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by appointment

Course Description

This course introduces the development, character, and impact of religion in the United States from the pre-colonial era to the present. Course readings and discussions will center on the relationship between religion and the development of American culture. We will explore the variety of religious traditions and experiences, including architecture, music, practice, ritual, scriptures, and texts, that have shaped and been shaped by the American context. Given the time constraints of a quarter, the course cannot be exhaustive. Instead, we will examine representative episodes in American religious history that highlight larger themes and major turning points. Along the way, we will draw upon a variety of methodological approaches, including anthropology, several subfields of history (cultural, intellectual, social), and literary and scriptural studies.



The course will be both roughly chronological and thematic in organization, with a focus on major religious groups in America, including Christians, Muslims, Buddhists, and the non-religious and spiritual. Among the topics covered are Native American traditions; colonial religious narratives; religion and slavery; religious revivalism; religious creativity and experimentation; religious pluralism; and non-religious traditions. Though we will touch on religion as it has been practiced in South, Central, and Latin America as well as Canada and Caribbean islands, given the constraints of time, our central focus will be on religion in the United States.

But our primary focus will be on how religion *lives* in American culture today given themes that move throughout American history and into the present day. So our reflections and discussions will focus extensively on how “ghosts of religion past” continue to animate or haunt American culture, and we will explore some of these connections through active fieldwork in local religious communities. This means that some of our class time will be spent off campus, visiting the diverse religious communities that populate the Silicon Valley and, more broadly, Northern California. Research from field visits will inform class discussions and student projects that will contribute to the Living Religions Collaborative web platform, taking our learning together into the wider community on- and off-campus.

Course Objectives

By the end of the course, students should:

- have a familiarity with major movements, moments, and turning points in American Religious History.
- identify major themes that connect different periods, places, and movements across the span of American religious history.
- be able to analyze a variety of sources (texts, music, architecture, rituals, etc.) in the larger context of American religious history.
- be able to provide historical context for characterizations about the supposed abundance or decline of religiosity in the United States.

Core Curriculum: Religion, Theology and Culture 2

The study of Religion, Theology and Culture forms an important component of a Santa Clara education. This course fulfills the requirement for the second course in Religion, Theology and Culture (RTC 2). **Students must have**

completed RTC 1 in order earn RTC 2 credit for this course (transfer students excepted). The RTC 2 course is part of the Explorations dimension of the Core Curriculum. It aims to foster the breadth of knowledge, habits of mind and heart, and values needed for contemporary life. In particular, as an RTC 2 course, we will focus on:

1. analyzing complex and diverse religious phenomena
2. drawing on multiple disciplinary approaches to analyze religion in the United States; and
3. critically articulating the way belief has shaped and continues to shape the experience and practice of American identity, ourselves included.

American Studies Pathway

This course is associated with the American Studies Pathway: You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.
<http://www.scu.edu/provost/ugst/core/pathways/resources/>

SAVE YOUR WORK FROM THIS CLASS. If you declare an American Studies Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using iCloud, Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Textbooks

The following texts are required and are available for purchase at the University Bookstore:

Elaine G. Breslaw, *Tituba, Reluctant Witch of Salem: Devilish Indians and Puritan Fantasies* (NYU Press 1996) ISBN-13: 978-0814713075

Jack Kerouac, *The Dharma Bums* (Penguin 1958, 2006) ISBN-13: 978-0140042528

Leigh Eric Schmidt, *Village Atheists: How America's Unbelievers Made Their Way in a Godly Nation* (Princeton 2016) ISBN-13: 978-0691168647

Amy Waldman, *The Submission* (Picador 2012) ISBN-13: 978-1250007575

The following text is recommended for students who want to explore the Native American/European encounter in contemporary contexts:

Ken Nerburn, *The Girl Who Sang to the Buffalo: A Child, an Elder, and the Light from an Ancient Sky* (New World Library 2013) ISBN-13: 978-1608680153

Additional Required Readings: All of the readings not included in the above texts will be available on Camino. Supplemental readings may be announced or distributed during the quarter.



Course Outline

Materials marked with a ★ are available on the course Camino site. Please download and print readings so that you can mark them as you read and bring them to class.

