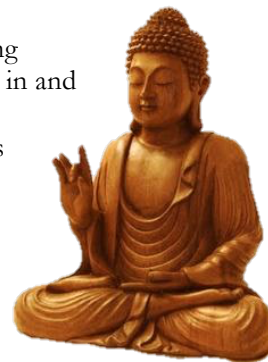


COURSE DESCRIPTION

What is religion and how do we understand it as an object of intellectual inquiry? How does study of religion relate to other fields of academic study? This course introduces students to ways of thinking about and approaching religion as an academic discipline through an exploration of a variety of religious traditions across history and around the globe as they are expressed in local contexts.

Our focus, then, will be on global religions as they are lived by people in the Silicon Valley. “Living religion,” the approach to religion at the center of our studies together, is practiced by individuals in and outside of institutional religious communities. It is adapted over time in light of the changing contexts of everyday human experience. Buddhism in the Silicon Valley, that is, is not the same as Buddhism in Tibet, or Japan, or even New York. For that matter, Buddhism practiced in San Jose’s Vietnamese community is not the same as it is among millennial techies in Cupertino. So, too, Catholicism on the Santa Clara Campus is hardly the same as Catholicism as it is practiced in churches just blocks away, let alone in Montréal, or Miami, or Madrid. And what of religious or spiritual practices that don’t fall within traditional, institutional categories? Is Secularism even a religion? And, if it is, how is it different here in our corner of the globe than it is in Europe or Asia?



So, our course readings and discussions will explore different ways of describing and analyzing religion, considering as well the various understandings of the phenomenon of religion as it has been understood by major scholarly thinkers. But religion doesn’t *live* in textbooks, no matter how much they contribute to our understanding. After examining categories, terms, and ideas useful in the study of religion, we will explore local religious practices as they are lived in communities and by individuals by conducting fieldwork on- and off-campus. We will consider how the tools offered by the academic discipline of religious studies and associated fields apply—and perhaps do not—apply to religion as it functions in the varied contexts of everyday life in the world most immediately around us.

CORE CURRICULUM & COURSE OBJECTIVES



RSOC 9 fulfills the Core 2009 RTC 1 requirement, which forms an important component of a Santa Clara University education. The RTC 1 course is part of the Foundations dimension of the Core Curriculum, normally taken in the first year, which introduces students to university learning through small classes that promote intentional, reflective learning that emphasizes relationships among global cultures and both diverse and shared human experience across historical periods. As an RTC 1 course, we will focus on:

1. Describing and comparing the central religious ideas as practices from several traditions.
2. Using critical approaches to the study of religion to reflect both on our own beliefs and upon the religious dimensions of human existence.

More specifically, however, our work together will expand upon these basic objectives as follows:

1. Students will observe, describe, and compare living religious practices (actions, ideas, idioms, social structures, worldviews, etc.) from a variety of global traditions (e.g., Buddhism, Christianity, Islam, Sikhism, Secular Humanism) as they are enacted in local, Silicon Valley communities.
2. Students will apply an ethnographic, cultural studies approach to understanding the religious dimensions of human existence in their own experience and that of participants in religious communities as well as among those whose religiosity or spirituality plays out primarily outside of institutional religious settings. In particular, students will be invited to consider how religion engages everyday life experience and how this experience shapes what religion is and what it does in the world.

- Students will be challenged to consider the religious dimensions of human existence beyond the normative category of propositional belief, focusing more what religion feels like; what it allows people to do or understand; how it is expressed in concrete, material terms; and how it participates in human connections to family, friends, neighbors, coworkers, strangers, animals, and the natural world.

REQUIRED TEXTS

The following books are required and are available for purchase at the University Bookstore and from various online outlets:

Courtney Bender, *Heaven's Kitchen: Living Religion at God's Love We Deliver* (2003) – ISBN-13: 978-1845930622

Richard Cimino and Christopher Smith, eds., *Atheist Awakening: Secular Activism and Community in America* (2014) – ISBN-13: 978-0199986323

James Cone, *The Cross and the Lynching Tree* (2011) – ISBN-13: 978-1626980051

Thich Nhat Hanh, *The Heart of the Buddha's Teaching* (1999) – ISBN-13: 978-0767903691

Readings not in the above texts will be posted on Camino and/or distributed in class. Additional readings may also be announced in class.

