

**California State University, Chico
Department of Religious Studies**

**RELS 332 -01 World Religions and Global Issues
SPRING 2019**

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Office hours:	Tues, Thurs 3:30- 5:30, Wed 2:00 – 4:00 or by appointment
Class days/time:	Tuesdays and Thursdays 12:30- 1:45 PM Note that this is a hybrid class and will require a lot of web resources. Therefore, a number of classes will be spent on your own time doing activities on the Internet. Check the syllabus carefully to see when we will not have class in the classroom.
Classroom:	GLENN 306
Prerequisites:	None

Course Usage of Blackboard Learn

Copies of the course syllabus and major assignments as well as many resources will be found on Blackboard Learn. You are responsible for regularly checking the online resources, which are accessed through the portal at <http://learn.csuchico.edu>. This course will incorporate a lot of Internet usage.

Course Description and Goals

This course is in the Global Development and International Studies Pathways of the General Education program. As such, this course addresses important global issues from the perspective of Religious Studies which includes humanistic and social scientific approaches to these problems.

We will be focusing on the roles played by many of the world's religions in the global political, economic, environmental and social problems that face us in the 21st century. We will assess these issues from a variety of perspectives, looking at both the beneficial and detrimental contributions of religion. In many cases, religion has contributed to the problems that we will be examining, but religious traditions also offer powerful transformative resources that can help ameliorate these conditions.

What do the world's religions say about the need for social action? Do different religions have different conceptions of human rights? Is religion more of a factor in causing war or stopping it? What do religions say about the legitimate use of violence? How do religious conceptions of the place of humanity in the cosmos affect our attitudes towards nature and the environment? These are just some of the questions that we will be addressing in this course.

The worldviews, values and practices of the religions of Judaism, Christianity, Islam, Buddhism, and Hinduism as well as Native traditions can help us to understand how some of these issues arose and also point to ways of solving them. Because they provide the basis for many people's deepest held values, the wisdom of the world's religions can offer a prescription for a better future as well.

This course counts towards the major and minor in Comparative Religion (39 and 21 units respectively; see <http://www.csuchico.edu/rs/>). Students graduating with a major in this and other disciplines in the liberal arts are known for their overall educational preparation, their job flexibility, and their ultimate earning potential, especially when compared to graduates receiving a more narrow, technical, or vocational undergraduate education. Graduation with a minor in Comparative Religion provides evidence of open-mindedness, perseverance, inquisitiveness, and the ability to relate to people of other cultures as well as to those who are highly educated themselves.

General Education Student Learning Outcomes

Amongst the many outcomes of this course are:

Personal and Social Responsibility. Students will demonstrate the knowledge and skills necessary to take responsibility for their own life and actions through deep engagement with the ways that different religions have suggested that followers deal with key problems facing all people such as social injustice, poverty and violence. This course also has a strong current events focus where students will be keyed in to the events challenging our world today and will be given ideas about how to get involved. Some attendance of external events will be required.

Sustainability. This course deals with how religions of the world have dealt with the relationship between humans and our environment. Attitudes towards humanity as stewards or masters of the environment as well as the question of whether humans are separate from or part of nature will be explored in detail.

Global Engagement. Students will demonstrate through frequent multiple choice quizzes their knowledge about seminal ideas in at least the religions of Judaism, Christianity, Islam, Hinduism and Buddhism which provide guidance for the vast majority of the globe's diverse peoples.

Two SLOs specific to the Global Cultures diversity status are:

1. Students will learn how Asian religious ideas of humanity as part of nature rather than distinct from it have influenced their views about humanity's relationship with and care of the environment.
2. Students will learn how Asian religious ideas about solitary contemplation and social engagement have influenced their attitudes towards fighting for justice and human rights.

Required Texts/Readings (available at Wildcat Store)

Texts:

Sacco, Joe. 2001. *Palestine*. Seattle: Fantagraphics Books.

All other readings are posted online

Library Liaison

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

Classroom Protocol

Active participation is crucial. You will be expected to do all the readings that are assigned and to comment during discussion and write papers when requested to do so. Be sure to keep up with the readings and the assignments because the more prepared you are, the better the class will be. Please be respectful of other students in the class.

