

Chico State University, Department of Comparative Religion

RELS 358-01: Religion in American Public Schools, FALL 2021 (Online)

Instructor:	Dr. Lee Gilmore (she/her)
Email:	lgilmore2@csuchico.edu (direct email preferred but you may also reach me via the email feature on Blackboard)
Office location/hours:	Tuesdays 1pm-2pm, via Zoom. I'm also available by appointment via Zoom (See <i>Course Home Page</i> for link. I live in Oregon & teach online only)
Class days/times:	ONLINE ONLY via Blackboard Learn: http://learn.csuchico.edu (See <i>Course Schedule</i> below for assignments and deadlines)
Prerequisites:	None

CSU Chico Catalogue Description

An introduction to the major world religions and an analysis of legal, intellectual, and educational issues that arise in connection with the study of religions in American public schools. (3 hours lecture)

Course Goals & Learning Objectives

At the conclusion of this course, students will be able to:

- Describe key First Amendment principles pertaining to religion in American public schools and apply a First Amendment framework for thinking about the ethical, legal, and pedagogical issues that arise in connection with religion in public schools. This will include analyzing key U.S. Supreme Court decisions and other key legal requirements pertaining to religion in American public schools.
- Explain how and why the non-sectarian and academic study of religion in public schools differs from devotional and theological approaches to religion. This will include identifying and describing the basic methods and aims of the academic study of religion, and applying a comparative framework to analyze the interaction between worldviews, ethics, practices, and institutions.
- Demonstrate basic knowledge of some of the world's largest religions, including the diversity that exists within as well as between religious traditions. This will include identifying some of the key beliefs, values, symbols, rituals, stories, histories, locations, and institutions of several religions, with a focus on their presence in the United States.
- Articulate how the cultural and historical study of both religious and secular worldviews can contribute to the task of civic education in a pluralistic democracy. This will include explaining in writing how key course concepts apply to real world scenarios and case studies.

Land Acknowledgement

CSU Chico occupies the traditional territory of the [Mechoopda Maidu](#) people and California remains the home of many indigenous people from across the Americas.

Readings & Other Required Media

Required Textbooks

You are not required to purchase any textbooks for this course, as all of our readings are available for free online. Links are also posted in Blackboard. See *Course Schedule* for specific assigned pages.

American Academy of Religion, *Guidelines for Teaching about Religion in K-12 Public Schools in the United States*. Available online at: <https://www.aarweb.org/common/Uploaded%20files/Publications%20and%20News/Guides%20and%20Best%20Practices/AARK-12CurriculumGuidelinesPDF.pdf>

Charles C. Haynes, (editor), and Oliver Thomas, (legal editor), *Finding Common Ground: A First Amendment Guide to Religion and Public Schools*. Washington, DC: First Amendment Center, 2007. ISBN: 978-0965686341. Available online at: <https://www.freedomforuminstitute.org/wp-content/uploads/2016/10/FCGcomplete.pdf>

Pluralism Project, *Religions: Rivers of Faith*. Available online at: <http://pluralism.org/religions/>

Recommended Textbook (but not required)

Benjamin J. Hubbard, John T. Hatfield, & James A. Santucci, *An Educator's Classroom Guide to America's Religious Beliefs and Practices*. Santa Barbara, CA: Libraries Unlimited, 2007. ISBN: 978-1591584094. (Limited copies available via Wildcat Bookstore, or can purchase via other online booksellers.)

There will also be a number of other required and recommended readings and videos available via Blackboard. See *Course Schedule* below for details.

Support for Online Learning & IT Support Services

- **Tech Support:** You can get help using your computer, including issues involving Blackboard, or other computer technology issues, from IT Support Services. Contact them through the ITSS website: <https://www.csuchico.edu/itss/>
- **Student Computing:** Computer labs for student use are located in the Meriam Library, Room 116 and 450. Also see: <https://www.csuchico.edu/itss/labs/index.shtml>
- **Writing Center:** The Writing Center at the Student Learning Center offers free online services for all students. You may make an appointment with a writing tutor online through the Writing Center and/or submit your paper for feedback at least 3 days in advance: <https://www.csuchico.edu/slc/writing-center/index.shtml>
- **Student Resource Center:** For more help with academic, advising, community, food & housing, health & wellness, money matters, student rights, technology, and life after college, see: <https://www.csuchico.edu/resources/index.shtml>
- **NOTE:** access to some spaces may still be limited due to COVID-19. For info about what is open on campus see: <https://www.csuchico.edu/coronavirus/facilities.shtml>

CSU Covid Policy

Reminder: The CSU requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless you have an approved exemption. Although this does not apply directly to our fully online course, this is also good opportunity to remind everyone that currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order to participate in this course. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.

Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any other COVID-19 related safety policy or mandate, including the face covering requirement, may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system. Individuals unable to wear a face covering due to a medical condition should contact the [Accessibility Resource Center](#) by phone at (530) 898-5959 or by email at arcdept@csuchico.edu

Course Policies

Be a Participant, Not a Spectator

This course is an opportunity for you to learn about some of the world's religions and the legal, educational, and intellectual issues that arise in connection with the study of religions in American public schools. **Active and engaged participation in our class is required and your grade will be a direct reflection of how much effort you put into this course.** While emergencies and illnesses may at times be unavoidable, I guarantee that you will not do well in this class if you miss (or are consistently late with) multiple assignments and discussions, or if you are distracted or multitasking during Zoom meetings and/or other tasks.

THE ONLINE/REMOTE ONLY NATURE OF THIS COURSE means that it is incumbent upon you to be proactive about participating. This means that you will need to stay on top of all assignments, keep track of deadlines and regularly check Blackboard and email.

Finally, you should also **approach this subject matter with an open and curious mind.** My job is not to dispute your own religious, cultural, or other commitments, but rather to train you to **think critically about religions, cultures, and worldviews (including your own, as well as others')**. In turn, I agree to give you my complete attention during our time together, and to provide every resource I have available to help you do well in this course.

BOTTOM LINE: IT IS UP TO YOU TO MAKE THE MOST OF YOUR EDUCATION, AND HENCE YOUR TIME IN THIS COURSE.

Late Policy

You are expected to complete ALL assignments by the posted DUE DATES in the *Course Schedule* below, because the course runs much more smoothly for everyone that way. **Late Discussion Posts and Papers will generally be accepted, BUT I reserve the right to refuse to accept exceptionally late assignments at my own discretion and/or to deduct points once assignments are more than 24 hours late** (up to 1 point per day, including weekends for Discussion Posts, and up to -5 points per day for Final Paper). Once an assignment is only worth half the originally available points, (i.e. 12-13 days for Discussion Posts worth up to 25 points each) it is a failing grade and I will halve the total points earned that assignment. However, half of the available points is still better than 0 points, so you should still complete late assignments ASAP. Tests will NOT be accepted late.

NOTE: **The regular DUE DATE and TIME for Discussion Posts in this course is set for NOON on Wednesdays.** HOWEVER, that is not necessarily the exact time I expect you to turn things in. Ideally, you should plan to complete each week's readings, videos, and writing assignments sometime during the week (or weekend) BEFORE the due date. Plan your regular schedules ahead of time in order to meet the weekly deadlines, while also accommodating your other courses & commitments as needed.

HERE'S THE DEAL: If you submit Discussion Posts within 24 hours of the due date, I won't subtract any late penalties. That means you always have a little bit of wiggle room on the deadlines, so don't stress out about submitting things by exactly by noon each Wednesday. (12:01 pm, 2:00 pm or even 10:00 am the next morning is all fine.) **However, if you make a regular habit of submitting late assignments, you may very quickly fall behind and find it difficult to complete the course adequately.** And although 1-2 deducted points are very unlikely to make a difference in your final grade (see *Final Grade Scale* below), too many subtracted points from too many late assignments can add up fast and dramatically reduce your final grade. So, if you are having difficulty keeping up with the assignments and deadlines for ANY reason, PLEASE check in with me about it sooner rather than later. I will waive late penalties in the case of illness or other emergencies.

WARNING: do not abuse this policy. It is not possible to adequately complete all material in this class at the last minute. Put all deadlines & due dates in your own calendar.

Plagiarism Policy

Plagiarism means submitting work in which ANY unacknowledged material appears. This includes copying passages from ANY source without placing those words in "quotation marks" and providing a citation. You are encouraged to directly quote from sources in your writing for this class, but you MUST put all passages from the readings (or any other source) in quotation marks and include a citation, otherwise it is plagiarism (even if the error was unintentional).

Plagiarism is a serious academic offense and will result in a FAILING GRADE FOR THAT ASSIGNMENT. Depending on severity, it may also result in a failing grade for the course or even expulsion from CSU Chico. Submitting assignments completed by a person other than the student, and/or submitting papers written for previous classes without prior permission from the professor, are also serious violations of academic integrity.

The written assignments for this course will be checked for plagiarism via turnitin.com — as well as by the professor's own experienced eyes. **If you get stuck working on any of your written assignments for this class, please ask me for help before resorting to plagiarism.** (Also see *READ ME: Academic Integrity Policy & How to Avoid Plagiarism* page on Blackboard for more tips on how to avoid plagiarism.)

Students are expected to be familiar with the University's Academic Integrity Policy. (Also see *University Policies and Campus Resources* below.) Faculty members are *required* to report all infractions to the Office of Student Conduct, Rights, and Responsibilities. The policy on academic integrity and other resources related to student conduct can be found at: <https://www.csuchico.edu/scrr/integrity.shtml>

- By submitting written assignments, you are indicating that you understand and agree to abide by this policy.
- Please view the [CSU Chico Library's Guide on Citing Sources](#) for help with correctly citing your work and avoiding plagiarism.

