Instructor: Dr. Lee Gilmore (pronouns: she/her)

Email: lgilmore2@csuchico.edu
- You may email me directly or use the email feature on Blackboard.
- Please include “RELS 332” in the subject.

Office location/hours: I live in Oregon & currently teach online only. However, four live webinars will be held via Zoom.
- See Assignments & Course Schedule below for dates & more info.
- I’m also available by appointment via phone, Zoom, or Skype.

Class days/times: ONLINE ONLY via Blackboard Learn: http://learn.csuchico.edu.
- See Course Schedule below for assignments & deadlines.

Prerequisites: None

CSU Chico Catalogue Description
An introduction to major religions of the contemporary world (Islam, Christianity, Buddhism, and Chinese religions) with particular emphasis on their relationship to pressing global issues, including economics and poverty, environmental issues, war and peace, and human rights. Explores a number of religious traditions that are closely identified with specific ethnic groups in this country. 3 hours lecture. This is an approved General Education course. This is an approved Global Cultures course.

Course Description and Goals
RELS 332 aims to cultivate the ability to understand global issues from perspectives arising from the humanities and social sciences. In this course, we will look at three broadly defined sets of issues — social justice & human rights, the environment, and war & peace — and how people draw on religious beliefs & practices to shape and respond to these issues. We also think about how religious traditions serve as tools that humans use to give expression to our ultimate concerns and values — they describe what it means to be human, provide us with meanings and identities, and inform our relationships to nature, other cultures, and to the sacred.

In particular, we will focus 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. Some of the questions that we will be addressing in this course include:
- How do religious traditions shape how people experience, interact with, and respond to global issues?
- What are some of the views on social justice and human rights in different religious cultures?
- Do different religions have different conceptions of human rights?
- What do the world’s religions say about the need for social action?
- How do religious concepts about humanity’s place in the cosmos affect our attitudes towards nature and the environment?
- Is religion more of a factor in causing war or stopping it?

Acknowledgements
Please be aware that the land on which we meet occupies the territory of the Mechoopda people. Without them, we would not have access to this campus or our education. Today, this place is still the home to many indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Please also consider the environment before printing this syllabus & print double-sided &/or on recycled paper.

Grateful acknowledgement is also due to Dr. Sarah Pike for generous permission to copy & adapt much of this syllabus, as well as many of the materials on Blackboard that she developed in previous sections of this course.
General Education Student Learning Outcomes

This course fulfills the Global Cultures diversity requirement and the Arts & Humanities Upper Division GE pathway.

- **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.

- **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 quizzes and tests 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 & Blackboard Support

Other Required Readings & Videos

- You will also need to rent the film *Romero* via Amazon streaming.
- All other readings & videos will be available on Blackboard as pdfs or as external websites.
  
  See Course Schedule below for details.

Student Support for Online Learning & IT Support Services

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. 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 web site. Additional labs may be available to students in your department or college.

Course Policies

Be a Participant, Not a Spectator

This course is an opportunity for you to learn about how global religions engage with global issues, including the environment, war & peace, social justice, and human rights. **Active and engaged participation in our class is required & 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.

**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 course content, keep track of deadlines & regularly check Blackboard & email.

Finally, you should also **approach this subject matter with an open and curious mind.** My job is not to dispute your own religious, political, or other commitments, but rather to train you to **think critically about religions, cultures & global issues (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 deadlines posted in the Course Schedule below. The due dates and times listed are the last possible moment before I'll start deducting late penalties, rather than the exact time I want you to turn things in. YOU ARE ENCOURAGED TO WORK AHEAD AT YOUR OWN PACE. Figure out how to meet the weekly deadlines while also accommodating your other commitments by submitting assignments AHEAD OF THE DUE BY DATES/TIMES as needed.

Late assignments will generally be accepted, BUT points will be deducted for EACH DAY they are late ( -1 for Discussions & Quizzes, -2 for Tests, -5 for papers). If you submit the Tests after the time allotted is up, you may continue but partial/prorated late penalties will be assessed unless you have a registered accommodation via Accessibility Resource Center. (SEE University Policies and Campus Resources below.)