Assignments and Grading Policy

There will be a total of 1000 Points as follows:

- 100 Attendance/Class Participation.** Class Participation: You must show up to all classes and provide a note for missed classes. Otherwise you will begin to lose participation points. Please ask any questions that you have in class, don't be shy to ask when something is not clear.
- 125 Group Website Project.** Each student will work with a group to prepare an interesting and informative website on a subject related to the course. These websites will be built on Google Sites or Wix.com and will be evaluated by your peers in the class.
- 10x20pts Short Quizzes:** Best 10 out of 11. Each one is worth 20 pts. Each quiz will cover information since the last quiz and if you have done all the readings and taken notes, you should do fine. The quizzes will be taken ONLINE through the Blackboard Learn site during the time-window noted online. Note that there is a very short time allotted for each question so if you do not know the material already you will not do well in the quiz. The dates for each quiz are clearly noted on the syllabus.
- 2x120pts Two Tests:** There will be three tests set up for this course as noted on the schedule. You must take any two of these tests during the time-window allotted, which is three days from the day the test is noted on the schedule. You must write one paper instead of taking the third test.
- 120 One Paper:** This paper will be done in place of one of the three tests and should be handed in through the "Paper Submit" heading on the website. It should be 1000 words. More details will be posted in the assignment on the course website.
- 7x20pts Online Discussion postings:** 7 postings worth 20 pts each. These postings should be about 250 words in length and will be based on prompts that you see on the website. You may start your own thread or respond to another person's posting. Once you have done at least one post or one response for each of the 7 prompts, you may also write a short response to any student's posting for up to 2 bonus points per discussion assignment.
- 2x25pts Events:** Two external cultural events that you choose worth 25 pts each. These can include a visit to a place of worship, a movie about the issues we have looked at, a Yoga or meditation class, a play, music or other event that you think is in some way related to the course. For each Event, please write a 250-word report about your experiences explaining how they relate to this course and post that on the Learn website where it says "Events Reports." For your write-up, think about whether what you saw was similar or different from what you expected based on your readings and the lectures? Think about the meaning behind what you witnessed and write this down.

25 Social Justice Project with Kiva: Class will decide on a development project to fund. More details will be given in class.

Total: 1000 points

The final Grade calculations are as follows:

A	>	920 points
A-		900 – 919
B+		870 – 899
B		830 – 869
B-		800 – 829
C+		770 – 799
C		730 – 769
C-		700 – 729
D+		650 – 699
D		600 – 649
F	<	600 points

RELS 332-01 Course Schedule

(Note: subject to change with fair notice.)