Dropping and Adding

You are responsible for understanding the policies and procedures for add/drops, academic renewal, etcetera, found in the [CSU Chico University Catalog](#). Also see: <https://www.csuchico.edu/sro/registration/class-add-drop.shtml>

Grading Information

Determination of Grades (100% = 1000 points)

A plus	1000-975	B plus	899-875	C plus	799-775	D plus	699-650
A	974-925	B	874-825	C	774-725	D	649-600
A minus	924-900	B minus	824-800	C minus	724-700	F	less than 600

Total Assignment Points Possible

- 300 = Discussion Posts (12 @ up to 25 points each)
- 450 = Tests (3 @ up to 150 points each)
- 100 = First Paper
- 150 = Final Project: Background & Context Paper
- +25 = Extra Credit possible by attending Zoom Meetings & following course Twitter (up to 5 points each)

Assignments

Discussion Posts (12 posts @ up to 25 points each; 30% of final grade)

Almost every week, you will write Discussion Posts based on prompts and questions posted in the Discussion Boards on Blackboard. I will be looking for evidence that you read and thought about the readings. Use the material from the readings and videos to support your response, using quotes where appropriate and referring to specific page numbers when possible. These posts should be roughly 300-700 words in length and will be DUE BY NOON on WEDNESDAYS (see the *Late Policy* above and *IMPORTANT NOTE ABOUT DUE DATES* below). **PLEASE NOTE: You cannot earn enough credit to pass this class without completing all (or at least most) of the discussion posts.** For more information about these assignments, see: *General Directions, Online Etiquette, and Rubric for Discussion Posts* on Blackboard.

Tests (3 tests @ up to 150 points each; 45% of final grade)

The tests will assess your understanding of First Amendment issues, as well as key concepts, geography, and chronology associated with the religious traditions that we will study. The tests will be administered through Blackboard. The tests will be open-book, but timed — you will have 60 minutes to complete the first two tests, and 90 minutes for the final one, and they all must be completed in one sitting, so don't start until you are ready. Tests will be available for approximately one week before the deadline (see *Course Schedule* below) and they will NOT be accepted late (see *Late Policy* above). Format will be multiple choice, matching, true/false, and fill-in-the-blank. **Study Guides will be provided** and I will go over the Study Guides for the Tests during the Zoom Meetings (see below).

First Amendment Framework Paper (up to 100 points; 10% of final grade)

The first paper will demonstrate your understanding of the First Amendment, religion, and public schools. This paper should be approx. 800-1200 words (3-4 pages) and will be DUE by WED OCT 6 at NOON.

Final Project: Background & Context Paper (up to 150 points; 15% of final grade)

Your final paper will demonstrate your understanding of how to teach about religions in public schools by identifying and describing some of the most important beliefs/ideologies, practices/rituals, institutions, and historical events associated with one of the religious traditions we've studied. This paper should be approx. 1000-1500 words (3-5 pages) will be DUE by MON DEC 13 at NOON.

EXTRA CREDIT: Zoom Meetings (up to 20 points total)

Four times this semester, I will hold Zoom Meetings. These sessions are an opportunity to discuss the readings, ask questions, and get a better understanding of core issues and concepts. You can earn up to 5 points of extra credit each for attending and participating in these Zoom sessions. Come prepared with questions for me about the material. I will also go over the Study Guides for the Tests during these sessions. See *Course Schedule* below for dates & times, and also see *Zoom Meetings* on Blackboard for more info.

EXTRA CREDIT: Twitter (up to 5 points total)

I use a twitter account ([@ProfLeeGilmore](#)) to occasionally post articles about current events and other topics that are relevant to this course and others I teach. (Pay particular attention to those tagged #RELS358). You can earn up to 5 extra credit points may be earned by following my teaching twitter. Full credit if you follow within the first few weeks, less if you start following after Week 4. See *Extra Credit: Twitter* on *Course Home Page* on Blackboard for more info.

RELS 358: Religion in American Public Schools: Course Schedule (FALL 2021)

IMPORTANT NOTE ABOUT DUE DATES & DEADLINES

As stated in the *Late Policy* above, the due dates and times in the *Course Schedule* below are not necessarily the exact time I expect you to turn things in. Ideally, you should plan to complete each week's readings, videos, and assignments sometime during the week (or weekend) BEFORE the due date. Plan your weekly schedules ahead of time in order to meet the regular deadlines, while also accommodating your other commitments as needed.

You are encouraged to work ahead at your own pace. (However, please don't get too far ahead on the Discussions or it will be harder for me to provide personalized feedback.) **All times are Pacific Time.**

