

Sarita Tamayo-Moraga, Ph.D.

Office: Kenna 302

Office Hours: Mondays 1:15-2:15 p.m. and Tuesdays 10:45-11:45 a.m. in Kenna 302 and by appointment.

Unity Office Hours: Wed. 1:15-2:45 p.m. & more TBA.

If you do not live in Unity, call 408-551-3533 to ring me and I will let you in. **DO NOT LEAVE MESSAGES AT THIS NUMBER.**

Office Phone: 408-554-7829—Kenna 302 number. **YOU CAN LEAVE MESSAGES AT THIS NUMBER.**

No office hours on holidays.

Office hours during exam week by appointment only.

E-Mail Address: stamayomoraga@scu.edu

Course Description:

This is an introductory course designed to introduce students to the many different NON-RELIGIOUS ways of understanding religion, formally known as METHODOLOGY OF RELIGION. This class will be a joint effort between the students and teacher with the understanding that every single person in the room is both a learner and a teacher. With that in mind, the class will consist of a mix of lectures and group discussion. Each person in the classroom will be on a journey of discovery in this course. We will all seek to understand the roots of our own personal definitions of religion while simultaneously learning about academic (non-religious) understandings of religion which will include anthropological, sociological, psychological, and philosophical viewpoints. **Respect for all spiritual traditions (or lack thereof) will be the dominant theme.** At the end of the course, the students will be expected to be able to analyze their own personal understandings with any of these viewpoints, as well as be able to use their own personal understanding of religion to analyze academic viewpoints.

Course Goals:

1. Identification of the different academic ways of understanding religion.
2. Demonstration of knowledge of theories of religion and explorations of religion by thinkers important to the field.
3. Ability to apply these academic ways of understanding to the case studies of world religions in the textbook and in the Hicks reader.
4. Critical evaluation of definitions of religion and the root/s of religion presented by fellow classmates, important thinkers, and the textbook.
5. Critical evaluation of themes and readings of the class through writing both on exams and in the writing assignments
6. Development of individual and collaborative critical thinking skills.

Department Objectives: [adapted from RS “Description of the Three Levels”]

1. Students question and probe religion for what it reveals about human beings, their diverse societies, religions, convictions, and aspirations.
2. Students use diverse materials and demonstrate formal postures of inquiry into religion and in order to go beyond simple description of religion to a reflective engagement with it.

Department Objectives contd.:

3. Students propose and investigate the ‘big questions’—that is, the meta-reflective questions that ask how and why we ask the questions that we do about religion.

Core Curriculum Learning Objectives:

This course fulfills Santa Clara’s Core Requirement for RTC 1.

- 1a. Students will be able to describe and compare the central religious ideas and practices from several religions or within one, and from at least two globally distinct regions. (Knowledge of Global Cultures; Complexity; Ambiguity)
- 1b. Students will be able to use critical approaches to reflect on their own beliefs and the religious dimensions of human existence (Critical thinking; Complexity; Reflection)

REQUIRED TEXTS:

Gary E. Kessler, *Studying Religion: Introduction through Cases*, **Third Edition**

Eboo Patel, *Acts of Faith*

David Hicks, *Ritual and Belief: Readings in the Anthropology of Religion*, **Third Edition**

THE FIRST AND SECOND EDITIONS OF *STUDYING RELIGION* BY KESSLER WILL NOT WORK FOR THIS CLASS. YOU NEED TO GET THE NEW THIRD EDITION. THE FIRST EDITION OF THE HICKS BOOK CAN MAINLY WORK, BUT YOU WILL HAVE TO BORROW A FRIEND’S THIRD EDITION FOR NEW ARTICLES, AND IT IS UP TO YOU TO FIGURE OUT THE OLD PAGINATION IF YOU USE THE SECOND EDITION.

ELECTRONIC BOOKS POLICY: Electronic books are allowed in the classroom **but their use carries restriction and penalties if they are misused**. The policy on them is that you can only have them out and on your desk when we are actually reading from them. Otherwise, they must be put away and not on your desk. If they are out and on when they are not being actively used, the penalty will be the same as for texting and use of any electronic device as detailed below in the participation section of the syllabus. Please read that section carefully.

COURSE REQUIREMENTS:

Every student has to take 3 exams, participate in group discussions, hand in note-cards on the readings, POSSIBLY take randomly administered pop quizzes, and write one five to eight page paper, write two brief response papers, and keep a journal related to the book *Acts of Faith*, our reading, and the qualities necessary for the student of religion. **Grading for each exam, writing assignment, pop quiz, and group discussion** will reflect the quality of a student’s work as follows: A+ (100-98 = outstanding), A (97-94 = exceptional), A- (93-90 = excellent), B+ (87-89 = very good), B (86-84 = solid performance), B- (80-83 = more than adequate), C (adequate), D (barely passing), F (not passing). The grades A, B, C, and D may be modified by (+) or (-) suffixes, except that the grade of A may not be modified by a (+) suffix when it comes to the over-all class grade. **Grading for ALL WRITING, BOTH ON THE EXAMS AND ON THE WRITING ASSIGNMENT** will be based on both content and writing ability.