COURSE REQUIREMENTS



Intellectual Engagement (10%). Your presence and participation is essential to your success in this course and to the success of the course as a whole. We each bring unique life experiences, understandings, and perspectives to our topics, whether or not we have not studied them before. The more these different perspectives are brought to bear on our discussions, the richer the learning experience for everyone, including the instructor. Not participating denies others the opportunity for deeper learning both by the passive student and by students who do not benefit from that student's critical observations, questions, and insights. As a result, the intellectual engagement grade extends beyond mere attendance (though students will be asked to sign in at the beginning of each class session) to emphasize engagement with course materials and research, including fieldwork with local religious communities.

This engagement is most clearly manifest through active participation in class discussions and other activities. Therefore, attendance is only a necessary pre-condition for participation, not the measure of it. Intellectual engagement will be evaluated by the extent to which you contribute to the intellectual environment of the class, including coming to class prepared and on time, asking questions, and discussing the assigned readings, fieldwork, and other research in a serious and respectful manner. Because attendance is a precondition for intellectual engagement, your grade will be negatively impacted should you miss more than one class. The use of electronic devices (laptops, cellphones, tablets, smart watches) for purposes other than direct course engagement is disruptive to the intellectual environment of the classroom and will likewise adversely affect one's intellectual engagement grade (Core objective 1, and especially 2).

To assess the extent to which students are prepared to be robust, thoughtful participants in class discussions by reading and reflecting on assigned readings and other activities, periodic 10-point pop quizzes will be given the beginning of class.

Interview Summary & Reflection (10%). Based on your interview with a fellow student and reflection on your own experience (directly or indirectly) with religion, write a 1500-word (about 4 pages) reflection exploring the differences and similarities between your perspective on religion and that of the student your interviews. How do the categories for understanding "living religion" introduced by Robert Orsi help you to explore your own and your interviewee's perspectives on religion? What does this enable you to conclude about what religion is and what it does in the lives of ordinary people? What does religion enable people to feel, understand, relate to others, or think that would be less possible through other modes of experience?

Fieldwork Reports (40%). Throughout the quarter, you will visit a number of local religious communities along with other students. After the first four of these visits, you will submit a field report of approximately 4 pages, following the template provided on Camino. These reports are meant to detail your visit to the site as well as your reflections on the question your visit raised about living religion, key themes that emerged during the visit, and avenues for further

research in your final project. (Core Objectives 1 and 2)

Critical Engagement Project (40%): Students will participate in a complex project that engages them with the local religious landscape. The goal of this project is to reflect upon the relationship between the academic study of religion and the ways that people experience or describe religion outside of the academic context. (Core Objectives 1, 2)

The second week of class, students will be organized into groups of 5-7 students (depending on class size). All of the groups will visit four different fieldwork sites on Sundays during the course, one in each of the religious traditions that are our immediate focus in the course as well as a couple sites in religious traditions we will not explore in depth. *In addition*, each group will also visit one of the sites in the religious tradition they are studying *two times* to conduct deeper research. (NOTE: These visits are not held on days class is in session, so class will not be held on the Fridays before the fieldwork visits. This means that there is no class session on most Fridays of the course.)

Student groups will consider the dimensions of religion we have discussed as they appear in the religious communities they visit. How do those dimensions enable (or complicate) your ability to make comparisons between the groups and sites you visited? (Additional information on how to plan a site visit will be posted on Camino.)

Based on your site visits, background research on the religious themes you are studying, and your own reflections in light of the individual research of each group participant, the group will prepare a short written profile of the community as well as a 5-minute video on each religious community in its local context highlighting a particular theme on which the group will conduct secondary research. These videos will be screened as part of a 20-minute final presentation during the final exam period. Representatives from the communities studied will be invited to the presentations. The videos and profiles will be included on the Religious Studies departments "Living Religions Project" website. (Additional guidelines for the presentation will be posted on Camino.)

To prepare for the final project, students will participate in a two-part video production workshop with SCU educational media experts and a research methods workshop with SCU research librarians.