DATES:	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 1: First Amendment Framework for Thinking about Religion & Public Education	
<p>WEEK 1: MON AUG 23 - SUN AUG 29</p>	<p><u>INTRODUCTION TO THE STUDY OF RELIGION IN PUBLIC SCHOOLS</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To become familiar with the nature, aims, and requirements of the course. • To understand and be able to explain the difference between the devotional and/or theological approach to religions, and non-sectarian/academic approaches to the study of religion that are appropriate for public schools. • To understand and be able to explain how the academic study of religious and non-religious worldviews contribute to cultural and historical literacy. <p>REQUIRED READINGS:</p> <ul style="list-style-type: none"> • This syllabus & all policies & guidelines linked to on Course Home Page • LECTURE NOTES (1): Instructor's Introduction to the Course • Harvard Religious Literacy Project: Our Method (2015) (pdf) • Harvard Pluralism Project: Rivers of Faith (2020) (pdf) • American Academy of Religion (AAR), <i>Guidelines for Teaching about Religion in K-12 Public Schools in the United States</i> (2010) (pdf) "Introduction & Part 1: Why Teach About Religion?" (pp. 3-6) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> • Pew Forum, "What Americans Know About Religion, 2019" (web) • Laycock, "If We Don't Teach Religion in Schools, Americans Will Never Understand the Rest of the World" (Quartz, 2015) • Singh, "Why universities -- and the rest of us -- need religion studies" (RNS, 2020) • Prothero, "Introduction" to <i>Religious Literacy: What Every American Needs to Know - and Doesn't</i> (2007) (pdf) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • ZOOM MEETING (1): TUE AUG 24 @ 6:00 pm - 7:30 pm • QUIZ: Pew, U.S. Religious Knowledge Survey (self-assessment, ungraded)
<p>WEEK 2: MON AUG 30 - SUN SEP 5</p> <p><i>FRI SEP 3 Last day to add or drop classes without special permission.</i></p>	<p><u>RELIGION, EDUCATION, AND AMERICAN DEMOCRACY</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To understand why respect for religious liberty and freedom of conscience is crucial for the success of the American experiment in pluralistic democracy. • To understand the role of public schools in preparing students to assume their roles as citizens in a democracy. • To understand and be able to explain how the academic study of religious and non-religious worldviews contributes to the task of civic education in a pluralistic democracy. • To understand how the "3 Rs" of religious liberty (rights, responsibilities, and respect) can help us learn to live with our deepest differences.

<p><u>WEEK 2:</u> MON AUG 30 - SUN SEP 5 (cont.)</p>	<p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> LECTURE NOTES (2): Religion, Education, and American Democracy VIDEO: "We the People" (~7 mins.) Haynes, <i>Finding Common Ground</i>. Chaps. 1-3: Chap 1: From Battleground to Common Ground Chap 2: Religious Liberty, Public Education and the Future of American Democracy Chap 3: Strategies for Finding Common Ground VISIT WEBSITE: California 3 Rs Project <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> DISCUSSION POST (1): Introductions & Intro to Religious Studies DUE by WED SEP 1 @ NOON
<p><u>WEEK 3:</u> MON SEP 6 - SUN SEP 12</p> <p>MON SEP 6: LABOR DAY (CAMPUS CLOSED)</p> <p>TUE SEP 7: ROSH HASHANAH</p>	<p><u>THE FIRST AMENDMENT, THE SUPREME COURT, AND PUBLIC EDUCATION (1)</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To understand the historical background, meaning, and significance of the "religious liberty" clauses of the First Amendment to the United States Constitution. To begin understanding the rationale behind several landmark Supreme Court decisions involving the First Amendment and public education. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> LECTURE NOTES (3): First Amendment's Religious Liberty Clauses VIDEO: Religion & First Amendment (California Pluralism Project, ~52 mins) Haynes, <i>Finding Common Ground</i>. Chaps. 4-5 Chap 4: The Supreme Court, Religious Liberty and Public Education Chap 5: A Teacher's Guide to Religion in Public Schools "About the Pledge of Allegiance" (First Amendment Center, 2017) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> Pew Forum, "Religion in the Public Schools" (pdf) Fischer, "Was Early America a Christian America?" (SSRC, 2017) Jones, "The Man Who Wrote the Pledge of Allegiance" (Smithsonian, 2003) First Amendment Encyclopedia (MTSU), West Virginia State Board of Education v. Barnette (1943) "Is Your Speech Protected by the First Amendment?" (Freedom Forum Institute/First Amendment Center, 2020) "Free Expression on Social Media" (Freedom Forum Institute/First Amendment Center, 2020) Liptak, "Supreme Court Rules for Cheerleader Punished for Vulgar Snapchat Message" (NYT, 2021) VIDEO SERIES: <i>Crash Course: U.S. Government</i> VIDEO: <i>Rev. Billy & the Stop Shopping Gospel Choir Sing the First Amendment</i> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> DISCUSSION POST (2): First Amendment + The Pledge of Allegiance DUE by WED SEP 8 @ NOON
<p><u>WEEK 4:</u> MON SEP 13 - SUN SEP 19</p> <p>THU SEP 16: YOM KIPPUR</p>	<p><u>THE FIRST AMENDMENT, THE SUPREME COURT, AND PUBLIC EDUCATION (2)</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To further understand the rationale behind several landmark Supreme Court decisions involving the First Amendment and public education.

WEEK 4:
MON SEP 13 -
SUN SEP 19
(cont.)

OBJECTIVES (cont.):

- To practice applying First Amendment principles and the "3 Rs" of religious liberty to cases that arise in public school settings.