GRADING POLICY: In addition to the grading policy listed above, the schema for the (+) and (-) system for **over-all, final** class grades will be as follows:

1. NO A + (FOR OVER-ALL GRADE—THIS IS UNIVERSITY POLICY)
2. A is equivalent to 94 and above to 100.
3. A- is equivalent to 90-93.
4. B+ is equivalent to 87,88,89.
5. B is equivalent to 84, 85, 86
6. B- is equivalent to 80-83
7. C+ is equivalent to 77,78,79
8. C is equivalent to 74,75,76
9. C- is equivalent to 70-73.
10. D+ is equivalent to 67,68,69
11. D is equivalent to 65,66
12. F is equivalent to 64 and below.

I DO NOT DISCUSS GRADES OVER EMAIL OR THE PHONE. I WILL ONLY DISCUSS GRADES IN PERSON DURING OFFICE HOURS.

Exams

STUDENTS MUST BRING IN SMALL GREEN OR BLUE BOOKS TWO CLASSES AHEAD OF THE EXAM. THE LAST EXAM REQUIRES A LARGE GREEN BOOK. YOU MAY NOT TAKE AN EXAM WITHOUT A BLUE OR GREEN BOOK HANDED IN BEFORE THE DAY OF THE EXAM.

All three exams will consist of short answers and one essay question. Short answer is worth 1/3 of the exam grade and the essay is worth 2/3 of the grade. The second and third exams are not comprehensive.

Exam policy requires that students follow the directions on the exam. For example, if you are requested to answer three out of four short answer questions, you should only answer three questions. If you answer all four questions, I will ONLY grade the FIRST THREE THAT YOU HAVE ANSWERED. **I do not grade the best three out of four.** Furthermore, this policy also applies to the essay section of the exams. For example, if the exam asks you to answer one out of two essay questions, you should only answer one essay question. If you answer both essay questions, I will ONLY grade the FIRST ONE YOU HAVE ANSWERED FOR THE ESSAY SECTION. **I do not grade the best one out of two essays.** If you do not follow the directions, you will be marked down for not following them.

In addition, providing information WITHOUT ANSWERING THE QUESTION will result in a 0 for the answer. Throwing information at a question is NOT THE SAME AS ANSWERING THE QUESTION. Therefore, to receive a score above 0 for an answer, it is not enough simply to provide evidence. You must actually USE that evidence to ANSWER the question.

Exams contd.

Make-ups are at my discretion AND WILL ONLY BE GIVEN IF YOU HAVE A DOCTOR'S NOTE OR DOCUMENTATION OF AN EMERGENCY. I DO NOT GIVE MAKE-UPS BASED ON TRAVEL PLANS. IF YOU HAVE TRAVEL PLANS THAT CONFLICT WITH ANY OF THE EXAMS, YOU WILL NOT BE PERMITTED TO MAKE UP THE EXAM.

ATHLETES: IF YOU CANNOT TAKE AN EXAM BECAUSE OF A GAME OR TOURNAMENT, THEN THE ATHLETIC DEPARTMENT MUST PROVIDE A ROOM AND PROCTOR FOR YOU TO TAKE THE EXAM OR YOU WILL NOT BE ALLOWED TO MAKE IT UP. I WILL NOT PERSONALLY OFFER MAKE-UPS FOR ATHLETES, NOR WILL I PROCTOR THEM.

First exam -- -- -- -- Wednesday, May 3rd

Second exam -- -- -- -- Monday, May 22nd

Third exam -- -- -- -- Friday, June 9th

There is no cumulative final exam during exam week for this class.

Pop Quizzes

If it appears that students are not reading, pop quizzes might be administered. If administered, they will be factored into the exam grade.

Writing Assignment: Each student will be required to do a five to eight page paper which will use Durkheim, Freud, Jung, Douglas, or Weber (depending on what the class eventually covers) to analyze case studies in the textbook and/or the reader, or to analyze the Patel book from a comparative perspective. This paper is designed to help the students learn how to apply different methods of academic analysis to religion and to get a taste of what it is like to be a scholar of religion. **PAPERS MUST BE HANDED IN ON FRIDAY, JUNE 2nd BY 5 P.M. TO MY MAILBOX IN THE RELIGIOUS STUDIES DEPARTMENT, KENNA 323.**

ACCEPTANCE OF LATE PAPERS IS AT MY DISCRETION. THREE POINTS PER DAY WILL BE DEDUCTED FOR LATE PAPERS IF I DECIDE TO ACCEPT THE LATE PAPER. EMAILED PAPERS WILL NOT BE ACCEPTED. POINTS ARE TAKEN OFF IF YOU DO NOT FOLLOW THE FORMATTING DIRECTIONS AS FOLLOWS: 5 POINTS OFF FOR MISSING CITATIONS; 10 POINTS OFF FOR PAPERS THAT ARE TOO SHORT; 5 POINTS OFF FOR MISSING WORKS CITED OR BIBLIOGRAPHY PAGES, AND ADDITIONAL POINTS TAKEN OFF FOR NOT FOLLOWING OTHER FORMATTING STIPULATIONS.