Date	Topic	Assignment
Monday, April 3	Introduction	In-class reflection on American religious life
Wednesday, April 5	Europeans Coming to America	Pope Alexander VI, <i>Inter Caetera</i> ★ Pope Paul III, <i>The Bull Sublimis Deus</i> ★
Friday, April 7	Native American-European Encounters	James A. Sandos, "Junípero Serra's Canonization and the Historical Record" ★ Native American Creation Myths ★
Saturday, April 8 or Sunday, April 9	AMERICAN RELIGIONS FIELDWORK (1)	<ul style="list-style-type: none"> • Carmel Mission • Mission San Juan Bautista • Mission San Jose

Date	Topic	Assignment
Monday, April 10		Breslaw, <i>Tituba: Reluctant Witch of Salem</i> , chapters 1-2
Wednesday, April 12		Breslaw, <i>Tituba: Reluctant Witch of Salem</i> , chapters 3-4 **BONUS TALK: Professor Wendy Warren, <i>New England Bound: Slavery and Colonization in Early America</i> – 4:00PM, Lucas Hall 126** Counts for one fieldwork report. **Fieldwork reports due
Friday, April 14	NO CLASS SESSION	GOOD FRIDAY HOLIDAY
Monday, April 17	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Wednesday, April 19	Colonial Christian Curiosities	Hall, “A World of Wonders: The Mentality of the Supernatural in Seventeenth- Century New England” ★
Friday, April 21		Breslaw, <i>Tituba: Reluctant Witch of Salem</i> , chapters 5-6
Sunday, April 23	AMERICAN RELIGIONS FIELDWORK (2)	<ul style="list-style-type: none"> • Trinity Episcopal Cathedral, San Jose • First Congregational Church of San Jose-United Church Of Christ, Campbell • Stone Church of Willow Glen, San Jose • Grace Baptist Church, San Jose • San Jose Friends Meeting House (Quaker)
Monday, April 24		Breslaw, <i>Tituba: Reluctant Witch of Salem</i> , chapters 7-8, epilogue
Wednesday, April 26	Religious Awakening in America Before and After the Revolution	Edwards, “Some Thoughts Concerning the Present Revival of Religion in New England” (1742) ★ Wesley, “A Plain Account of Christian Perfection” (1777) ★ **Fieldwork reports due
Friday, April 28	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Sunday, April 30	AMERICAN RELIGIONS FIELDWORK (3)	<ul style="list-style-type: none"> • First A.M.E. Zion Church, San Jose • Antioch Baptist Church, San Jose • Emmanuel Baptist Church, San Jose • First Church, San Jose • First Unitarian Church, San Jose
Monday, May 1	African American Religious Experience before and after the Civil War	Bacon, “A Letter to Maryland Slaves.” ★ Lee, “The Life and Religious Experience of Jarena Lee.” ★
Wednesday, May 3		Cone, “Nobody Knows the Trouble I See: The Cross and the Lynching Tree in the Black Experience” (2011). ★ **Fieldwork reports due
Friday, May 5	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Sunday, May 7		<ul style="list-style-type: none"> • First A.M.E. Zion Church, San Jose • Antioch Baptist Church, San Jose • Emmanuel Baptist Church, San Jose • First Church, San Jose • First Unitarian Church, San Jose
Monday, May 8	Muslims in America	Waldman, <i>The Submission</i> , 1-58
Wednesday, May 10		Waldman, <i>The Submission</i> , 69-134 **Fieldwork reports due
Friday, May 12	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Friday, May 12, Saturday May 13 or Sunday, May 14	AMERICAN RELIGIONS FIELDWORK (4)	<ul style="list-style-type: none"> • Muslim Community Association, Santa Clara • Evergreen Islamic Center, San Jose • Sikh Gurdwara Temple, San Jose • Jain Center of Northern California, Milpitas