REQUIRED READINGS:

- LECTURE NOTES (4): "A First Amendment Framework for Thinking About Religion and Public Education"
- *AAR Guidelines for Teaching about Religion in K-12 Public Schools in the United States*, "Part 2: Religion, Education, and the Constitution" (pp. 7-8) (pdf)
- Haynes, *Finding Common Ground*, Chaps. 6-8
Chap. 6: Student Religious Expression in Public Schools
Chap. 7: Student Religious Clubs
Chap. 8: Student Religious Practices
- First Amendment Encyclopedia (MTSU), *Engel v. Vitale*, 1962
- First Amendment Encyclopedia (MTSU), *Abington v. Schempp*, 1963

OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):

- First Amendment Encyclopedia (MTSU), *Everson v. Board of Education of Ewing Township* (1947)
- First Amendment Encyclopedia (MTSU), *Lee v. Weisman* (1992)
- First Amendment Encyclopedia (MTSU), *Santa Fe v. Doe* (2000)
- First Amendment Encyclopedia (MTSU), *Cole v. Oroville Union High School District* (2000)
- Appeals Court Backs Student-Led Graduation Prayer (about *Jones v. Clear Creek Independent School District* 1993, Education Week)

ASSIGNMENTS:

- **DISCUSSION POST (3): Case Studies: "Mr. Fenton" & "Little Susie" DUE by WED SEP 15 @ NOON**

WEEK 5:
MON SEP 20 -
SUN SEP 26

THE FIRST AMENDMENT, THE SUPREME COURT, AND PUBLIC EDUCATION (3)

OBJECTIVES:

- To continue practicing how to apply First Amendment principles and the "3 Rs" of religious liberty to case studies that arise in public school settings.

REQUIRED READINGS:

- LECTURE NOTES (5): What? Why? How? (And How Not!) to Teach About Religions in Public Schools
- *AAR Guidelines for Teaching about Religion in K-12 Public Schools in the United States*, "Part 3: How to Teach About Religion" (pp. 9-17) (pdf)
- Haynes, *Finding Common Ground*, Chaps. 9-11
Chap. 9: Religion in the Public School Curriculum
Chap. 10: Religious Holidays in the Public Schools
Chap. 11: The Bible and Public Schools

OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):

- *AAR Guidelines for Teaching about Religion in K-12 Public Schools in the United States*, Part 4: Teacher Education & Appendices (pp. 18-33) (pdf)
- Haynes, *Finding Common Ground*, Chaps. 12-16
- Teaching about Religion in Support of Civic Pluralism: Nonreligious worldview (web)
- California State Board of Education, *History-Social Science Content Standards and Curriculum Frameworks*. Available online at <http://www.cde.ca.gov/BE/ST/>

ASSIGNMENTS:

- **DISCUSSION POST (4): Case Studies: "Religious Newspaper" & "Graduation Prayer" DUE by WED SEP 22 @ NOON**

<p><u>WEEK 6:</u> MON SEP 27 - SUN OCT 3</p>	<p><u>SCIENCE, EVOLUTION & CREATIONISM IN THE CLASSROOM</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To understand and be able to explain the difference between the scientific theory of evolution, so-called “intelligent design” theory, and the biblical story of creation. To understand and be able to explain why it is appropriate to teach about evolution, and why it is not appropriate to teach either “intelligent design” theory or the biblical story of creation, in public school biology classes. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> LECTURE NOTES (6): Science, Evolution, & Creationism in the Classroom Evolution & Creation (First Amendment Center) Evolution Resources: Science & Religion (National Academies of Science) VIDEO: Intelligent Design on Trial (PBS, ~2 hours) "Religions' place in class discussed in Angels Camp" (Calaveras Enterprise, Dec 2017) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> PBS, Intelligent Design on Trial (supplemental website, including transcript) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> DISCUSSION POST (5): Case Studies: Beliefs of Teachers + Biology & the Bible DUE by WED SEP 29 @ NOON ZOOM MEETING (2): THU SEP 30 @ 6:00 - 7:30 pm
<p><u>WEEK 7:</u> MON OCT 4 - SUN OCT 10</p>	<p><u>END OF UNIT ONE</u></p> <p>NO NEW READINGS THIS WEEK</p> <ul style="list-style-type: none"> SEE STUDY GUIDE: UNIT ONE (google doc) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> First Amendment Framework PAPER DUE by WED OCT 6 @ NOON TEST (1): First Amendment & Public Schools DUE by FRI OCT 8 @ NOON (available THU SEP 30 @ 8pm)
<p><i>UNIT 2: Asian Religions</i></p>	
<p><u>WEEK 8:</u> MON OCT 11 - SUN OCT 17</p> <p><i>MON OCT 11: INDIGENOUS PEOPLES' DAY</i></p>	<p><u>HINDUISM</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To learn about the geographical, historical, social, and cultural contexts of Hinduism and to be able to identify India on a world map. To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with the religion that we know as Hinduism. To understand ideas, concepts, and vocabulary associated with Hinduism. To understand diversity among Hindus in South Asia, the United States, and elsewhere in the South Asian (Desi) diaspora. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> LOCATE: India (https://maps.google.com) LECTURE NOTES (7): Hinduism Pluralism Project, <i>Rivers of Faith: Hinduism</i> (pdf & web) VIDEO: "The History of Hindu India" (Hinduism Today, ~23 mins.) Huss, "Curriculum Content and the First Amendment in Public Schools <i>Sedlock v. Baird: A Case about Yoga</i>" (CA3Rs Project Bulletin, Oct. 2013) (pdf)