Paper due: Friday, June 2nd in my Religious Studies department mailbox in Kenna 323 by 5 p.m. **EMAILED COPIES WILL NOT BE ACCEPTED.**

A PAPER HANDED IN AFTER 5 P.M. ON IS A LATE PAPER.

Journals: Each student will do journals related to the readings and his or her own evolving model of scholarship in this class. The journals will focus on articulating one's own worldview in relationship to religion and interfaith dialogue as well as tracking one's own reactions and responses to class readings. Directions for the journals follow the due dates below.

Due dates for journals:

FIRST SET: Wednesday, April 19th in class (**Three** entries as hard copy).

1. One entry must be on Kessler Chapter 1 OR on Kessler Chapter 2.
2. A second entry must be on Patel Intro to p. 36.
3. A third entry must be on Rev. Brekke's class visit.

The first set is for feedback. If you get less than a 90, it will not count against you.

SECOND SET: Monday, May 1st in class. (**Three** entries as hard copy).

1. One entry must be on Chagnon.
2. A second entry must be on Kessler Chapter 3 (Sacred Power) OR must be on Kessler Chapter Four: (Sacred Story).
3. The third entry must be on Freud. Feb. 27th, in class. (**Three** entries).

THIRD SET: Friday, May 19th in class. (**Four** entries as hard-copy).

1. One entry must be on Patel, Chapter 6.
2. Another entry must be on Kessler Chapter 7 or Kessler Chapter 5.
3. Another entry must be on Kessler, Chapter 11.
4. A fourth entry must be on Patel Chapters 4 and 5 OR on Weber.

FOURTH SET: Friday, June 2nd in my mailbox with your paper. (Two entries as hard-copy).

1. One entry must be on Kessler Chapter 10.
2. One entry must be on Patel Chapter 7.

DIRECTIONS FOR JOURNALS:

1. Please write on loose-leaf paper, not in a journal per se. Typing the entries is just fine too.
2. Please do NOT put your name anywhere. Use your ID number as identification. Three points off if your name instead of your ID number is used.
3. Each entry should have a DATE. Three points off if no date given.

WHAT TO WRITE IN EACH ENTRY:

- A. Write two paragraphs of around five sentences each. Longer is fine; shorter is not.
- B. **MANDATORY:** Use one or more of the Qualities Necessary for the Student/Scholar of Religion. (Openness, Honesty, Critical Intelligence, Careful Observing, Reading, and Listening with a focus on putting yourself in someone else's shoes or the use of imagination, and Critical Tolerance.)
Use one or more of the qualities in relation to yourself. For example, if reading about Bin Laden upsets you, which quality could help you take a step back and cultivate a scholarly view that allows you to use critical thinking in conjunction with any of the qualities. THE PURPOSE IS NOT TO TALK ABOUT HOW SOMEONE YOU READ ABOUT USED THE QUALITIES—IT'S ABOUT YOU USING THE QUALITIES.
- C. **MANDATORY:** Did the reading challenge or reveal to you your worldview in some way? For example, as you read about Dominion Theologians at the end of the quarter, did you have an unexpected reaction because you expected them to have different beliefs? What did this reveal in your worldview and how did you then pull back to be able to see more clearly?
- D. Questions you might cover in this entry: Did something in the reading cause a strong emotional reaction in me? Which quality might help me unpack this emotion and move from reacting to responding? Did I discover something about my own worldview or my own religion while reading? While you do the reading for two of the classes, ask yourself if one of these qualities was necessary and if it was triggered by the reading or if there is something you think you cannot accept about the religion.
- E. If there is something you cannot accept about the religion, is there a shared value you can find in the religion that might enable you to respect and understand the religion but not necessarily accept everything about it?
- F. If nothing leads you to react instead of respond, then that means the reading presents a world view SIMILAR to your own. Write about that and think about whether that HELPS you learn or not.

Citizen of the University Response Paper: Every student will be asked to write a two page response paper about an educational event held here on campus or in UNITY or your RLC or at Ignatian Center events or Ethics Center events or SCAAP or MCC or others as listed below. Response papers will be due one week after the event. Email me with your chosen event and then hand the response paper in one week after you attend (or sooner).