The Critical Engagement Project includes the following elements:

- Video workshop – April 7
- Fieldwork Report 1 – April 12
- Video workshop – April 24
- Fieldwork Report 2 – April 26
- Fieldwork Report 3 – May 3
- Fieldwork Report 4 – May 10
- Identify fieldwork research community – May 15 (or sooner)
- Research Workshop – May 17
- Group Research Prospectus – May 24
- 5-minute video—Finals week
- 20-minute group presentation—Finals week

Format Guidelines for Papers: As with every paper you write as a university student, your papers for this course should be well organized and clear, with minimal grammatical errors and typos. If these are areas of challenge for you, please visit the Drahnman Center for help with planning, writing, and proofreading your papers. Please format your papers as follows: double-spaced, 1-inch margins, Times New Roman, 12 point font. Make sure that your name is on the paper and that there are page numbers on every page. Staple the pages of the paper in the upper left-hand corner before turning it in. Up to 5 points will be deducted for not conforming to these guidelines. Please print on both sides of the paper to reduce paper waste if at all possible.

COURSE SCHEDULE

The course schedule is tentative, may be supplemented by additional readings, or may be modified to reflect class interests and needs. Updates to the course schedule will be announced in class and posted on Camino. Readings are to be completed *before* class on the assigned day.

Date	Topic	Assignment
Monday, April 3	What is religion?	Triad interviews: How do you understand religion? Syllabus review
Wednesday, April 5	Religion as Living Experience in Socio-cultural context	Robert A. Orsi, "Everyday Miracles..."
Friday,	Practicum: Videography	Workshop with Brian Larkin introducing visual media technologies for

Date	Topic	Assignment
April 7	Workshop, Part I	documenting living religious experience. **Interview Summary & Reflection Due**
Sunday, April 9	FIELDWORK IN LOCAL LIVING RELIGIONS: Idiomatic Possibilities & Limitations	<ul style="list-style-type: none"> Trinity Cathedral Center for Spiritual Living Sikh Gurdwara Sahib Muslim Community Association
Monday, April 10	Seeing the Sacred	Morgan, "The Look of the Sacred"
Wednesday, April 12	Knowledges of the Body	Cone, pp. iii-64 Video on David Jackson's photographs of Emmett Till's body **Fieldwork Report 1 Due**
Friday, April 14	NO CLASS SESSION	GOOD FRIDAY HOLIDAY
Monday, April 17	Idiomatic Possibilities & Limits	Cone, pp. 65-119 Video: Michael Kiwanuka, "Black Man In A White World"
Wednesday, April 19		
Friday, April 24	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Sunday, April 23	FIELDWORK IN LOCAL LIVING RELIGIONS: Knowledges of the Body/Material Religion	<ul style="list-style-type: none"> Duc Vien Pagoda St. Joseph Cathedral Basilica Buddhist Church Betsuin Center for Spiritual Enlightenment
Monday, April 24	Practicum: Videography Workshop, Part II	Workshop with Brian Larkin to edit videos and photos for the final 5-minute video project.
Wednesday, April 26	Structures of Social Experience	Bender, 1-41 **Fieldwork Report 2 Due**
Friday, April 28	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Thursday April 27- Sunday, April 30	FIELDWORK IN LOCAL LIVING RELIGIONS: Structures of Social Experience	<ul style="list-style-type: none"> Buddhist Church Betsuin Oceans of Compassion Buddhist Center Sikh Gurdwara Sahib Silicon Valley Progressive Faith Community
Monday, May 1	Structures of Social Experience	Bender, 42-116
Wednesday, May 3	Structures of Social Experience	Bender, 117-141 **Fieldwork Report 3 Due**
Friday, May 5	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Sunday, May 7	FIELDWORK IN LOCAL LIVING RELIGIONS: Patterns of Discourse	<ul style="list-style-type: none"> Neighborhood Religion Fieldwork—Student groups will visit four different local non-religious settings to explore how living religion is present. Assignments will be made in class on Wednesday, April 26
Monday, May 8	Living Buddhism	Nhat Hanh, Part I Video: Introducing Buddhism
Wednesday, May 10	Living Buddhism	Nhat Hanh, Part II Video: Buddhist Nuns **Fieldwork Report 4 Due**