WARNING: do not abuse this policy. One late assignment in the case of an emergency may be understandable (and one or two points are unlikely to affect your final grade). But if you make a regular habit of submitting late papers, those subtracted points can add up fast and dramatically reduce your final grade. Finally, I reserve the right to refuse to accept exceptionally late assignments, at my own discretion. Once an assignment is only worth half the originally available points, it is a failing grade. Put all deadlines & due dates in your own calendar.

Academic Integrity/Plagiarism Policy
Plagiarism means submitting work in which ANY unacknowledged material appears. This includes:
• copying words from any source without placing those words in quote marks & providing a correct citation;
• handing in assignments completed by a person other than the student;
• and/or submitting papers written for previous classes without prior permission from the professor.

ANY attempt to pass off someone else's words as your own is a serious academic offense and WILL RESULT IN A FAILING GRADE FOR THAT ASSIGNMENT. It may also result in a failing grade for the course or even expulsion from CSU Chico.

The written assignments for this course will be checked for plagiarism via turnitin.com — as well as by the professor's own experienced and unerring eagle eyes. If you get stuck working on any of your written assignments for this class, please ask me for help before resorting to plagiarism.
• The University's policy on academic integrity and other resources related to student conduct can be found at http://www.csuchico.edu/sjd/integrity.shtml
• The Department of Comparative Religion and Humanities has also established a policy on academic integrity, honesty, and plagiarism. For an explanation of the policy and a tutorial visit: http://www.csuchico.edu/corh/crel/programs/academic-integrity.shtml
• By submitting written assignments, you are indicating that you understand & 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.
• ALSO SEE: University Policies and Campus Resources below AND How to Avoid Plagiarism: Resources & Check Lists on Academic Integrity/Plagiarism Policy page on course home page on Blackboard.

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., found in the CSU Chico University Catalog. You should be aware of the new deadlines and penalties for adding and dropping classes.

READ on Blackboard: Assignment Guidelines & More Course Policies
• ALL Rubrics for RELS 332
• General Guidelines for Discussion & Online Etiquette
• General Criteria and Guidelines for Writing Assignments
• Professor's Pet Peeves
• Viewing Feedback on turnitin.com
• UPLOAD ALL WORK THROUGH BLACKBOARD. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.
Assignments & Grade Scale

Final Grade Scale (100% = 1000 points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-925</td>
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<tr>
<td>A-</td>
<td>924-900</td>
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<td>B+</td>
<td>899-875</td>
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<td>B</td>
<td>874-825</td>
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<td>C+</td>
<td>799-775</td>
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<td>C</td>
<td>774-725</td>
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<td>D+</td>
<td>699-650</td>
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<td>D</td>
<td>649-600</td>
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<td>B-</td>
<td>824-800</td>
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<td>C-</td>
<td>724-700</td>
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<td>F</td>
<td>less than 600</td>
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</table>

Total Assignment Points Possible:
- 200 = Discussions (8 @ up to 25 points each)
- 300 = Quizzes (12 @ up to 10-24 points each)
- 300 = Tests (3 @ up to 100 points each)
- 200 = Paper (1 @ up to 200 points total)
- +25 = Extra Credit possible by attending Webinars via Zoom & following course Twitter (up to 5 points each)

8 Discussion Posts (up to 25 points each = 200 points total possible)
Several times this semester, you will write Discussion Posts based on prompts posted in the Discussions Boards. These posts should be roughly 200-400 words in length and you can also earn 1-2 points of extra credit for leaving additional comments on other people’s posts. See Guidelines for Discussion & Online Etiquette, including Discussions Rubric links on Course Home Page for more info.

12 Quizzes (up to 15-35 points each = 300 points total possible)
Almost every week, you will complete quizzes via Blackboard. These will cover information in the readings and videos in each learning Module. The quizzes are open book and open notes with no time limit (other than the deadline), and I encourage you to think of them more as "study guides" than quizzes. You can complete them in more than one sitting if needed (although you can only take them once, so don't click "submit" until you are done). Per the LATE POLICY above, points will be subtracted for late submissions.

3 Tests (up to 100 points each = 300 points total)
There will be three tests, as noted on the Course Schedule. They will cover the readings and videos in Units 1-3. As with the Quizzes, the Tests are also open book and open notes, but you will have a limited to complete them: 60 minutes (unless you have a registered accommodation via the Accessibility Resource Center). The tests must also be completed in one sitting and once the timer starts it cannot be re-set, so do not start the tests until you are ready to complete them. STUDY GUIDES WILL BE POSTED IN EACH UNIT and I will go over the Study Guides for the Tests during the Webinars. (See below.)