Some events include all events related to the Ignatian Center, the Religious Studies department, all educational events in Unity RLC or your own RLC, any educational MCC event, etc., all Ethics Center events and those related to the Office of Multicultural Learning. More events will be emailed to you and/or handed out in class. Please see **end of syllabus** for some possible events to attend.

Due Date: This is a rolling assignment whose due date depends on when you attended an event. Response papers are due ONE WEEK after the event during our class time, so if you went to a Thursday event, you would hand in the paper the following week on Friday in class.

Citizen of the University Response Paper Assignment:

1. This paper is designed to link our class to events and on off campus and designed to get first year students out into our community, local or otherwise, since this is a first-level Religious Studies class! It is worth 1.5% of your grade. POSSIBLE CITIZEN OF THE UNIVERSITY EVENTS ARE AT THE END OF THE SYLLABUS.

Directions for Citizen of the University Response Paper:

1. Email me or let me know in class what event you will attend.
2. Write a two page double-spaced response including the following:
 - a. The three most important things you learned about the event.
 - b. Did it relate to diversity or civic engagement in any way?
 - c. Did it give you a new insight or make you think critically or present something you didn't know or think before?
 - d. Did it relate to religion or our class in any way?

IN ORDER TO GET AN A ON YOUR CITIZEN PAPER, YOU MUST DO ALL OF THE ABOVE.

Interfaith Response Paper: Every student will be asked to write a two page response paper about an interfaith event held either in Unity RLC, at an Ignatian Center event, or at Campus Ministry or in the Religious Studies department. Please see end of syllabus for prompt and for some possible events to attend.

Due Date: This is a rolling assignment whose due date depends on when you attended an event. Response papers are due ONE WEEK after the event during our class time, so if you went to a Thursday event, you would hand in the paper the following week on Friday in class.

Interfaith Response Paper Description:

1. This paper is designed to link our class to interfaith events and on off campus. It is worth 1.5% of your grade. This response paper could also be about an event that is about atheism, agnosticism, or about secular humanism. Do your best to attend something that is either interfaith or is on a belief system or religion that is not your own.

Directions for Interfaith Response Paper:

1. Email me or let me know in class what event you will attend.
2. Write a two page double-spaced response including the following:
 - a. The three most important things you learned about the event.
 - b. How did it relate to interfaith themes or work and/or to religious diversity? Did it relate to civic engagement also?
 - c. Did it give you a new insight or make you think critically or present something you didn't know or think before?
 - d. Does it connect in other ways to what we are doing in our class? For example, learning how to agree to disagree, or becoming a student/scholar of religion or some other part of our class? Or does it relate to Rev. Brekke's presentation in our class? Or does the presentation relate at all to the Patel book?

IN ORDER TO GET AN A ON YOUR INTERFAITH PAPER, YOU MUST DO ALL OF THE ABOVE.

Participation and Preparation for class:

NO TOLERANCE POLICY FOR CELL PHONES AND PDA'S AND RESTRICTIONS ON USE OF ELECTRONIC BOOKS:

IF YOU WISH TO BE IN THIS CLASS, YOU MUST TURN OFF AND PUT AWAY ALL CELL PHONES AND PDA'S, COMPUTERS, IPADS, ETC. AND NOT MISUSE ELECTRONIC BOOKS. ANY USE OF CELL PHONES OR ELECTRONIC DEVICES (EXCEPT FOR RESTRICTED USE OF ELECTRONIC BOOKS) IN THIS CLASS (IN YOUR LAP, ON THE DESK, ETC.) WILL LOWER YOUR PARTICIPATION BY ONE FULL GRADE OR MORE REGARDLESS OF THE REST OF YOUR PARTICIPATION IN CLASS. IF YOUR CELL PHONE/PDA, ELECTRONIC DEVICE OR BOOK (UNLESS WE ARE ACTIVELY USING THE BOOK) IS OUT AND ON, EVEN IF YOU ARE NOT USING IT, YOU RISK LOSING CREDIT FOR CLASS PARTICIPATION THAT DAY, IN ADDITION TO LOWERING YOUR OVER-ALL PARTICIPATION GRADE. THEY CANNOT BE IN YOUR LAP, ON THE DESK, OR OUT IN ANY WAY. THEY MUST BE PHYSICALLY TURNED OFF AND IN A BAG. THE SAFEST MEASURE IF YOU WISH TO EARN A GOOD PARTICIPATION GRADE IS NOT TO BRING THEM TO CLASS.

IF YOU HAVE AN EMERGENCY AND NEED TO CHECK YOUR PHONE (SOMEONE IN THE HOSPITAL, ETC.), PLEASE LET ME KNOW AND SIT BY THE DOOR AND LEAVE IF AND WHEN YOU HAVE TO CHECK BECAUSE OF THE EMERGENCY. DO NOT CHECK IN CLASS.

