

Sarita Tamayo-Moraga, Ph.D.

Ways of Understanding Religion: RTC1

Office: Kenna 302

RSOC 9 Winter 2016

Office Hours: Tues. & Thurs. 10:30-11:30 a.m. in Kenna 302 and by appointment.

No office hours on holidays.

Office hours during finals week (11th week) are by appointment only.

Unity Office Hours: Wed. 1:30-3:00 p.m. & Fri. 12:30-2:00 p.m. in McLaughlin Walsh 119.

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

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

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Peer Educator: Grace Zimmerman

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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.
- 7.

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.

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 brief journal related to the book *Acts of Faith*.

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. YOU MAY NOT TAKE AN EXAM WITHOUT A BLUE OR GREEN BOOK HANDED IN BEFORE THE DAY OF THE EXAM.

The first two 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. The third exam during finals week will consist of short answers and two essay questions and will be 105 minutes long.

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.** On the third exam you will have a mandatory second essay question on Patel. Therefore, for that exam, you will have two essay questions instead of one. 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 -- -- -- -- Tuesday, February 2nd—65 minutes long.

Second exam -- -- -- -- Tuesday, February 23rd—65 minutes long.

Third exam -- -- -- -- DURING EXAM WEEK ON **THURSDAY, MARCH 17TH AT 9:10 A.M.** in our classroom. This exam is NOT comprehensive, but will be 40 minutes longer to account for a final question on the Patel book. Thus, the last exam will be 105 minutes long. **NO CHANGES IN TIME OR DAY PERMITTED FOR THIS EXAM. IF YOU DO NOT WISH TO STAY FOR EXAM WEEK, YOU SHOULD DROP 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 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 FRIDAY, MARCH 4th 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. IF YOU ARE LEAVING EARLY FOR THANKSGIVING, YOU WILL NEED TO GET A FRIEND TO HAND IN YOUR PAPER, OR YOU CAN HAND YOUR PAPER IN EARLIER IN THE WEEK. 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, March 4th 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 FRIDAY, MARCH 4TH IS A LATE PAPER.

Journals: Each student will do journals related to the Patel book: *Acts of Faith* 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 the Patel book and other class readings. A detailed description of the journals along with instructions can be found at the end of the Course Outline.

Due dates for journals:

FIRST SET: January 21st in class (**Three** hard-copy entries). One entry should be on Patel. *This first set could be on any of the readings done prior to Jan. 12th, so you could write about the readings in the first week, such as the part of the Patel book if you wish.*

SECOND SET: Thursday, Jan. 28th in class (**Three** hard-copy entries). No Patel entry because no Patel reading during this time frame.

THIRD SET: Thursday, Feb. 18th in class (**Four** hard-copy entries). One entry should be on Patel.

FOURTH SET: Friday, Mar. 4th in my mailbox with your paper. (**Two** hard-copy entries). One entry should be on Patel.

FIFTH SET: Thursday, March 10th in class. (**One** hard-copy entry).

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. 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.

Directions for Citizen Paper contd.

- 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.

Participation and Presence in Class contd.:

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.

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.

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.

Grading of Participation contd.

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:

FIRST TWO EXAMS AND POSSIBLE POP QUIZZES:	35 percent of your final grade.
THIRD EXAM:	25 percent of your final grade.
WRITING ASSIGNMENT:	15 percent of your final grade.
JOURNAL:	6 percent of your final grade.
CITIZEN RESPONSE PAPER:	1.5 percent of your final grade.
UNITY OR IGNATIAN CENTER OR CAMPUS MINISTRY	
INTERFAITH RESPONSE PAPER:	1.5 percent of your final grade.
<u>PARTICIPATION:</u>	<u>15 percent of your final grade.</u>
TOTAL:	100 percent.

POLICIES:

Academic Honesty:

Academic Integrity Pledge

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge 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."

I ask that you affirm this pledge and apply these principles to your work in this class.

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 **Academic Honesty contd.**

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](tel:408-554-4109).

Title IX Syllabus Statement: Sexual Harassment and Discrimination

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](tel: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

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

Sexual Harassment and Discrimination contd.

