilment	Simulate a panel discussion of inter-religious dialogue that reflects the following: a. the meaning and ultimate value of life b. how one is to relate to one's self, family, society and nature c. the way to achieve personal happiness and fulfilment	HUMSS_WRB12-II/IVj-16

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COMPARATIVE ANALYSIS TEMPLATE OF JUDAISM, CHRISTIANITY AND ISLAM

RELIGION	JUDAISM	CHRISTIANITY	ISLAM
Origin of the Universe and Humankind			
Morality			
Purpose			
Destiny			
Views on Women			

COMPARATIVE ANALYSIS TEMPLATE OF HINDUISM, THERAVADA BUDDHISM AND MAHAYANA BUDDHISM

RELIGION	HINDUISM	THERAVADA BUDDHISM	MAHAYANA BUDDHISM
Origin of the Universe and Humankind			
Morality			
Purpose			
Destiny			
Views on Women			

COMPARATIVE ANALYSIS TEMPLATE OF CONFUCIANISM, TAOISM AND SHINTOISM

RELIGION	CONFUCIANISM	TAOISM	SHINTOISM
Origin of the Universe and Humankind			
Morality			
Purpose			
Destiny			
Views on Women			

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GLOSSARY	
Belief system or worldview	A particular way of ordering the realities of one's world.
Religion	The pursuit of transformation guided by a sacred belief system.
Spirituality	One's integrative view of life; involves a quest for the meaning and ultimate value of life as opposed to an instrumentalist or materialistic attitude to life.
Judaism	The core teaching of Judaism is the covenant of one God with a chosen people vs. other people with many gods.
Christianity	The core teaching of Christianity is the message that a loving God sent His begotten Son in order to redeem humankind from eternal damnation.
Islam	The core teaching of Islam is there is only one God and Muhammad is His final and greatest messenger.
Hinduism	The core teaching of Hinduism is the attainment of liberation in the identification of Atman and Brahman through the Four Yogas.
Theravada Buddhism	The core teaching of Theravada Buddhism is that life is suffering; suffering is due to craving; there is a way to overcome craving; and the way to overcome craving is the Eight-fold Path, the Middle Way (between pleasure and mortification).
Mahayana Buddhism	The core teaching of Mahayana Buddhism is to seek complete enlightenment for the benefit of all living beings through insight and compassion.
Confucianism	The core teaching of Confucianism is to be a "gentleman" by following the moral way consisting of the virtues of love, righteousness, wisdom, propriety and loyalty in order to promote harmony in society.
Taoism	The core teaching of Taoism is becoming one with 'Tao.'
Shintoism	The core teaching of Shintoism is to worship the ancestors and forces of nature to achieve harmony in all dimensions.

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References

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CODE BOOK LEGEND

SAMPLE CODE: HUMSS_WRB12-I/IIIa-1.1

LEGEND		SAMPLE	
First Entry	Track/ Strand	Humanities and Social Sciences Strand	HUMSS_WRB12
	underscore_		
	Track/ Strand Subject	Introduction to World Religions and Belief Systems	
	Grade Level	12	
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Roman Numeral *Zero if no specific quarter	Quarter	First Quarter/Third Quarter	I/III
Lowercase Letter *Put a hyphen (-) in between letters to indicate more than a specific week	Week	Week 1	a
-			
Arabic Number	Competency	Give an example of a belief system or a worldview Communicate her understanding of her religion	1.1

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References:

Archer, Peter. *Religion 101*. (Avon, Massachusetts: Adams Media, 2004).

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