Students will be graded on participation and effort in the groups and in regular class lectures. At the beginning of every class for which there is scheduled reading, students must bring in an index card with the following on it:

1. What was hardest to understand about the reading. One to three sentences.
THESE ARE NOT QUIZZES. THEY ARE SIMPLY TO SHOW EVIDENCE THAT YOU HAVE READ AND TO HELP FOCUS LECTURE. THEY WILL BE FACTORED INTO YOUR PARTICIPATION GRADE. YOU WILL HAND THESE CARDS IN AT THE END OF CLASS.

Participation contd.

Students receive two grace absences. Persistent tardiness and early departure from class will hurt your grade. Staring out the window, sleeping in class, chattering to neighbors when not in group discussion, and or putting your head down means you will get no credit for attendance. **USING YOUR CELL-PHONE OR ANY PDA DURING CLASS IN ANY WAY OR MISUSING YOUR ELECTRONIC BOOK WILL ALSO LOWER YOUR PARTICIPATION GRADE BY ONE FULL GRADE OR MORE REGARDLESS OF THE REST OF YOUR PARTICIPATION.**

Attendance in this classroom will be closely monitored. This not only helps me learn your name, but alerts me in time to pre-empt avoidable problems with absenteeism. Numerous unexplained absences are not acceptable. Stuff happens, but I want to know about it. **If you miss class, you are responsible for getting the notes and hand-outs from a fellow student.**

THIS IS NOT AN INTERNET CLASS OR A CLASS DESIGNED TO BE TAKEN REMOTELY.

Sleeping in class, not paying attention, chattering or whispering to fellow students during lecture or when others are answering or asking questions of the professor and other behavior that demonstrates the student is not participating will hurt your grade. Consistent disruption of class by talking to fellow students outside of group discussion periods will hurt your grade.

IF YOU PERSIST IN WHISPERING TO SEAT-MATES OUTSIDE OF GROUP DISCUSSION, I WILL ASK YOU TO MOVE DURING CLASS. WHEN ASKED, PLEASE RISE AND MOVE TO ANOTHER SEAT. IF YOU ARE TEMPTED TO WHISPER TO YOUR SEAT-MATE, SIT NEXT TO SOMEONE YOU DO NOT KNOW.

Please note that it will be difficult for you to do well on exams if you are not present during class discussion. If you do not make the effort to make up the material, even one absence can radically affect your ability to do well on the corresponding exam.

Participation will be graded in the following manner:

PHONES AND ALL PDA'S, COMPUTERS, MUST BE OFF AND PHYSICALLY PUT AWAY DURING CLASS. STUDENTS WHO TEXT OR CHECK THEIR MESSAGES DURING CLASS (IN YOUR LAPS, ON THE DESK, ETC.) OR USE THEIR PHONES OR PDA'S IN ANY WAY DURING CLASS *WILL NOT GET AN A IN PARTICIPATION.* NO QUESTIONS ASKED. IF YOU PREFER TO TEXT DURING CLASS, THIS IS *NOT* THE CLASS FOR YOU. USE OF ELECTRONIC BOOKS IS ONLY PERMISSIBLE WHILE WE ARE READING TOGETHER FROM THE BOOK. OTHERWISE, THEY SHOULD BE PUT AWAY OR THE PENALTY FOR ANY ELECTRONIC DEVICE USE WILL APPLY. PLEASE NOTE THAT WHISPERING OR CHATTERING TO FELLOW STUDENTS OUTSIDE OF GROUP DISCUSSIONS AND USING ANY ELECTRONIC DEVICES (CELL-PHONES, COMPUTERS, I-DEVICES, ETC.) WILL AFFECT YOUR GRADE BY *ONE FULL GRADE LEVEL* EVEN IF THE REST OF YOUR PARTICIPATION IS AT THE A, B, C, ETC. LEVEL.

Grading of Participation:

A: Regular attendance and regular contributions and regular notecards.

The A student *displays that he or she has done the reading, references the reading in contributions*, DOES NOT CHATTER OR TALK TO FELLOW STUDENTS DURING LECTURE OR WHEN OTHER STUDENTS ARE ASKING OR ANSWERING QUESTIONS OF THE PROFESSOR, **DOES NOT TEXT-MESSAGE OR USE ANY ELECTRONIC DEVICES DURING CLASS** OR ABUSE USE OF ELECTRONIC BOOKS and answers questions and asks questions regularly in class.

B: Regular attendance and regular notecards and occasional contributions.

The B student answers questions when asked point-blank, attends class regularly and hands in all participation assignments, **DOES NOT TEXT-MESSAGE OR USE ANY ELECTRONIC DEVICES DURING CLASS**, OR ABUSE USE OF ELECTRONIC BOOKS, DOES NOT CHATTER OR TALK TO FELLOW STUDENTS DURING LECTURE OR WHEN OTHER STUDENTS ARE ASKING OR ANSWERING QUESTIONS OF THE PROFESSOR.