1 Final Paper (up to 200 points total possible)
There will be one final paper (3-4 pages; 700-1000 words) that you will submit via turnitin.com. More info and directions (including rubrics) will be posted on Blackboard in the Written Assignments tab. (Also see Criteria & Guidelines for Writing Assignments and Professor's Pet Peeves, links on Course Home Page.)

EXTRA CREDIT: Webinars (5 points each = up to 20 points total)
Four times during the Spring 2019 session, I will hold Webinars via Zoom (web-conferencing service). These sessions are an opportunity for you to ask me questions and get live feedback. You can earn up to 5 points of extra credit each for attending & participating in these webinar sessions. COME PREPARED WITH QUESTIONS FOR ME ABOUT THE MATERIAL. (I will also go over the Study Guides for the Tests during these sessions.)

It is highly recommended that you attend & participate in as many live webinars as possible. The more you participate and interact, the more you will get out of the experience, and the more credit you will ultimately earn. However, because I know that your schedules can be complicated, all Webinars will be recorded and available to watch after the session. (Although extra credit is only available for live participation.)

FYI, it is okay if you join these sessions a little late, or need to leave a little early. Unlike a regular class, you can always go back & watch the recording of the portion you missed, and it's also not as disruptive when people join a webinar late as it is when they walk into a regular classroom late. You do need to attend for at least one full hour for it to count for towards the full 5 points of extra credit, but I'll make a note for at least partial credit if you show up for at least some portion of the time. INVITATION LINKS WILL BE SENT VIA BLACKBOARD ANNOUNCEMENTS. See Course Schedule below for Dates and Times.

EXTRA CREDIT: Twitter (up to 5 points total)
I will be using a twitter account (@ProfLeeGilmore) to occasionally post articles about current events that are relevant to this course (& others I teach). Full credit if you follow within the first few weeks, less if you start following after October.
SPRING 2019 Course Schedule:
RELS 332-04 & 332-72: World Religions & Global Issues

This schedule is subject to change with fair notice. Any changes will be announced and posted to the course site.
All times are Pacific Time.

<table>
<thead>
<tr>
<th>MODULE/DATES</th>
<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
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<tbody>
<tr>
<td><strong>UNIT 1: INTRODUCTION TO RELIGION, GLOBAL ISSUES &amp; SOCIAL JUSTICE</strong></td>
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*In this Unit, we will begin with an introduction to the academic study of religion and look at how two religious traditions — Buddhism and Catholicism — have approached the problems of social justice & human rights. How do these religions support people who are struggling to make their lives better?*