<p><u>WEEK 8:</u> MON OCT 11 - SUN OCT 17 (cont.)</p>	<p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> • Hubbard et al, "Hinduism" in <i>An Educator's Classroom Guide to America's Religious Beliefs & Practices</i> (pp. 107-112) • Volokh, "Yoga exercise program in public school doesn't violate Establishment Clause" (Washington Post, April 2015) • Walsh, "California State Appellate Court Upholds Public School Yoga Program" (Education Week, April 2015) • Brown, "Conservative legal groups are suing public school yoga and mindfulness programs. This explains why." (WaPo, July 2019) • Shimron, "Will yoga classes in public school lead kids to convert?" (RNS, 2021) • Sunil, "Alabama's Yoga Ban is Part of the Christian Right's War on Pluralism" (Religion Dispatches, 2021) • Teaching About Diwali: Festival of Lights (CA3Rs, pdf) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • DISCUSSION POST (6): Hinduism DUE by WED OCT 13 @ NOON
<p><u>WEEK 9:</u> MON OCT 18 - SUN OCT 24</p>	<p><u>BUDDHISM</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To learn about the geographical, historical, social, and cultural contexts of Buddhism, and to be able to identify its country of origin (India) on a map not only, as well as several of the countries to which Buddhism later spread. • To learn about the geographical, historical, social, and cultural contexts of Buddhism. • To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with Buddhism. • To understand ideas, concepts, and vocabulary associated with Buddhism. • To understand diversity among Buddhists in Asia and the United States. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> • LOCATE: India, Sri Lanka, Tibet, Myanmar, China, & Japan (https://maps.google.com) • LECTURE NOTES (8): Buddhism • Pluralism Project, <i>Rivers of Faith: Buddhism</i> (pdf & web) • VIDEO: The Buddha Documentary, Part I (PBS, ~55 mins) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> • Hubbard et al, "Buddhism" in <i>An Educator's Classroom Guide to America's Religious Beliefs & Practices</i> (pp. 5-15) • VIDEO: The Buddha Documentary, Part II (PBS, ~56 mins) • PBS, The Buddha (supplemental website) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • DISCUSSION POST (7): Buddhism by WED OCT 20 @ NOON
<p><u>WEEK 10:</u> MON OCT 25 - SUN OCT 31</p>	<p><u>SIKHISM</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To learn about the geographical, historical, social, and cultural contexts of Sikhism. • To learn about the Sikh community in India and the United States. • To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with Sikhism. • To understand ideas, concepts, and vocabulary associated with Sikhism. • To understand diversity among Sikhs in Asia and the United States.

<p><u>WEEK 10:</u> MON OCT 25 - SUN OCT 31 (cont.)</p>	<p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> LOCATE: State of Punjab, India (https://maps.google.com) LECTURE NOTES (9): Sikhism Pluralism Project, <i>Rivers of Faith: Sikhism</i> (pdf & web) Handout on Sikhs, Turbans, and 9-11 (CA3Rs pdf) VIDEO: Who are the Sikhs? (Sikh Coalition, ~5 mins) VIDEO: Religion & Identity in Young America (CBS Religion & Culture, ~27 mins) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> Hubbard et al, "Sikhism" in <i>An Educator's Classroom Guide to America's Religious Beliefs & Practices</i> (pp. 163-168) VIDEO: Sikhs in America (KVIE, ~27 mins.) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> DISCUSSION POST (8): Sikhism DUE by WED OCT 27 @ NOON
<p><u>WEEK 11:</u> MON NOV 1 - SUN NOV 7</p> <p>NOV 4: DIWALI (HINDU FESTIVAL)</p>	<p>END OF UNIT TWO</p> <p>NO NEW READINGS THIS WEEK</p> <ul style="list-style-type: none"> SEE STUDY GUIDE: UNIT TWO (google doc) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ZOOM MEETING (3): MON NOV 1 @ 6:00 - 7:30 pm TEST (2) on Asian Religions DUE by FRI NOV 5 @ NOON (available MON NOV 1 @ 8pm)
<p>UNIT 3: Abrahamic Religions</p>	
<p><u>WEEK 12:</u> MON NOV 8 - SUN NOV 14</p> <p>THU NOV 11: VETERANS DAY (CAMPUS CLOSED)</p>	<p>JUDAISM</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To learn about the geographical, historical, social, and cultural contexts of Judaism and to be able to identify the modern state of Israel on a world map. To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with Judaism. To understand ideas, concepts, and vocabulary associated with Judaism. To understand diversity among Jews in the United States and the rest of the world. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> LOCATE: Israel (https://maps.google.com) LECTURE NOTES (10): Judaism Pluralism Project, <i>Rivers of Faith: Judaism</i> (pdf & web) VIDEO: Passover Themes (PBS Religion & Ethics Newsweekly, ~3 mins) VIDEO: Jewish High Holiday (PBS Religion & Ethics Newsweekly, ~3 mins) VIDEO: Rituals of Yom Kippur PBS Religion & Ethics Newsweekly, ~3 mins) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> Hubbard, "Judaism" in <i>An Educator's Classroom Guide to Americas' Religious Beliefs & Practices</i> (pp. 129-134) Teaching About Passover and Easter (CA3Rs pdf) Teaching About the Jewish High Holidays: Rosh Hashanah & Yom Kippur (CA3Rs pdf) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> DISCUSSION POST (9): Judaism DUE by WED NOV 10 @ NOON