C: Too many absences or too little contribution or too few notecards. The C student cannot answer questions when asked, or when asked reflects that he/she has not done the reading. The C student does not take the participation assignments seriously. The C student disrupts class by chattering to fellow students outside of group discussion and does not pay attention AND/OR USES ELECTRONIC DEVICES DURING CLASS OR ABUSES USE OF ELECTRONIC BOOKS.

D: Too many absences or too little contribution or too few notecards. Doesn't pay attention and chatters to fellow students outside of group discussion and ignores class-room protocol. Texts, uses PDA's during class, has cell-phone, PDA, out and on, violates electronic book use policy.

F: Serious problems.

Calculation of over-all grade for class:

In order to calculate your **over-all grade for the quarter**, each component of the course requirements will be weighted as follows:

EXAMS AND POSSIBLE POP QUIZZES:	60 percent of your final grade.
WRITING ASSIGNMENT:	15 percent of your final grade.
JOURNAL:	7 percent of your final grade.
CITIZEN RESPONSE PAPER: UNITY OR IGNATIAN CENTER OR CAMPUS MINISTRY	1.5 percent of your final grade.
INTERFAITH RESPONSE PAPER:	1.5 percent of your final grade.
<u>PARTICIPATION:</u>	<u>15 percent of your final grade.</u>
TOTAL:	100 percent.

Academic Honesty:

Cheating in any way will not be tolerated. Violations of academic honesty through cheating or plagiarism may result in automatic failure of the course. Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. Please see the University's policy regarding academic integrity.

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>.

Disability Accommodation Policy:

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, 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 or parenting may 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.

Title IX Syllabus Statement

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 and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie 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.comhttp://stage-www.scu.edu/hr/quick-links/ethics-point/

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.

Title IX Statement contd.:

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.

Respect in the Classroom:

The atmosphere in the classroom will be one of respect, both for me and for each other. Open discussion is taken for granted, but disruption will not be tolerated. If you are disrupting the class, I will give you a first warning. A second warning might include a request for you to leave the classroom. A third warning will entail your departure from the classroom.

Cell Phones, Laptops, and other P. D. A.'S

Cell phones laptops, Blackberries, I-Phones, Droids, I-Pads, tablets, etc. are to be turned off and put away during class. Electronic books are allowed ONLY WHEN BEING USED ACTIVELY IN CLASS. Use of any of these items and/or abuse of electronic books will LOWER YOUR PARTICIPATION GRADE BY ONE FULL LEVEL OR MORE.

Electronic Books: Electronic books are permissible only when we are actively using them, for example we are reading together from part of the book or you have been asked to answer a question using the text. Otherwise, they should be put away and not on your desk. If you use them when we are not actively reading together from the book or using the books to answer a question in a group or individually, you will be penalized. Please see the participation section for further information.

Course Outline:

This is a flexible outline. At any time we might refer back to another previous reading if it informs our discussion.

FOCUS OF FIRST HALF OF CLASS:

**THINKING CRITICALLY ABOUT DEFINITIONS OF RELIGION:
HOW DO YOU DEFINE RELIGION?**

FIRST WEEK

April 3	Introduction and syllabus	What is the study of religion? What is methodology of religion? Can a person be religious and study religion objectively?
April 5	Who is a student of religion?	Kessler, Chapter 1
April 7	Identity and Religion	Patel, Intro to p. 36.

SECOND WEEK

April 10	Definitions of Religion What makes a religion a religion and not something else?	Kessler, Chapter 2 pp. 14-24. BUT SKIP SECTION 2.2 Start again at Section 2.3. And read to page 24.
April 12	Visit from Campus Ministry There will be a question on the first exam about this talk on interfaith work.	
April 14	NO CLASS: GOOD FRIDAY HOLIDAY	

THIRD WEEK

April 17	WORK IN CLASS ON PERSONAL DEFINITIONS OF RELIGION AND GROUP DEFINITIONS.	
----------	---	--

April 19

FIRST SET OF JOURNALS DUE: THREE ENTRIES HANDED IN AS HARD COPY.
THE LIMITS OF THE SCHOLAR

Building Block A: The Participant-Observer Model of Scholarship: Anthropology of Religion

Should the scholar of religion participate in the religion? Should the scholar of religion interfere in moral conflicts in the religion?	Hicks, Chapter 6, pp. 175-182. (Reading 6-1 by Chagnon)
--	--

THIRD WEEK contd.