Date	Topic	Assignment
Friday, May 12	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Sunday, May 14	FIELDWORK IN LOCAL LIVING RELIGIONS: Characteristic Tensions	<ul style="list-style-type: none"> Center for Spiritual Enlightenment Center for Spiritual Living Oceans of Compassion Buddhist Center Sunday Assembly Silicon Valley
Monday, May 15	Living Buddhism	Nhat Hanh, pp. 121-168
Wednesday, May 17	Practicum: Identifying Research Resources	Workshop with SCU research librarians to identify scholarly sources to support fieldwork research for the final project.
Friday, May 19	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Sunday, May 21	FIELDWORK IN LOCAL LIVING RELIGIONS	<ul style="list-style-type: none"> Student follow-up visits for final fieldwork project.
Monday, May 22	Belief and Beyond	Lopez, "Belief"
Wednesday, May 24		**Group Research Prospectus Due**
Friday, May 26	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Monday, May 29	NO CLASS SESSION	MEMORIAL DAY HOLIDAY
Wednesday, May 31	Evolving Perspectives on Religion	Boyer, "Why is religion natural?"
Friday, June 2	Religion Beyond Belief	Cimino & Smith, pp. 1-52
Sunday, June 4	FIELDWORK IN LOCAL LIVING RELIGIONS	Student follow-up visits for final fieldwork project.
Monday, June 5	Religion Beyond Belief	Cimino & Smith, pp. 53-117
Wednesday, June 7	Religion Beyond Belief	Cimino & Smith, pp. 118-164
Friday, June 9	NO CLASS SESSION	
Finals Week	Final Presentations & Video Screening	Date TBD

LATE POLICY

Students must notify the professor in advance (email is fine) if they are unable to turn in an assignment on the due date. Students who turn in late papers will lose one grade "step" for every 24 hours the assignments is late (e.g., a paper that would have merited an "A-" will received a "B+" if submitted within 24 hours after the due date, a "B" if submitted within 48 hours after the due date, and so on).

Grading

Grading is based on an assessment of the quality of students' work in each of the required areas described above. Importantly, grades are not measures of personal worth. Students are encouraged to talk with the professor about their progress in the course and their work on specific assignments during regularly scheduled office hours. Grades assigned to individual papers, quizzes, and exams will not be changed on the basis of negotiation with students unless there is an administrative or mathematical error. If you are unhappy with a grade on a particular assignment, the best approach is to talk with the professor about how you might improve *on the next assignment*.

Students often wonder if grades are “subjective.” The honest answer is that they are, but this should not be a matter of concern. Santa Clara University faculty are hired precisely because their advanced education and academic experience allow them to apply *critical subjectivity* to work produced in their areas of expertise. Our grading, that is, is not based on casual opinions about students’ work or the students themselves. Rather, grading is guided by years of experience as scholars and in the classroom that enables us to discern the degree to which students are thoughtfully, thoroughly, and competently engaging the content of the course and sharing their learning through course assignments. Especially in Liberal Studies courses such as this one, simply evaluating a student’s knowledge of basic facts (important though these may be) tells little about real learning. Knowing that Augustine was born in 354 doesn’t demonstrate anything about your understanding of Augustine’s life and its impact on the Western culture and society up to the present day.



Please note that, according to the Santa Clara University Academic Integrity Policy, “the instructor alone has final responsibility for assigning grades.” Once final grades are assigned, they can only be changed if there is an administrative error. That is, the professor’s grade assignment is final and cannot be appealed by the student on the basis of the assessment itself. This means that it is in the student’s interest to meet with the professor well before the final grade is assigned to discuss her or his status in the course.

Individual assignments will receive a letter grade rather than points. Grades will be assigned according to the following standards:

Grade	Standard	Description
A	Excellent	Student has gone beyond mastery, finding ways to show deeper understanding than was asked. The work submitted is of a quality that would be expected of a student at a much higher level. Generally, very few students receive this grade.
A-	Exceeds Standards	Student has clearly mastered the material. Work is accurate complete and submitted on time in conformance with all assignment guidelines. Student displays clear insight into the topic under consideration with potential to open new questions with further research and reflection.
B+	Very Good	Student has mastered the material. Some effort has been made to go beyond the assignment but observations and questions are not fully developed. Work is accurate complete and submitted on time in conformance with all assignment guidelines though there are clear opportunities to develop more effective modes of presentation.
B	Good	Student has mastered much of the material but has some confusion about one or more elements. Some effort has been made to go beyond the assignment but observations and questions are not fully developed. The work shows potential for the student to improve in subsequent assignments.
B-	Above Average	Student has completed the assignment according to guidelines and shows substantive awareness of key concepts in the material but does not have full command of them and has difficulty applying them to concrete examples. Work is generally accurate complete but has patterns of error may have been submitted after the due date.
C+	Meets Criteria	Student has completed the assignment according to guidelines and has a basic awareness of key concepts in the material but does not have full command of them and has difficulty applying them to concrete examples. Work is generally accurate but may have been submitted after the due date. There are a few grammatical and stylistic errors that suggest a need for more attentive proofreading.
C	Satisfactory	Student has completed most of the assignment according to guidelines and has a basic awareness of key concepts in the material but does not have full command of them and has difficulty applying them to concrete examples. Work is generally accurate but may have been submitted after the due date. There are an number of grammatical and stylistic errors that suggest a need for writing support from the Drahmman Center.
C-	Approaching Criteria	Student understands some of the material but there is confusion about some basic concepts and difficulty integrating ideas with concrete experience. Work is has many grammatical and stylistic errors and may have been submitted after the due date. The student is <u>strongly advised</u> to meet with the professor <u>and</u> visit the Drahmman Center before submitting the next assignment.
D+	Does Not Meet	Student seems not to have understood the assignment in many respects. Assignment is riddled with grammatical and stylistic errors that reveal a lack of familiarity with basic standards of undergraduate-level work. The work was turned in on time. The student <u>must</u> meet with the professor <u>and</u> visit the