<p><u>WEEK 13:</u> MON NOV 15 - SUN NOV 21</p>	<p><u>ISLAM</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To learn about the geographical, historical, social, and cultural contexts of Islam, and to be able to identify several predominantly Muslim nations on a map (including in North Africa, India & South Asia, and Asia-Pacific, among others). • To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with Islam. • To understand ideas, concepts, and vocabulary associated with Islam. • To understand diversity among Muslims in the United States and the rest of the world. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> • LOCATE: Arab Peninsula (including Mecca), Iraq (Ancient Mesopotamia), Iran (Ancient Persia) & Indonesia (https://maps.google.com) • LECTURE NOTES (11): Islam • Pluralism Project, <i>Rivers of Faith: Islam</i> (pdf & web) • VIDEO: Islam, the Quran, & the 5 Pillars All Without a Flamewar (Crash Course, ~13 mins) • VIDEO: National Geographic, The Hajj (~4 mins) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> • Hubbard, "Islam" in <i>An Educator's Classroom Guide to America's Religious Beliefs and Practices</i> (pp. 113-118) • Holidays in the Public Schools: Ramadan (CA3Rs pdf) • Leila Ahmed, "Muslim Women & Other Misunderstandings" <i>On Being</i> (audio & transcript) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • DISCUSSION POST (10): Islam DUE by WED NOV 17 @ NOON
<p>MON NOV 22 - SUN NOV 28</p>	<p>THANKSGIVING BREAK</p>
<p><u>WEEK 14:</u> MON NOV 29- SUN DEC 5</p> <p>MON NOV 29: HANUKKAH BEGINS</p>	<p><u>CHRISTIANITY</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To learn about the geographical, historical, social, and cultural contexts of Christianity. • To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with Christianity. • To understand ideas, concepts, and vocabulary associated with Christianity. • To understand diversity among Christians in the United States and the rest of the world. <p>REQUIRED READINGS & VIDEOS:</p> <ul style="list-style-type: none"> • LOCATE: Rome (https://maps.google.com) • LECTURE NOTES (12): Christianity • Pluralism Project, <i>Rivers of Faith: Christianity</i> (pdf & web) • VIDEO: Christianity from Judaism to Constantine (Crash Course) • VIDEO: Luther and the Protestant Reformation (Crash Course) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> • Hubbard et al, <i>An Educator's Classroom Guide to America's Religious Beliefs & Practices</i> "Christianity: Common Elements" (pp. 35-39); "African American Christianity" (pp. 41-43); "Orthodox Christianity, Protestantism, Roman Catholicism" (pp. 63-82); "Fundamentalism" (pp. 101-105) • The December Dilemma: Religious Holidays in the Public Schools (CA3Rs pdf) • VIDEO: Interview w/The Rev. Broderick Greer (PBS Digital: Religion & Sexuality: First Person, ~7 mins) • VIDEO: From Jesus to Christ: The First Christians (PBS Frontline, ~4 hours)

<p><u>WEEK 14:</u> MON NOV 29- SUN DEC 5 (cont.)</p>	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • DISCUSSION POST (11): Christianity DUE by WED DEC 1 @ NOON
<p>UNIT 4: Course Review & Finals Week</p>	
<p><u>WEEK 15:</u> MON DEC 6- SUN DEC 12</p>	<p><u>END OF UNIT THREE</u></p> <p>NO NEW READINGS THIS WEEK</p> <ul style="list-style-type: none"> • SEE STUDY GUIDE: UNIT THREE (google doc) <p>OPTIONAL (RECOMMENDED, BUT NOT REQUIRED):</p> <ul style="list-style-type: none"> • Singh, "How colonialism still colors our ideas about who gets to teach religion" (RNS, 2019) • Holidays in the Public Schools: Halloween (CA3Rs pdf) • Holidays in the Public Schools: Day of the Dead (CA3Rs pdf) • Teaching About Chinese New Year (CA3Rs pdf) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • DISCUSSION POST (12): Course Review DUE by WED DEC 8 @ NOON • ZOOM MEETING (4): WED DEC 8 @ 6:00 - 7:30 pm
<p><u>WEEK 16:</u> MON DEC 13- FRI DEC 17</p>	<p><u>FINALS WEEK</u></p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> • FINAL PROJECT DUE by MON DEC 13 @ 12 NOON • TEST (3) Abrahamic Religions + Course Review DUE by FRI DEC 17 @ 12 NOON (available WED DEC 8 @ 8pm) • (GRADES DUE by WED DEC 22)