<table>
<thead>
<tr>
<th>WEEK 1: TUE JAN 22 - SUN JAN 27</th>
<th>Topic: Intro to the Study of Religion &amp; Globalization</th>
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<tbody>
<tr>
<td></td>
<td>What are some of the main forces shaping the modern world and what role do religions play? How can the academic study of religion help us better understand these issues?</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>Harvard Religious Literacy Project, &quot;Our Method&quot; (website or PDF)</td>
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<td>Fisher, &quot;Global Processes&quot; (From Religion in the 21st Century, PDF)</td>
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<td><strong>Video:</strong></td>
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<td>Harvard Religious Literacy Project, &quot;Faces of Religious Diversity&quot;</td>
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<td><strong>WEBINAR (1) on FRI JAN 25 @ 12:00 - 1:30 pm</strong></td>
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<td><strong>QUIZ (1): Intro to Study of Religion &amp; Globalization DUE by SUN JAN 27 @ MIDNIGHT</strong></td>
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<td><strong>DISCUSSION POST (1): Introductions DUE by SUN JAN 27 @ MIDNIGHT</strong></td>
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<tr>
<th>WEEK 2: MON JAN 28 - SUN FEB 3</th>
<th>Topic: Introduction to Buddhism</th>
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<tr>
<td></td>
<td>Introduction to some of the basic history and teachings of Buddhism.</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>Harvard Religious Literacy Project, &quot;Buddhism&quot; (website or PDF)</td>
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<td></td>
<td><strong>Video:</strong></td>
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<td>PBS documentary, &quot;The Buddha: Part 1 &amp; Part 2&quot;</td>
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<td><strong>QUIZ (2): Intro to Buddhism DUE by SUN FEB 3 @ MIDNIGHT</strong></td>
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<tr>
<th>WEEK 3: MON FEB 4 - SUN FEB 10</th>
<th>Topic: Engaged Buddhism &amp; Self Sacrifice</th>
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<td>Buddhism rarely advocates using violence against others to achieve their goals, so some Buddhists have justified doing violence to themselves to protest against oppression. We will look at the roots of Buddhist teachings about self-sacrifice, how some Vietnamese Buddhists responded to the anti-Buddhist laws that were being put into effect in the years leading up to the Vietnam War, and how this led to the development of &quot;Engaged Buddhism.&quot;</td>
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<td><strong>Readings:</strong></td>
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<td></td>
<td>Pluralism Project, &quot;Buddhism and Social Action: Engaged Buddhism&quot; (website)</td>
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<td>Excerpts by Thich Nhat Hanh &amp; Sister Khong, Engaged Buddhist Reader (PDF)</td>
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<td>Excerpts from Sister Khong, Learning True Love: Practicing Buddhism in a Time of War (PDF)</td>
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<td>&quot;Roots of self-sacrifice in Buddhism,&quot; &quot;Roots of Self-immolation in Buddhism,&quot;</td>
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<td>&quot;Vietnamese Monk Self-Immolation&quot; (Blackboard pages &amp; external links)</td>
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<td>MODULE/DATES</td>
<td>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</td>
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<td>WEEK 3: MON FEB 4 - SUN FEB 10 (cont.)</td>
<td>Videos: Interview w/Thich Nhat Hanh (Religion &amp; Ethics Newsweekly, 2003) (Optional) &quot;Vietnamese Monk Self-Immolation&quot; (Content Warning: suicide, death/dying, fire) QUIZ (3): Engaged Buddhism DUE by SUN FEB 10 @ MIDNIGHT</td>
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<td>WEEK 4: MON FEB 11 - SUN FEB 17</td>
<td><strong>Topic: Buddhist Resistance &amp; Buddhist Nationalism</strong> We will continue reading about Buddhist responses to oppression in Tibet, but also cases in which Buddhist nationalism has lead to repression of religious minorities in Myanmar/Burma. Readings: &quot;About the Dalai Lama &amp; Tibet&quot; (Blackboard page &amp; external links) &quot;Examples of Buddhist Self-Sacrifice in Tibet&quot; (Blackboard page &amp; external links) Harvard Religious Literacy Project, &quot;Myanmar Profile&quot; (website or PDF) Harvard Religious Literacy Project, &quot;The Rohingya&quot; (website) &quot;Who are the Rohingya &amp; what is happening in Myanmar?&quot; (Guardian, Sept. 2017) QUIZ (4): Buddhist Resistance/Buddhist Nationalism DUE by SUN FEB 17 @ MIDNIGHT DISCUSSION POST (2): Buddhism DUE by SUN FEB 17 @ MIDNIGHT</td>
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<td>WEEK 5: MON FEB 18 - SUN FEB 24</td>
<td><strong>Topic: Intro to Christianity &amp; Liberation Theology</strong> We will learn some of the basic history of Christianity and the teachings of Jesus. We will also begin examining how some Catholics have interpreted the message of Jesus to support their struggle for economic and social justice in Latin America. This will include watching a film about Oscar Romero, an Archbishop from El Salvador who was assassinated for siding with the poor against the wealthy landholders of the country, and who was recently elevated to sainthood by the Catholic Church. Readings: Harvard Religious Literacy Project, &quot;Christianity&quot; (website or PDF) BBC Religions Website, &quot;Roman Catholic Church,&quot; &quot;The Pope,&quot; &amp; &quot;Liberation Theology&quot; &quot;Oscar Romero, Saint for Our Times: Does beatification signal where Pope Francis is leading the church?&quot; (liberationtheology.org, 2015) &quot;He championed the poor and was killed by a death squad in El Salvador. Decades later, Archbishop Oscar Romero will be made a saint&quot; (LA Times, 2018) &quot;Oscar Romero: martyr for social justice &amp; the newest Catholic saint, explained&quot; (Vox, 2018) Video: <em>Romero</em> (Film, via rental on amazon. Content Warning: violence, murder) QUIZ (5): Christianity &amp; Liberation Theology DUE by SUN FEB 24 @ MIDNIGHT</td>
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<td>WEEK 6: MON FEB 25 - FRI MAR 1</td>
<td><strong>Topic: Liberation Theology &amp; Sanctuary Movement</strong> We will read some evocative and often disturbing accounts of how Catholic laypeople and clerics fought to procure more equitable living standards in Central America. Many of these people were killed by the reactionary forces in power. We will also read about the role this history plays in contemporary immigration issues and the roots of the “Sanctuary” movement in North American Catholic churches. Readings: Excerpts from <em>El Salvador: A Spring Whose Waters Never Run Dry</em> (PDF)</td>
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## Module/Dates

