

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

RELS 332 -02

World Religions and Global Issues

ONLINE- SPRING 2019

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Office hours:	Tuesdays and Thursdays 3:30- 5:30 Wednesdays 2-4 or by appointment
Class days/time:	ONLINE
Classroom:	ONLINE
Prerequisites:	None

Course Usage of Blackboard Learn

This course is entirely online through <http://learn.csuchico.edu>.

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

Online Protocol

You will be expected to log in regularly and keep up with the readings and discussion posts. Please be respectful of other students in the class.

Assignments and Grading Policy

There will be a total of 1000 Points as follows:

20x12 Short Quizzes: Best 11 out of 12. 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.

120x2 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.

20x15 Online Discussion postings: 15 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 15 prompts, you may also write a short response to any student’s posting for up to 2 bonus points per discussion assignment.

40x3 Events: THREE external cultural events that you choose worth 30 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.” You may also join Second Life and go to a religious site there and report on your experiences. 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.

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 – Section 02 Course Schedule

(Note: subject to change with fair notice.)

WEEK	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22-25	<p>UNIT 1: INTRODUCTION TO RELIGION AND GLOBAL ISSUES</p> <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” Thompson Chapter One: “The Twenty-First Century: How did we get here?” Esposito “Religious Experience”</p> <p>Watch Lectures: “Introduction to the Course” “Setting the Stage”</p> <p>Discussion 1: Post to the discussion board: Write a 250 word post based on the prompt found on the Learn site.</p> <p>Quiz 1 [Quiz will be available online from 1:00 AM Thursday Jan 24 until 11:00 PM Saturday Jan 26]</p>
2	Jan 28-Feb 1	<p>UNIT 2: SOCIAL JUSTICE AND HUMAN RIGHTS</p> <p>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>Watch Lecture: Social Justice</p> <p>Topic: Introduction to Buddhism.</p> <p>Readings: Read all the BBC Buddhism Links that are listed on Learn. .</p> <p>Watch: Video PBS “The Buddha”</p> <p>Discussion 2: Post to the discussion board: Write a 250 word post based on the prompt found on the Learn site</p> <p>Quiz 2 [Quiz will be available online from 1:00 AM Thursday Jan 31 until 11:00 PM Saturday Feb 2]</p>
3	Feb 4-8	<p>Topic: Buddhism and Self Sacrifice</p> <p>Buddhism rarely advocates using violence against others to achieve your goals, so some Buddhists have justified doing violence to</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
		<p>themselves to protest against oppression.</p> <p>Readings:</p> <p>Roots of self-sacrifice in Buddhism</p> <p>Roots of Self-immolation in Buddhism</p> <p>Examples of Self-Sacrifice in Buddhism</p> <p>Vietnamese Monk Self-Immolation</p> <p>Discussion 3: Post to Discussion board</p> <p>Quiz 3 [Quiz will be available online from 1:00 AM Thursday Feb 7 until 11:00 PM Saturday Feb 9]</p>
4	Feb 11-15	<p>Topic: Buddhism and Social Protest. How did the Vietnamese Buddhists respond to the anti-Buddhist laws that were being put into effect?</p> <p>Readings: Engaged Buddhism Readings</p> <p>Discussion 4: Post to the discussion board</p> <p>Quiz 4 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
5	Feb 18-22	<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. 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>Readings: Christianity: BBC Christianity Links. Read all links on Learn</p> <p>Catholicism and Liberation Theology Links in Learn</p> <p>Watch: What is Christianity?</p> <p>Movie <i>Romero</i> [link will take you to You Tube version of movie]</p> <p>Discussion 5: Post to Discussion board</p> <p>Quiz 5 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
6	Feb 25-Mar 1	<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</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
		<p>people were killed by the reactionary forces in power.</p> <p>Readings: Liberation Theology Accounts</p> <p>WATCH: TED video about Favelas and squatter cities</p> <p>Discussion 6: Post to the discussion board</p> <p>Test 1 [the Test will be available from Thursday Feb 28 1:00 AM until Sunday Mar 3 at 11:00 PM. There are Three tests, you must write a paper instead of one Test. You can choose which Test to replace with a paper]</p>
7	Mar 4-8	<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. 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 Lecture: Environment</p> <p>Readings: BBC Hinduism Links Lynn White “Roots of Ecological Crisis”</p> <p>Watch Movie: Spirit and Nature</p> <p>Discussion 7: Post to the discussion board</p> <p>Quiz 6 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
8	Mar 11-15	<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”</p> <p>Watch: Video on Hinduism</p> <p>Discussion 8: Post to the discussion board</p> <p>Quiz 7 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
9	Mar 25-29	<p>Topic: We will continue readings about the Yamuna river.</p> <p>Readings: Haberman “River of Love (Last Part)”</p> <p>Discussion 9: Post to the discussion board</p> <p>Quiz 8 [Quiz will be available online from 1:00 AM Thursday</p>