Date	Topic	Assignment
Monday, May 15		Waldman, <i>The Submission</i> , 137-230
Wednesday, May 17		Waldman, <i>The Submission</i> , 234-337 **Fieldwork reports due
Friday, May 19	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Saturday, May 20 or Sunday, May 21	AMERICAN RELIGIONS FIELDWORK (5)	<ul style="list-style-type: none"> • Muslim Community Association, Santa Clara • Evergreen Islamic Center, San Jose • Sikh Gurdwara Temple, San Jose • Jain Center of Northern California, Milpitas <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • San Jose Buddhist Church Betsuin, San Jose • Oceans of Compassion Buddhist Center, San Jose • Duc Vien Pagoda, San Jose • Center for Spiritual Enlightenment, San Jose • Center for Spiritual Living, San Jose
Monday, May 22	Buddhists in America	Kerouac, <i>The Dharma Bums</i> , chapters 1-11
Wednesday, May 24		Kerouac, <i>The Dharma Bums</i> , chapters 12-22 **Fieldwork reports due
Friday, May 26	NO CLASS SESSION	SEE FIELDWORK ASSIGNMENT
Monday, May 29	NO CLASS SESSION	MEMORIAL DAY HOLIDAY
Wednesday, May 31		Kerouac, <i>The Dharma Bums</i> , chapters 23-33
Friday, June 2	Non-Religious America	Schmidt, <i>Village Atheists</i> , Introduction and chapter 1
Sunday, June 4	AMERICAN RELIGIONS FIELDWORK (6)	<ul style="list-style-type: none"> • San Jose Buddhist Church Betsuin, San Jose • Oceans of Compassion Buddhist Center, San Jose • Duc Vien Pagoda, San Jose • Center for Spiritual Enlightenment, San Jose • Center for Spiritual Living, San Jose
Monday, June 5		Schmidt, <i>Village Atheists</i> , chapter 2
Wednesday, June 7		Schmidt, <i>Village Atheists</i> , chapter 3 **Fieldwork reports due
Friday, June 9		Schmidt, <i>Village Atheists</i> , chapter 4 and epilogue
Finals Week		Living Religions in America Presentations during scheduled finals session.

Course Requirements

Intellectual Engagement (25%): Discussion forms an important part of this course, of the Jesuit commitment to “educating the whole person,” and of the humanities endeavor more broadly. This means the course will only be as good as its participants, including every student and the professor. Students are expected to come prepared to discuss the assigned readings at each class session in a thoughtful and lively manner. Attendance is only a necessary precondition for participation, not a measure of it. To ensure that students meet at least this basic requirement of showing up promptly for class, a sign-in sheet will be distributed at the beginning of every class.

Because attendance is a precondition for intellectual engagement that deepens understanding and application of the material studied, the **grades of students who miss more than one class will suffer**. The use of **electronic devices** for purposes other than direct course engagement *with the permission of the professor* is disruptive to the intellectual environment of the classroom and will, likewise, adversely affect a student’s intellectual engagement grade. Students who text, message, or otherwise use electronic media without the permission of the professor will be asked to leave class and will not receive credit for attending on that day. Students who come **late to class** will be marked absent. The intellectual engagement grade is based primarily on preparation and engagement of class material with others in the class (i.e. reading reflectively, regularly asking questions, and participating thoughtfully in class discussions). Students should **bring the assigned text(s) to each class meeting**. [Core objectives 2.1, 2.2, 2.3]

Fieldwork Reports (20%): During the quarter, students will have six opportunities to visit local religious communities in diverse traditions and denominations by way of exploring their connection both to American religious history and contemporary American religion and culture. These fieldwork visits will also form the basis for identifying a research site for the American Living Religions project. Each student must participate in 4 fieldwork site visits, after which s/he will complete a fieldwork report (guidelines provided on Camino) to be submitted on the Wednesday after the visit.

NOTE: In lieu of one fieldwork report (not visit), students may attend a talk by Princeton Professor Wendy Warren on her recent book *New England Bound: Slavery and Colonization in Early America*, which will be held at 4:00PM on April 12 in Lucas Hall 126. On the Monday after the talk, students must submit a 500-word reflection on how Warren's work connects to our study of the European encounter with Native peoples. [Core objectives 2.1, 2.2]

Critical Research Essay (20%): Students will complete a 2000-word (4-5 pages) critical research essay in which they explore a facet of religion in America not substantively covered in the syllabus through a methodology introduced in the course. Topics and essay guidelines will be posted on Camino in advance and will require students to conduct library research to identify two academic articles through which scholars address the topic through two different methodologies. Essays should be well-written, with a clear, focused thesis statement, supporting evidence and critical analysis, be free of grammatical and spelling errors, and include citations when appropriate (see note on academic integrity below). Students who struggle with paper organization, research, grammatical correctness, or proofreading should visit the Drahmman Center for writing support prior to writing the paper and after completing a draft. Students are also *strongly encouraged* to meet with the professor to discuss the paper well before they begin writing. Essays are due after week 5 and before week 9, with students having the flexibility to schedule their research and writing around their schedules. To receive credit for the paper, it must be submitted by **Monday, June 5**. [Core objectives 2.1, 2.2]