### Week 6: Mon Feb 25 - Sun Mar 3 (cont.)

<table>
<thead>
<tr>
<th>Readings (cont):</th>
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<tbody>
<tr>
<td>Goodfriend, &quot;A Demand for Sanctuary,&quot; (Jacobin Mag, Feb 2017)</td>
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<tr>
<td>McDaniel, &quot;The Sanctuary Movement, Then &amp; Now&quot; (Religion &amp; Politics, Feb 2017)</td>
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<tr>
<td>Gunn, &quot;The Sanctuary Movement: How Religious Groups are Sheltering the Undocumented&quot; (Guardian, Feb 2017)</td>
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<td>Martínez, &quot;Today’s Migrant Flow Is Different: Poverty has driven many previous waves of migrants from their homes. What’s new now is the rise of the gangs&quot; (Atlantic, June 2018)</td>
</tr>
<tr>
<td>Cantú, &quot;Cages Are Cruel. The Desert Is, Too&quot; (NYT Op Ed, June 2018)</td>
</tr>
<tr>
<td>Shimron, &quot;After arrest of protected immigrant, sanctuary church members cry out for justice&quot; (RNS, Nov 2018)</td>
</tr>
<tr>
<td>Goodman, &quot;Arizona Activists Face Jail Time for Providing Life-Saving Aid to Migrants Crossing Sonoran Desert&quot; (Democracy Now, Jan 2019)</td>
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**Discussion Post (3): Christianity & Liberation Theology**

Due by Sun Mar 3 @ Midnight

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### Unit 2: Religion & The Environment

The environment is becoming more and more endangered each year as massive industrialization and development changes the face of the Earth. 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 Western religious roots of the ecological crisis, and the religious response to that crisis in starting in the late 20th century.

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### Week 7: Mon Mar 4 - Sun Mar 10

**Topic: Introduction to religion and the environment**

This week, we will read a classic article by historian Lynn White linking the ecological crisis to Western religious roots, as well as other introductory readings about the religion and ecology movement that developed, in part, as a response to White’s critiques.

**Readings:**

- Some Background Info on Religion, Nature, and Environmentalism (PDF)
- Lynn White “The Historical Roots of Our Ecological Crisis” (PDF)
- Tucker & Grim, "Overview of World Religions and Ecology" (Yale website, 2009)

**Webinar (2) on Mon Mar 4 @ 6:00 - 7:30 pm**

**Test (1) on Unit One (Intro to Religion, Global Issues & Social Justice) Due by Sun Mar 10 @ Midnight**

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### Week 8: Mon Mar 11 - Sun Mar 17

**Topic: Introduction to Hinduism**

We will learn some of the basic history & teachings of Hinduism.