WEEK	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22	<p>UNIT 1: Introduction to Religion and Globalization</p> <p>Topic: What is religion? What are some of the issues that we will be studying in this course?</p>
1	Jan 24 ONLINE	<p>Watch: Video PBS “The Buddha” [online]</p>
2	Jan 29	<p>Topic: Religion and Globalization. What are some of the main forces shaping the modern world and what role does religion play?</p> <p>Readings: Amartya Sen “Development as Freedom”</p> <p>Discussion 1: Post to the discussion board</p>
2	Jan 31	<p>Topic: Brief History of the Modern World</p> <p>Thompson Chapter One: “The Twenty-First Century: How did we get here?” [print]</p>
3	Feb 5	<p>UNIT 2: Social Justice and Human Rights</p> <p>Topic: In this unit, we will look at what Buddhism and Catholicism have to say about social justice. How do these religions support those people who are struggling to make their lives better?</p> <p>Quiz 1 [NOTE: All quizzes are multiple choice open book and will become available online at 1:00 AM TWO days BEFORE the day they are listed on this syllabus and will stay online until noon before class starts. So Quiz 1 will become available at 1:00 AM Sunday Feb 3 and will stay online until Noon on Tuesday Feb 5. You will see the quiz on the course website. Note that the material for today’s class WILL be tested so you must have done the readings before you take the quiz]</p> <p>Topic: Introduction to Buddhism</p> <p>We will look at Buddhist views on Social Justice so please get started by learning about Buddhism. Read all the BBC Buddhism Links that are listed on Learn. [online].</p>
3	Feb 7 ONLINE	<p>Topic: Buddhism rarely advocates using violence against others to achieve your goals, so some Buddhists have justified doing violence to themselves to protest against oppression</p> <p>Readings:</p> <p>Roots of self-sacrifice in Buddhism [online]</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
		<p>Roots of Self-immolation in Buddhism [online] Examples of Self-Sacrifice in Buddhism [online] Vietnamese Monk Self-Immolation [online]</p> <p>Discussion 2: Post to Discussion board</p>
4	Feb 12	<p>Quiz 2 [available at 1:00 AM Feb 10 until Feb 12, 12:00 PM]</p> <p>Topic: How did the Vietnamese Buddhists respond to the anti-Buddhist laws that were being put into effect?</p> <p>Readings: Engaged Buddhism Readings [online]</p>
4	Feb 14	<p>Begin Group Website Project / Kiva</p> <p>Meet in class in your groups and begin working on your website and deciding on a Kiva project</p>
5	Feb 19	<p>Quiz 3 [Becomes available from 1:00 AM Feb 17 until 12:00 PM Feb 19]</p> <p>Topic: We will learn basic ideas about Christianity and the teachings of Jesus and will examine how some left-leaning Catholics have interpreted the message of Jesus to support their struggle for economic justice in Latin America</p> <p>Readings: Christianity: BBC Christianity Links. Read all links on Learn [online] Catholicism and Liberation Theology Links in Learn[online]</p>
5	Feb 21 ONLINE	<p>Topic: We will watch a movie about Cesar Romero, the Archbishop from El Salvador who was assassinated for siding with the poor against the wealthy landholders of the country.</p> <p>Watch: Movie <i>Romero</i> [only Part 1 is posted on the website. Please go to You Tube and watch the rest of the movie there]</p> <p>Discussion 3: Post to Discussion board [online]</p>
6	Feb 26	<p>Quiz 4 [Becomes available from 1:00 AM Feb 24 until 12:00 PM Feb 26]</p> <p>Topic: We will read some very evocative and often disturbing accounts of how Catholic laypeople and clerics fought to procure more equitable living standards in Latin America. Many of these people were killed by the reactionary forces in power.</p> <p>Readings: Liberation Theology Accounts [online]</p>
6	Feb 28	<p>WATCH: TED video about Favelas and squatter cities</p> <p>Test 1 [the Test will be done online and available for 3 days. There</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
	ONLINE	are Three tests, you must write a paper instead of one Test. You can choose which Test to replace with a paper. Test comes online 1:00 AM Thurs Feb 28 until 11:00 PM Sat March 2]
7	Mar 5	<p>UNIT 3 : Environment</p> <p>Topic: The environment is becoming more and more endangered each year as massive industrialization and development changes the face of the Earth. What role have religions played in this issue? What are some possible ways to improve the situation? In this unit, we will focus mainly on Hindu and Native American ideas about the environment. We will start with a brief introduction to the basic ideas of Hinduism.</p> <p>Readings: BBC Hinduism Links [online]</p> <p>Readings: Lynn White “Roots of Ecological Crisis” [online]</p>
7	Mar 7	<p>Topic: Hindu ideas about purity, pollution and the relationship between the gods and the environment are beautifully articulated by Haberman in his book about the goddess of the Yamuna river.</p> <p>Readings: Haberman, “River of Love” [online]</p>