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 Drahmman 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. Please print on both sides of the paper to reduce paper waste if at all possible. Papers that do not follow these guidelines will not be accepted on the day they are due and will be considered "late" when format errors are corrected and they are turned in.

American Living Religion Project (40%): Student groups will conduct fieldwork in a local religious community or practice site, exploring through observation, interviews, and secondary research how this manifestation of American religion lives in the Silicon Valley today. Groups must identify their research site by **Monday, May 5**. No two groups may research the same site.

On the basis of their research, students will produce an 800-word profile and a 3-5 minute video *or* a detailed Story Map using the Northwestern University Knight Lab Story Mapping application (<https://storymap.knightlab.com>) that they will share during the final week of the class for students and the professor during a 10 minute presentation that locates the fieldwork community historically and culturally in the American religious landscape. Representatives from the community or practice site they researched will also be invited to the final presentation. The video will be included in the Religious Studies Department's Living Religions Collaborative web platform, which maps living religious practice in local landscapes. [Core objectives 2.1, 2.3]

Grading

Grading is based on an assessment of the quality of students' work in each of the areas described above. Grades are not measures of personal worth. You can be an exceedingly good human being and a wonderful student, and still not get an "A" in a religious studies course. Alas, the opposite is true as well; good grades often happen to not-so-good people. Students are, however, strongly encouraged to talk with the instructor 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 humanities 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 Christian tradition.

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. Student has made extra effort to go beyond the criteria for the assignment to raise new and significant questions, offer compelling observations, or share new insights into the topic under discussion. The work submitted is of a quality that would be expected of a student at a much higher level.
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. The work shows a student with much enthusiasm and interest in the topic who is able to communicate this passion to others.
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. Work is generally accurate and submitted on time in conformance with most assignment guidelines though there are clear opportunities to develop more effective modes of presentation. 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 that call for additional proofreading or editing. The work shows attention to the guidelines as stated in the assignment but does not attempt to move beyond them.
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. The work shows attention to the guidelines as stated in the assignment but does not move beyond them.
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 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. Overall the student understands the task and it is complete at a very basic level.
C-	Approaching Criteria	Student understands some of the material but may have needed extra help or extra time. There is confusion about some basic concepts and difficulty integrating ideas with concrete experience. There are many grammatical and stylistic errors that suggest a need for writing support from the Drahmman Center. The student is <u>strongly advised</u> to meet with the professor <u>and</u> visit the Drahmman Center before submitting the next assignment. The work is incomplete in some sections, but the student appears to have tried to finish the work.
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. Work does not meet stated criteria or it may not follow guidelines for content and formatting. The work was turned in on time. The student is <u>must</u> meet with the professor <u>and</u> visit the Drahmman Center before submitting the next assignment.

Grade	Standard	Description
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 or it may not follow guidelines for content and formatting. The student is <u>must</u> meet with the professor <u>and</u> visit the Drahmman Center before submitting the next assignment.
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.

Course Policies (The Fine Print)

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 together 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. In order to assure a classroom environment conducive to learning, please turn off your cell phones and put them away, 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 without the permission of the professor. Students who violate this policy by texting, posting, making audio or video recordings, taking photos, duplicating or distributing course materials, distracting the professor or other students with digital activity, or undertaking other disruptive practices will be asked to leave the class and will, at a minimum, be marked absent for that class. (Students with a certified disability may use laptops for note-taking. See below for *Disability Accommodation* policies.)

UNDER NO CIRCUMSTANCES may students make or distribute, in any manner, audio or visual recordings of any class session. Documentation used and distributed in class, including this syllabus, may not be reproduced, in any media format known or unknown to the professor, for any reason other than learning by students in this class during the quarter in which it is taught. Students who commit serious violations of this policy 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

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. Disabilities Resources 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.