**Readings:**

- Harvard Religious Literacy Project, "Hinduism" (website or PDF)

**Videos:**

- Hinduism: Many and One (On Common Ground, Pluralism Project)
- Hindu Puja (On Common Ground, Pluralism Project)
- American Hindus (On Common Ground, Pluralism Project)
- (Optional) Hindu Gods Overview (Khan Academy)

**Quiz (6): Religion + Environment Due by Sun Mar 17 @ Midnight**

**Discussion Post (4): Religion & Environment Due by Sun Mar 17 @ Midnight**

- **Note:** Yes, these are last week's topics. In order to spread out the workload, these are not due until this week, but please feel free to work at your own pace & complete them sooner if able.
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<th>MODULE/DATES</th>
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| MON MAR 18 - SUN MAR 24 | SPRING BREAK  
MAR 20-21 PURIM (JEWISH HOLIDAY)  
MAR 21: HOLI (HINDU HOLIDAY) |
| **WEEK 9:** MON MAR 25 - SUN MAR 31 | **Topic: Hinduism and the Environment**  
We read a few selections from the book *River of Love* by David Haberman, about the sacred Yamuna river which runs parallel to the Ganges in India, and how this reflects ideas about pollution and the relationship between the gods and the environment.  
**Readings:**  
Haberman, *River of Love*, Introduction, Chapter 2 & Chapter 4 (PDFs)  
**Video:**  
The Yamuna, India's most polluted river (Guardian, 2017)  
**QUIZ (7): Hinduism DUE by SUN MAR 31 @ MIDNIGHT**  
**QUIZ (8): Yamuna River DUE by SUN MAR 31 @ MIDNIGHT**  
**DISCUSSION POST (5): Hinduism & Yamuna River DUE by SUN MAR 31 @ MIDNIGHT** |
| **WEEK 10:** MON APR 1 - SUN APR 7 | **Topic: Native Americans Religions**  
We will begin learning some basic info about the history and diversity of Native American religions, and their relationship with the environment.  
**Readings:**  
Pluralism Project, Native American Religions (website)  
**Videos:**  
Vine Deloria Jr., Our Relationship to the Unseen (Sacred Land Film Project, 1997)  
(Optional) A Conversation with Native Americans on Race (NYT 2018)  
**QUIZ (9): Native American Religions DUE by SUN APR 7 @ MIDNIGHT** |
| **WEEK 11:** MON APR 8 - SUN APR 14 | **Topic: Native Californians and Salmon Relatives**  
Native Americans have lived for centuries in close relationship with the environment, and have usually shown great respect for the animals that live therein. We will look at the relationship of two northern Californian tribes with the salmon that used to be plentiful here.  
**Readings:**  
Excerpt from House, *Totem Salmon* (PDF)  
Winnemem Wintu, “Salmon Return: The Story of the New Zealand McCloud Salmon” (web)  
**Optional Readings (updates about the Yurok, the Winnemem Wintu & NZ):**  
How the Yurok Tribe is reclaiming the Klamath River (High Country News, 2018)  
More Yurok Articles (PDFs, 2003 & 2008)  
Caleen Sisk for California State Assembly, District 1 (2018)  
Run4Salmon (Winnemem Wintu Instagram)  
New Zealand river granted same legal rights as human being (Guardian 2017)  
**Video:**  
*Dancing the Salmon Home* (external website/vimeo)  
**WEBINAR (3) on THU APR 11 @ 6:00 - 7:30 pm**  
**DISCUSSION POST (6): Native American Religions DUE by SUN APR 14 @ MIDNIGHT** |
Many wars have been blamed on religion and in our final 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, and the relationship between the modern State of Israel and the Palestinian people.

### WEEK 12:
**MON APR 15 - SUN APR 21**

**APR 19 - APR 27: PASSOVER**

**APR 21: EASTER (PROTESTANT & CATHOLIC)**

#### Topic: Judaism
We will start by examining some of the basic history & teachings of Judaism, and begin exploring the historical roots of some of today's contemporary conflicts in the Middle East. The film this week tells of the struggle of the Jewish people to survive oppression and genocide by building a new homeland.

**Readings:**
- Harvard Religious Literacy Project, "Judaism" (website or PDF)
- Background Notes on Judaism & Israel (PDF)

**Video:**
- *The Long Way Home* (Via youtube. Content Warning: holocaust, starvation, death)

**QUIZ (10): Judaism + Long Way Home DUE by SUN APR 21 @ MIDNIGHT**

**TEST (2) on UNIT TWO (Religion & the Environment) DUE by SUN APR 21 @ MIDNIGHT**

### WEEK 13:
**MON APR 22 - SUN APR 28**

**APR 28: EASTER (ORTHODOX)**

#### Topic: Islam
We will look at some of the basic ideas of Islam and watch a film that discusses the results of a massive survey of attitudes held by Muslims around the world, as well as a couple short videos that introduce Islam and put the political controversies surrounding it in context. We will also explore a few issues concerning women in Islam, and gender in Abrahamic religions in general.