Comparison and Contrast of Building Blocks for the Scholar of Religion Begins

Building Block One: Sacred Power

April 21	What is the role of a higher power in religion? How do you explain its existence? Is that possible? How are sacred powers similar? How are they different?	Kessler, Chapter 3
----------	--	--------------------

FOURTH WEEK

April 24	In depth work on sacred power case studies—re read the case studies of Daoism, Anselm on God, and Ganesha in Chapter 3 in Kessler, but no note-cards necessary.	
----------	---	--

Building Block Two: Sacred Story

April 26	What is a sacred story? Is it a myth? Are myths/sacred stories lies? Why are they important? What is a symbol? How does symbol function in sacred story?	Kessler, Chapter 4 Read pp. 60-68. Skip to the last paragraph on p. 69 and continue to p. 71. Stop at Section 4.4. Skip to the Research Case on p. 78 and read to the end.
----------	--	--

Building Block B: Scholarly Theories of Religion: Psychology of Religion

April 28	How do you explain the existence of religion and/or higher power/s?	Hicks, Chapter 1, Reading 1-2 by Freud, pp. 7-11 Kessler, pp. 148-149 on Freud READ KESSLER FIRST AND THEN HICKS TO BETTER UNDERSTAND FREUD.
----------	---	--

BRING BLUE OR GREEN BOOKS TO CLASS FOR ME TO HOLD UNTIL THE EXAM: ALL SMALL ONES.

FIFTH WEEK

SECOND SET OF JOURNALS DUE: THREE ENTRIES AS HARD-COPY.

May 1	FINALIZE DEFINITIONS OF RELIGION AND REVIEW
-------	---

May 3	FIRST EXAM
-------	------------

FIFTH WEEK contd.

SECOND THIRD OF COURSE OUTLINE (UP TO SECOND EXAM)
THINKING CRITICALLY ABOUT THE ROOT MOTIVATION OF RELIGION

Building Block Three: Experience of the Sacred

May 5 Crafting root motivation of religion.
Patel, Chapter 6.: Why is Patel religious?

SIXTH WEEK

Building Block Three contd.

May 8 Religious Experience Kessler, Chapter 7, pp. 127-142. Skip to the bottom of p. 149 and read about Jung and then Teresa of Avila ending on page 156. Bring Patel book.

Building Block Four: Sacred Action or Ritual

May 10 What is ritual? How are Kessler, Chapter 5, pp. 82-94.
sacred story and ritual/ Skip to p. 98 and read to 101.
sacred action related?
What functions do rituals
serve?

Building Block Five: Institutionalizing the Sacred

May 12 How does a religion keep Kessler, Chapter 11
itself alive? What is needed pp. 240-260. Stop at
in order for a religion to Section 11.5.
persist?

SEVENTH WEEK

May 15 Mentorship and identity Patel, Chapters 4 and 5.
and religion

May 17 How does religion change Hicks, Reading 11-1
the world? How does it by Weber, pp. 412-423.
influence culture?

BRING SMALL BLUE OR GREEN BOOKS FOR ME TO HOLD UNTIL THE EXAM.

May 19
THIRD SET OF JOURNALS DUE: FOUR ENTRIES AS HARD-COPY.
REVIEW
FINALIZE ROOT CAUSES
OF RELIGION

EIGHTH WEEK:

May 22 SECOND EXAM

May 24 IN CLASS DISCUSSION/WORK ON PAPER.
Bring all books and the paper guidelines.

EIGHTH WEEK contd.

COURSE OUTLINE FOR LAST PART OF RSOC 9 class

Focus: Is religious tolerance possible? If so, how and why? If not, how and why?

Building Block Six: The Sacred and Politics

May 26	What is the relationship between religion and politics? Why do people harm others for religious reasons?	Kessler, Chapter 10 Stop at p. 224 & begin again at the section which begins at the bottom of p. 229: Theocracy. Read everything else in the chapter. Therefore you are skipping the “Just War” and the “Civil Religion” sections.
--------	--	---

NINTH WEEK

May 29 NO CLASS: MEMORIAL DAY HOLIDAY

May 31	How can anyone be religious in a pluralistic world?	Patel, Chapter 7
	In-depth analysis of Religion and Politics case studies. Re-read the case studies on Bin Laden, Separation of Church and State, Theocracy, and the Truth and Reconciliation Commission in Kessler, Chapter 10, but no note cards necessary on Kessler but notecard on Patel is necessary.	

June 2nd PAPER DUE BY 5 P.M. IN MY MAILBOX IN KENNA 323. FOURTH SET OF JOURNALS DUE WITH YOUR PAPER: TWO HARD-COPY ENTRIES. A PAPER TURNED IN AFTER 5 P.M. ON THIS DAY IS A LATE PAPER. NO CLASS, JUST TURN IN YOUR PAPER.

TENTH WEEK

Building Block C: Theories of Religion: Rigid Thought Systems vs. Flexible Thought Systems and their relationship to violence and compassion

Jun 5	Why are some religions flexible and others rigid? Are religious systems arbitrary? Is it possible for religions to change? How does the human mind relate to the way religions develop?	Hicks, Reading 2-3 by Douglas, pp. 33-41.
-------	---	--

BRING SMALL BLUE OR GREEN BOOKS FOR ME TO HOLD UNTIL EXAM.