About the Religious Studies & Humanities Majors

The B.A. in Religious Studies prepares students for careers that require critical thinking, analytical skills, skill in oral and written communication, and the ability to reflect on questions of meaning and value in a pluralistic context. The study of religion is excellent pre-professional preparation for such fields as law, teaching, counseling, social work, journalism, film studies, political science, public administration, anthropology, psychology, sociology, history, philosophy, and English. While some majors go on to graduate work in the academic study of religion, others find themselves prepared for work in public service, international affairs, and not-for-profit endeavors, all of which increasingly demand multi-religious competencies.

A degree in Humanities provides a classic liberal arts education and prepares students for careers that require critical thinking, sensitivity, imagination, skill in oral and written communication, and the adaptability that comes from a broad cultural and intellectual background. Our majors have pursued careers in public and private administration, teaching, journalism, performance, and museum work, among other fields. The Program in Humanities is also excellent preparation for law school and graduate study in Classical Civilization, Renaissance and Medieval Studies, Film Studies, Art History, Cultural Studies, Comparative Literature, and Modern Jewish and Israel Studies, particularly when combined with a relevant minor.

Students graduating with majors in these and other disciplines in the liberal arts are known for their overall educational preparation, their job flexibility, and their ultimate earning potential when compared to graduates receiving a more narrow, technical, or vocational undergraduate education. Graduation with a double major or even a minor in these fields provides extra evidence of open-mindedness, perseverance, inquisitiveness, and the ability to relate to people of other cultures and to those who are highly educated. Also see:

- <http://catalog.csuchico.edu/viewer/20/CORH.html>
- <https://www.csuchico.edu/corh/>
- <http://studyreligion.org/why/index.html>

University Policies and Campus Resources

Academic integrity: Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct, Rights, and Responsibilities. The policy on academic integrity and other resources related to student conduct can be found at: <https://www.csuchico.edu/scrr/integrity.shtml>.

Academic Dishonesty: If there is evidence that you have been involved in any form of academic dishonesty (e.g., plagiarism or cheating on exams), you will receive an "F" grade for the course, and a report will be provided to the Office of Student Conduct, Rights, and Responsibilities for further action. Be careful in all of your work (classroom presentations as well as written assignments) to properly cite your sources (including online materials). If you borrow the ideas of others in composing your written work, they must be cited; if you borrow the words of others, they must be enclosed in quotation marks and cited. If you have any doubts as to whether or not something needs to be cited, play it safe and cite it—or ask me about it. Any standard citation format (MLA, APA, etc.) is fine. Ignorance of proper citation methods is not a legitimate excuse for violation of these policies. Please see the University Academic Integrity policy at <https://www.csuchico.edu/pres/em/2018/18-011.shtml>. The policy of the Department of Comparative Religion and Humanities is that anyone found to have blatantly cheated or plagiarized on an assignment will automatically fail the course and be referred to the Office of Student Conduct, Rights, and Responsibilities for further disciplinary action. (Also see my **Plagiarism Policy** above.)

Student Services: Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the current students page of the CSU Chico web site.

Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center: (530-898-5959)

Student Services Center 170 (arcdept@csuchico.edu)

Student Learning Center: The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The University Writing Center has been combined with the Student Learning Center. You can also visit the Student Learning Center website. <http://www.csuchico.edu/slc/>.

Campus Policy in Compliance with the Americans With Disabilities Act (ADA): Please notify me of any special need relating to your disability within the first two weeks of the semester. I will make every reasonable effort to facilitate your success in this course. Please note that you may be required to show documentation for your disability. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, call me, or email me. Please also contact the Accessibility Resource Center (ARC) as this is the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Accessibility Resource Center is in Student Services Center 170, or you can get in touch with them at 530-898-5959 or visit their website at <http://www.csuchico.edu/arc>.

Confidentiality and Mandatory Reporting: State law makes university professors mandated reporters. This means I am required to report to the Title IX Coordinator whenever I learn about incidents of sexual harassment, sexual assault, domestic violence, or stalking that affect any member of the campus community. This includes disclosures that occur during our class discussions or in private. Students may make a confidential report to the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: <http://www.csuchico.edu/title-ix>.

Other campus resources: There are many resources available to students such as tutoring through the Student Learning Center, assistance with personal crises through the Counseling Center, help with research through the library, etc. Check out the "Student resources" tab on our Blackboard page for more information. Also see: <https://www.csuchico.edu/resources/index.shtml>

Library Liaison: George Thompson, ghthompson@csuchico.edu, 898-6603, MLIB 305