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 if 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

Jan. 5	Introduction and syllabus	What is the study of religion? What is methodology of religion? Can a person be religious and study religion objectively?
Jan. 7	Who is a student of religion? Identity and Religion	Kessler, Chapter 1 Patel, pp. xi-p. 36.

SECOND WEEK

Jan. 12	Definitions of Religion What makes a religion a religion and not something else? WORK IN CLASS ON PERSONAL DEFINITIONS OF RELIGION AND GROUP DEFINITIONS.	Kessler, Chapter 2 pp. 14-24. BUT SKIP SECTION 2.2 Start again at Section 2.3. And read to page 24.
Jan. 14	Visit from Campus Ministry There will be a question on the first exam about this talk on interfaith work.	

THIRD WEEK

THE LIMITS OF THE SCHOLAR

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

Jan. 19	Should the scholar of religion participate in the religion? Should the scholar of religion interfere in moral conflicts in the religion? What is the role of a higher power in religion? How do you explain its	Hicks, Chapter 6, pp. 175-182. (Reading 6-1 by Chagnon) Kessler, Chpt. 3 pp. 45-55.
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existence? Is that possible?

THIRD WEEK contd.

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

Building Block One: Sacred Power

First Set of Journals due in class: Three hard-copy entries.

Jan. 21 In depth work on Sacred Power Case Studies Kessler, Chpt. 3: pp.38-44; pp. 56-58.
How are sacred powers similar? How are they different?

FOURTH WEEK

Building Block Two: Sacred Story

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

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

How do you explain Hicks, Chapter 1, Reading
the existence of religion 1-2 by Freud, pp. 7-11
and/or higher power/s? 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.

Jan. 28 Journals due in class: Three hard-copy entries.
WRAP UP FREUD. Bring all books.
FINALIZE DEFINITIONS
OF RELIGION AND
REVIEW.

FIFTH WEEK

Feb. 2 FIRST EXAM: ONLY 65 MINUTES LONG.

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

Building Block Three: Experience of the Sacred

Feb. 4 Crafting root motivation of religion.
Patel, Chapters 4,5 and 6
Why is Patel religious?

SIXTH WEEK

Building Block Three contd.

Feb. 9 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

Feb. 11 What is ritual? How are sacred story and ritual/sacred action related?
Kessler, Chapter 5, pp. 82-96. Skip to p. 98 and read to 101.
What functions do rituals serve?
Is violence at the heart of the sacred?

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

SEVENTH WEEK

Building Block Five: Institutionalizing the Sacred

Feb. 16 How does a religion keep itself alive? What is needed in order for a religion to persist?
Kessler, Chapter 11 pp. 240-260. Stop at Section 11.5.

Feb. 18 Journals due in class: Four hard-copy entries.
REVIEW
FINALIZE ROOT CAUSES OF RELIGION

EIGHTH WEEK

Feb. 23 SECOND EXAM: 65 MINUTES LONG.

Feb. 25 IN CLASS DISCUSSION/WORK ON PAPER.
Bring all books and the paper guidelines.

COURSE OUTLINE FOR LAST PART OF RSOC 9 class

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

NINTH WEEK

Building Block Six: The Sacred and Politics

Mar. 1st	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.
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Building Block C: Theories of Religion: Rigid Thought Systems vs. Flexible Thought Systems and their relationship to violence and compassion

Mar. 3	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. Patel, Chapter 7.
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MARCH 4TH:

PAPERS DUE MARCH 4 BY 5 P.M. IN MY MAILBOX IN KENNA 323, THE RELIGIOUS STUDIES OFFICE. JOURNALS DUE WITH THE PAPER AS WELL: Two hard-copy entries.

TENTH WEEK

Building Block Seven: The Sacred and Tolerance/Intolerance

Mar. 8	Is religious tolerance possible? What is the role of Religious Studies in religious tolerance? Why is religious tolerance important to the academic study of religion? Evaluate Patel’s model of Tolerance.	Kessler, Chapter 13, pp. 300-310. Start again at Section 13.4 on p. 314 and read to p. 317. Patel, Chapter 8, & Postscript. pp. 151-182.
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BRING SMALL BLUE OR GREEN BOOKS FOR ME TO HOLD UNTIL EXAM.