**Readings:**
- Harvard Religious Literacy Project, “Islam” (PDF or website)
- Background Info on Women & Islam and Gender Roles in Abrahamic Religions (PDF)
- Interview, “Talking Policy: Leila Ahmed on Being Muslim in America” (World Policy, 2017)

**Videos:**
- *Inside Islam* (via Blackboard or Vimeo)
- (Optional) “Islam, the Quran, & the 5 Pillars All Without a Flamewar” Crash Course
- (Optional) “Islam and Politics” (Crash Course)
- (Optional) “The Hajj” (National Geographic)

**QUIZ (11): Islam DUE by SUN APR 28 @ MIDNIGHT**

**DISCUSSION POST (7): Judaism & Islam DUE by SUN APR 28 @ MIDNIGHT**

### WEEK 14:
**MON APR 29 - SUN MAY 5**

**MAY 5: RAMADAN BEGINS**

#### Topic: Palestine & “Promises”
We will begin reading a provocative graphic novel about the writer's experiences during the Palestinian uprising against Israel in the early 1990s, and also read more about the situation in Palestine today. We will also 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.

**Readings:**
- Background Notes on Palestine & Israel (PDF)
- Sacco, *Palestine*, Introduction & Chapters 1-4
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<th>MODULE/DATES</th>
<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
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| **WEEK 14:** | **Videos:**
| MON APR 29 - | Promises (via Blackboard or Vimeo) (Optional) Promises 2004 Updates, Part 1 & Part 2 (youtube) (Optional) “Conflict in Israel and Palestine” (Crash Course)
| SUN MAY 5 (cont.) | **QUIZ (12): Palestine + Promises DUE by SUN MAY 5 @ MIDNIGHT**
|               | **DISCUSSION POST (8): Palestine DUE by SUN MAY 5 @ MIDNIGHT** |
| **WEEK 15:** | **Topic: Palestine & Course Review**
| MON MAY 6 -   | Last week of classes! We will finish reading the graphic novel on Palestine and prepare for the Final Paper and Test (3)
| SUN MAY 12 | **Readings:**
|           | Sacco, Palestine, Chapters 5-end
|               | **WEBINAR (4) on TUE MAY 7 @ 6:00 - 7:30 pm** |
| **WEEK 16:** | **FINALS WEEK**
| MON MAY 13 -  | **FINAL PAPER DUE by FRI MAY 17 @ NOON << NOTE DAY & TIME**
| FRI MAY 17 | **TEST (3) on UNIT THREE (War + Peace) DUE by FRI MAY 17 @ MIDNIGHT**
| MAY 19: VESAK (BUDDHA’S BIRTHDAY) | ^^ NOTE DAY & TIME ^^^

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**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](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.

**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 Student Judicial Affairs for further action. Be careful in all of 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. Please see the University Academic Integrity policy at [http://www.csuchico.edu/sjd/integrity.shtml](http://www.csuchico.edu/sjd/integrity.shtml), and review the “Religious Studies Academic Integrity Policy” under “Programs” on the CORH Department home page ([http://www.csuchico.edu/corh/crel/programs/academic-integrity.shtml](http://www.csuchico.edu/corh/crel/programs/academic-integrity.shtml)). Ignorance of proper citation methods is not a legitimate excuse for violation of these policies. (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 web site. 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.

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

About This Course & The Religious Studies Major

This course counts towards:
- The major in Religious Studies (34 units): http://catalog.csuchico.edu/viewer/17/CORH/RELSNONEBA.html
- The minor in Comparative Religion (18 units): http://catalog.csuchico.edu/viewer/17/CORH/RELSNONEUM.html
- The minor in Modern Jewish & Israel Studies (18 units): http://catalog.csuchico.edu/viewer/17/CORH/MJISNONEUM.html
- The major in Humanities (41 units): http://catalog.csuchico.edu/viewer/17/CORH/HUMNNONEBA.html
- And the minor in Humanities (21 units): https://catalog.csuchico.edu/viewer/17/CORH/HUMNNONEUM.html

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.