8	Mar 12 ONLINE	<p>Quiz 5 [availability as the previous quizzes Sun - Tues]</p> <p>Topic: We will watch a classic movie about a conference on the environment where religious leaders from around the world gathered to discuss how religion can help the environment</p> <p>Watch Movie: Spirit and Nature [online]</p>
8	Mar 14 ONLINE	WATCH: Video on Hinduism
9	Mar 26	<p>Quiz 6</p> <p>Topic: We will continue readings about the Yamuna river.</p> <p>Readings: Haberman “River of Love (Last Part)” [online]</p> <p>Discussion 4: Post to Discussion Board</p>
9	Mar 28	Work on Group Websites IN CLASS
10	Apr 2	<p>Topic: Native Americans have lived for centuries in harmony with the environment, and have shown great respect for the animals that live therein. We will look at one tribe’s relationship with the salmon that used to be plentiful in California. We will also look at some of the effects of the fires in Butte country from 2018.</p> <p>Readings: Salmon Readings by House [online]</p> <p>Camp Fire readings [online]</p> <p>Quiz 7</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
10	Apr 4 ONLINE	<p>WATCH MOVIES: Dancing the Salmon Home and In the Light of Reverence</p> <p>Plight of the Salmon [read the website and watch the movies there]</p> <p>Discussion 5: Post to Discussion Board</p> <p>Test 2 [Test comes online 1:00 AM Apr 4 until 11:00 PM Apr 6]</p>
11	Apr 9	<p>UNIT 4: WAR and PEACE</p> <p>Topic: Many wars have been blamed on religion and in this unit we will examine some of the causes of war as well as different approaches to peace. We will focus in particular on Judaism and Islam in this unit, and the violence that is rocking the Middle East. We will start by examining some basic ideas of Judaism</p> <p>Reading: BBC Judaism Links [online]</p>
11	Apr 11 ONLINE	<p>Topic: This movie tells of the struggle of the Jewish people to survive oppression and genocide and rebuild their homeland</p> <p>Watch Movie: The Long Way Home [online]</p>
12	Apr 16	<p>Quiz 8</p> <p>Topic: We will look at basic ideas of Islam and watch a movie that discusses the results of a massive survey of attitudes held by Muslims around the world.</p> <p>Readings: BBC Islam Links [online]</p>
12	Apr 18 ONLINE	<p>Watch Movie: Inside Islam [online]</p> <p>Discussion 6: Post to Discussion Board</p>
13	Apr 23	<p>Quiz 9</p> <p>Topic: We will begin reading a provocative graphic novel about the writer's experiences during the Palestinian uprising against Israel in the early 1990s.</p> <p>Readings: Sacco "Palestine" Introduction, chapters 1-3 [print]</p>
13	Apr 25 ONLINE	<p>Topic: We will watch a poignant movie that follows the lives of several children, some of whom are Israeli Jews and others who are Palestinian Muslims. They live just a few miles apart but do not know very much about each other's world.</p> <p>Watch Movie: Promises [online]</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
14	April 30	Quiz 10 Readings: Sacco chapters 4-6 [print]
14	May 2	Topic: Women and Islam Readings: Is Islam Misogynist? [online] Discussion 7: Post to Discussion Board (Note this lesson is IN CLASS)
15	May 7	Quiz 11 Readings: Sacco chapters 7 – end [print] Look at the Group Websites
15	May 9	Wrap Up and look at Websites (IN CLASS)
	Exam Week	Unit Four Test. If you have already written one paper, then you take this test. If you have not yet written a paper, then you write a paper instead of taking the test. [Test comes online 1:00 am Thursday May 9 until 11:00 PM Monday May 13]

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 course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at:

<http://www.csuchico.edu/sjd/integrity.shtml>

THE POLICY OF THE DEPARTMENT OF RELIGIOUS STUDIES IS THAT ANYONE FOUND TO HAVE BLATANTLY CHEATED OR PLAGIARIZED ON AN ASSIGNMENT WILL AUTOMATICALLY FAIL THE COURSE AND BE REFERRED TO STUDENT JUDICIAL AFFAIRS FOR FURTHER DISCIPLINARY ACTION.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Off Campus Resources

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, 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. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Student Computing

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301. Additional labs that may be available to students in your department/college.

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 at: <http://www.csuchico.edu/5.-studentservices.html>.

University Writing Center

The CSU, Chico writing center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the University Writing Center. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center information can be found online at <http://www.csuchico.edu/uwc>.

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 SLC is online at <http://www.csuchico.edu/slc/>