Mar. 10	Journal due in class: One hard-copy entry.
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Patel concluded.

Crafting your group Patel question for the last exam.

Bring all your journals and your Patel book and notes.

Review and work on study questions for your non-Patel essay questions.

EXAM WEEK:

THIRD EXAM (NOT COMPREHENSIVE EXCEPT FOR PATEL): Thursday, March 17th at 9:10 a.m. IN OUR CLASSROOM. 105 MINUTES LONG. **NO CHANGES.**

If your travel plans do not allow you to remain for the last exam, you should drop the class. NO CHANGES WILL BE ALLOWED IN THIS SCHEDULE. THEREFORE, IF YOU CANNOT TAKE THE EXAM ON MARCH 17TH, YOU SHOULD DROP THE CLASS.

JOURNAL ASSIGNMENT DESCRIPTION AND DUE DATES:

Approximately two hard-copy entries per week starting Second Week.

Due dates for journals:

FIRST SET: January 21st in class (Three hard-copy entries). One entry should be on Patel. *This first set could be on any of the readings done prior to Jan. 12th, so you could write about the readings in the first week, such as the part of the Patel book if you wish.*

SECOND SET: Thursday, Jan. 28th in class (Three hard-copy entries: one on Sacred Power chapter, one on Sacred Story chapter, and one on Freud). No Patel entry because no Patel reading during this time frame.

THIRD SET: Thursday, Feb. 18th in class (Four hard-copy entries). One entry should be on Patel.

FOURTH SET: Friday, Mar. 4th in my mailbox with your paper. (Two hard-copy entries). One entry should be on Patel.

FIFTH SET: Thursday, March 10th in class. (One hard-copy entry).

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.
3. Each entry should have a DATE. Points off if no date given.
4. Write about two entries per week. Some weeks we only have one day of reading, so then you would do a second entry on say, the skypeing with the students at the Parliament of Religions, or for example, you could do an entry next week on Rev. Brekke's lecture to us on Tuesday, Jan. 12th (or possibly 14th). You might consider doing them after you have done two of the readings for the week, so for example maybe on Sunday night and then on Tuesday or Thursday night depending on when you do your reading.
5. WHAT TO WRITE IN EACH ENTRY:

- A. Write two paragraphs of around five sentences each. Longer is fine; shorter is not.
- B. Use one or more of the Qualities Necessary for the Student/Scholar of Religion. (Openness, Honesty, Critical Intelligence, Careful Observing,

Journal Assignment contd.

Reading, and Listening with a focus on putting yourself in someone else's shoes or the use of imagination, and Critical Tolerance.)

- C. 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.
- D. 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?

Your journals in conjunction with the Patel book will form the basis of the additional essay question on the third exam during exam week.

POSSIBLE CITIZEN OF THE UNIVERSITY EVENTS

1. Attendance of any Unity RLC educational event.
2. Attendance of any educational Ignatian Center event.
3. Attendance of any Ethics Center event.
4. Attendance of any Culture Show.
5. Attendance of any MCC (Multicultural Center) event.
6. Attendance of any OML (Office of Multicultural Learning) event.
7. Also, if you are attending something and want to know if you could use it, just email me.

Tuesday, January 12 – 5 p.m., California Mission Room, Benson Center – A Faculty and Student Panel to discuss the political and social events surrounding the tragedy of the 43 students in Iguala, Guerrero, Mexico who disappeared in September 2014 while in police custody. : Alberto Ribas-Casasayas, Assistant Professor of Spanish and Latin American Studies, SCU; Adrian Felix, Assistant Professor of Latina/o and Latin American Studies, UCSC (invited); Jennifer Gonzalez, undergraduate student, MEChA El Frente co-chair; Isaac Nieblas, undergraduate student, MEChA and Creating Progress at Home; Moderator: Anna Sampaio, Associate Professor and Director, Ethnic Studies.

POSSIBLE INTERFAITH EVENTS

There will be interfaith dinners in Campus Ministry every other Thursday of the quarter; a possible field trip to the Sikh temple in downtown San Jose, interfaith events in Unity RLC, and talks given by Religious Studies professors and in other departments and hosted by the Ignatian Center. More TBA.