Grade	Standard	Description
		Drahmann Center before submitting the next assignment. Generally, few students receive this grade.
D	Unsatisfactory	Student seems not to have understood the assignment in many respects. Work does not meet stated criteria. Assignment is riddled with grammatical and stylistic errors that reveal a lack of familiarity with basic standards of undergraduate-level work. The work was not turned in on time. The student is <u>must</u> meet with the professor <u>and</u> visit the Drahmann Center before submitting the next assignment. Generally, very few students receive this grade.
F	Failing	Student did not complete the assignment, seems wholly to have misunderstood the assignment, did not turn the assignment in on time or at all. There are substantive, consistent errors in argument, grammar, and style that suggest that the course may not be appropriate for the student at this time. The student is <u>must</u> meet with the professor to discuss the assignment and whether the course is appropriate for her/him at this time. It is rare for a student to receive this grade.

Course Policies

Accountability: You are expected to read and adhere to the guidelines set forth in this syllabus. You are expected to ask questions and get clarification about anything in the syllabus that you do not understand during the first week of class. Do not wait until the end of the semester to express confusion with the course expectations. Before emailing the professor with questions about assignments, please be sure that you have carefully reviewed the syllabus.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline, up to and including being asked to leave the class. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. In order to assure a classroom environment conducive to learning, please turn off your cell phones and refrain from texting, surfing, sleeping, or engaging in other activities unrelated to the class. Unless specifically directed to do so by the professor in the context of class learning objectives, students may not use any digital device in class, including laptops, smartphones, smart watches, tablets, or technologies as yet known by the professor. (Students with a certified disability may use laptops for note-taking. See below for *Disability Accommodation* policies.) Students who violate this policy by texting, posting, or otherwise distracting the professor or other students with digital activity or other disruptive practices will be asked to leave the class and will be marked absent for that class. Students who violate the policy more than one time may receive a failing grade for the course.

Attendance: Attendance will be taken in each class. Prompt attendance for each class session is required. Arriving late or leaving early more than two times will count as an absence. If students must miss a class, it is their own responsibility to get notes from a classmate and make up missed work. The professor will not meet with students during office hours to make up material from missed classes. **More than two excused or unexcused absences will negatively impact a student's final grade.** It is not possible for a student who misses more than two classes to earn above an A- grade in the course.

Academic Integrity: Students should read and understand the University's policy with regard to academic integrity and to adhere to the commitments of the University's Academic Integrity Pledge. The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

We learned about honesty and integrity - that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square.

– Michelle Obama

Students are expected to uphold the principles of this pledge for all work in this class.

Suspected violations of academic integrity ("e.g., plagiarism, falsification of data, misrepresentation of research... and other acts generally understood to be dishonest") will be investigated immediately, and students shown to have violated the University academic integrity policy will receive a failing grade on the assignment and may also fail the course.

It is worth noting that what constitutes plagiarism is often misunderstood, and students often plagiarize unintentionally. Students are advised to take particular care when quoting, summarizing, or paraphrasing another

source in writing assignments or oral presentations so that the student does not appear to be representing the words, thoughts, or ideas of the source as her or his own. The University of North Carolina provides a handout on plagiarism that may be helpful for students to review: <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

Disability Accommodation: If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Discrimination and Sexual Misconduct (Title IX)



Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043,

bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.