Jun 7 REVIEW: Bring all books

Jun 9 LAST EXAM—NOT A FINAL. ONLY 65 MINUTES AS PREVIOUS EXAMS.

POSSIBLE CITIZEN OF THE UNIVERSITY EVENTS. SOME ARE INTERFAITH EVENTS. Any educational event/lecture on campus including in your RLC might qualify. Just ask.

INTERFAITH DINNERS IN UNITY:

Every other week starting Week One on Thursdays in Unity RLC at 6 p.m. A home-cooked vegetarian dinner is provided.

Dates are as follows: Thursday, April 6th; April 20th; May 5th; May 19; June 1st.

INTERFAITH DIFFICULT DIALOGUE IN UNITY COMMONS:

De-colonizing Spirituality: May 11th, 6-8 p.m.

POSSIBLE CITIZEN EVENT IN UNITY:

Casa de la Solidaridad Event (El Salvador Casa Program): Tuesday, April 25th 5:30-7:30 p.m.

Bannan Institute Events

Bannan Memorial Lecture

The Margins and Morals of Poverty and Prosperity

Nicky Santos, S.J., Marquette University

May 2, 2017 | 4:00pm - 5:30pm

St. Clare Room, Library and Learning Commons

More info and RSVP

Roundtable Dialogue

Economic Justice and the Common Good

Roundtable Dialogue and Call to Action

May 19, 2017 | 12:00pm - 1:15pm

Williman Room, Benson Memorial Center

Lunch will be provided

More info and RSVP

ETHICS CENTER EVENTS:

[To RSVP for these events:](#)

April 11th, 2017

•

○ APR

11

The End of Sex and the Future of Human Reproduction

12:00pm, Williman Room, Benson Memorial Center

Hank Greely, Edelman Johnson Professor of Law, director, Center for Law and the Biosciences, Stanford University, and author of *The End of Sex and the Future of Human Reproduction*, presents on this topic.

April 13th, 2017

•

○ APR

13

Digital Inequalities

12:00pm, Santa Clara University, Bannan 135

A talk by Laura Robinson, associate professor, Sociology, Santa Clara University. This event is part of the Social Justice and Technology Speaker Series hosted by the [Santa Clara University School of Law's Center for Social Justice and Public Service](#); it is co-sponsored by the [Markkula Center for Applied Ethics](#) and the [High Tech Law Institute](#).

April 21st, 2017

•

○ APR

21

Conflict of Interest, the Emoluments Clause, and the Holdings of President Trump

12:00pm, Lucas Hall, Forbes 126

This SCU panel explores conflicts of interest and ethics in the Trump presidency. Panelists: Kirk Hanson, Hana Callaghan, and Manuel Velasquez.

•

○ APR

26

Poverty Simulation

3:30pm, Locatelli Student Activity Center

In a time of growing inequality, how well do we empathize across the growing divide between rich and poor? This event, organized by staff of Catholic Charities, Step Up Silicon Valley, and SCCAP, invites all participants to consider more concretely the decisions and constraints of living in poverty. There will be discussion, exercises, work with campus visitors who have been living without a home, and more. **RSVP REQUIRED.**

○ MAY

5

Truth, Trump, and Postmodernism: Ethics and the Challenge of Objectivity

12:00pm, Vari Hall, Wiegand Room

SCU Philosophy Professor Kulp will address the underlying issues and high stakes of our current loss of confidence in truth.

May 9th, 2017

•

○ MAY

9

Book of the Quarter: University Ethics

4:00pm, Library and Learning Commons, St. Clare Room

James F. Keenan, S.J., world-renowned Jesuit moral theologian and director, The Jesuit Institute, Boston College, explores themes from his new book: *University Ethics: How Colleges Can Build and Benefit from a Culture of Ethics*. Co-sponsored with the SCU Library.

○ MAY

10

Journeying Together: Faith, Spirituality, and Mental Health Conference

9:00am, Locatelli Center

A day-long conference on faith and mental health issues, including an ethical framework for effective response. Event features eight guest panelists including Ethics Center Director of Bioethics Margaret R. McLean and Ethics Center Faculty Scholar and SCU Professor of Psychology Thomas Plante.

May 13th, 2017

○ MAY

13

The Ethics of Driverless Cars: A Crash Course

12:00pm, The Tech Museum of Innovation

Featuring Patrick Lin, director of the Ethics + Emerging Sciences Group at Cal Poly.

[RSVP:](#)

Monica DeLong

Director of Operations

Markkula Center for Applied Ethics/ mdelong@scu.edu

[408-554-7893](tel:408-554-7893)