WEEK	Date	Topics, Readings, Assignments, Deadlines
		until 11:00 PM Saturday]
10	Apr 2-5	<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 Butte Country fires of 2018.</p> <p>Watch Lecture: Native Americans and the Environment</p> <p>Readings: Plight of the Salmon [read the website and watch the movie there]</p> <p>Salmon Readings by House</p> <p>Camp Fire Readings</p> <p>Watch: Dancing the Salmon Home and In the Light of Reverence</p> <p>Discussion 10: Post to Discussion Board</p> <p>Test 2 [the Test will be available from Thursday April 4 1:00 AM until Sunday April 7 at 11:00 PM. There are Three tests, you must write a paper instead of one Test. You can choose which Test to replace with a paper]</p>
11	Apr 8-12	<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. This movie tells of the struggle of the Jewish people to survive oppression and genocide and rebuild their homeland</p> <p>Watch Lecture: Religion and War and Peace</p> <p>Reading: BBC Judaism Links</p> <p>Watch Movie: The Long Way Home</p> <p style="text-align: center;">What is Judaism?</p> <p>Discussion 11: Post to the discussion board</p> <p>Quiz 9 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
12	Apr 15-19	<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>

WEEK	Date	Topics, Readings, Assignments, Deadlines
		<p>Readings: BBC Islam Links</p> <p>Watch Movie: Inside Islam</p> <p style="padding-left: 40px;">5 Minute Introduction to Islam</p> <p style="padding-left: 40px;">The Hajj</p> <p>Discussion 12: Post to Discussion Board</p> <p>Quiz 10 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
13	Apr 22-26	<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. 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 Lecture: Middle East Conflict</p> <p>Readings: Sacco "Palestine" Introduction, chapters 1-3 [print]</p> <p>Watch Movie: Promises</p> <p style="padding-left: 40px;">Rabbis Against Zionism</p> <p>Discussion 13: Post to the discussion board</p> <p>Quiz 11 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
14	Apr 29-May 3	<p>Topic: Palestine, Women and Islam</p> <p>Watch Lecture: Gender and Abrahamic Religions</p> <p>Readings: Sacco chapters 4-6 [print]</p> <p>Is Islam Misogynist?</p> <p>Discussion 14: Post to Discussion Board</p> <p>Quiz 12 [Quiz will be available online from 1:00 AM Thursday until 11:00 PM Saturday]</p>
15	May 6-10	<p>Readings: Sacco chapters 7 – end [print]</p> <p>Watch: Suicide Bomber Indoctrination</p> <p>Discussion 15: Post to the discussion board</p> <p>Test 3 [the Test will be available from Thursday May 9 1:00 AM until Monday May 13 at 11:00 PM. There are Three tests, you must write a paper instead of one Test. You can choose which Test to replace with a paper]</p>

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.

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.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting 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: www.csuchico.edu/title-ix

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/>