# RELS 358-01: Religion in American Public Schools
## SPRING 2019 (Online)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Lee Gilmore (pronouns: she/her)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:lgilmore2@csuchico.edu">lgilmore2@csuchico.edu</a></td>
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<tr>
<td></td>
<td>• You may email me directly or use the email feature on Blackboard.</td>
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<td>• Please include “RELS 358” in the subject.</td>
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<tr>
<td>Office location/hours:</td>
<td>I live in Oregon &amp; currently teach online only. However, four live webinars/online office hours will be held via Zoom.</td>
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<td>• See Assignments &amp; Course Schedule below for dates &amp; more info, and see Zoom content area on Blackboard.</td>
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<td>• I'm also available by appointment via phone, Zoom, or Skype.</td>
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<tr>
<td>Class days/times:</td>
<td>ONLINE ONLY via Blackboard Learn: <a href="http://learn.csuchico.edu">http://learn.csuchico.edu</a>.</td>
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<td>• See Course Schedule below for assignments &amp; deadlines.</td>
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<td>Prerequisites:</td>
<td>None</td>
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## 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
- To set forth a First Amendment framework for thinking about the ethical, legal, and pedagogical issues that arise in connection with religion in public schools. Special attention will be given to several of the U.S. Supreme Court's decisions regarding religion and public schools.
- To explain how and why the non-religious or academic approach to the study of religion in public schools differs from religious or devotional approaches to the study of religion in traditional religious settings. Special attention will be given to the methods and aims of the academic study of religion.
- To explore how the cross-cultural and historical study of both religious and secular worldviews can contribute to the task of civic education in a pluralistic democracy.
- To introduce some of the key beliefs, values, symbols, rituals, stories, histories, locations, and institutions of several of the world's major religions.
- To introduce the diversity that exists within as well as between religious traditions.
- To explore how the cross-cultural and historical study of religious and secular worldviews can contribute to the task of civic education in a pluralistic democracy.

## 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. Bruce Grelle for generous permission to copy & adapt much of this syllabus, as well as many of the other materials on Blackboard that he developed in previous sections of this course.
**Readings & Other Required Media**

**Required Textbooks** (both available from Wildcat Store and/or via online booksellers)

  **THIS IS THE ONLY TEXTBOOK YOU ARE REQUIRED TO PURCHASE FOR THIS CLASS.**
  It is preferable that you get the 2007 edition, but earlier editions are acceptable.


  **FYI: YOU CAN DOWNLOAD THIS REQUIRED TEXTBOOK AS A PDF FOR FREE.**
  However, it is over 300 pages long (although I won't be assigning all chapters). So, if you want a printout or paper copy, you can purchase it via the Wildcat Store and/or via online booksellers. BE SURE TO GET THE 2007 EDITION.

**Required Online Texts**


There will also be a number of other Required & Recommended Readings & Videos available via Blackboard. 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](http://www.ct.uchicago.edu/support). Additional labs may be available to students in your department or college.

**Course Policies**

**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](http://www.csuchico.edu/catalog). You should be aware of the new deadlines and penalties for adding and dropping classes.

**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, -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](http://www.chico.edu) 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.

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 discussion sessions or if you are distracted or multitasking during course meetings, videos & 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 course content, keep track of deadlines & regularly check Blackboard & email.

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 & 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.

More Assignment Guidelines & Course Policies (Links on Blackboard)

• ALL Rubrics for RELS 358
• 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.

Grade Scale

Final Grade Scale (100% = 1000 points)

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>1000-925</td>
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<tr>
<td>A-</td>
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<td>824-800</td>
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<td>C-</td>
<td>724-700</td>
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Revised Grade Scale (Total Assignment Points Possible)

- 300 = Discussion Posts (12 @ up to 25 points each)
- 400 = Tests (2 @ up to 100 points; 1 @ up to 200 points)
- 100 = First Paper
- 200 = Final Project: Lesson Plan + Background/Context Paper
- +25 = Extra Credit possible by attending Webinars via Zoom & following course Twitter (up to 5 points each)

Assignments

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

Each module will pose questions for you to think about and discuss via the Discussions tool on Blackboard. I’ll be looking for evidence that you read & thought about the readings. Use the material from the readings & videos to support your response, using quotes where appropriate and referring to specific page numbers when possible. PLEASE NOTE: You cannot earn enough credit to pass this class without completing all (or most) of the discussion posts. For more information about these assignments, be sure to see: General Guidelines for Discussion Postings and Online Etiquette, and Discussions Posts Rubric on Blackboard.

Tests (3 tests @ up to 400 points; 40% of final grade)

The tests will assess your understanding of First Amendment issues, as well as key vocabulary, geography, and chronology associated with the religious traditions that we will be studying. The tests will be administered through Blackboard. They will be available for one week before the deadline — as specified in the Course Schedule below — and will be DUE BY NOON on the Friday concluding the relevant Module. The tests will be open-book, but timed — you will have 60 mins. to complete the first two tests (and 120 mins. for the final one) and they must be completed in one sitting, so don’t start until you are ready. 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 Webinars. (See below.)

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

One paper on an assigned topic having to do with the First Amendment, religion, and the schools. This paper (approximately 750-850 words or 3 pages in length) will be DUE by WED MAR 6 at NOON (after the completion of Unit One). See “Writing Assignments” on Blackboard for more detailed instructions.

Final Project: Lesson Plan + Background/Context Paper (up to 200 points; worth 20% of final grade)

For your Final Project in this class you will develop a lesson plan — appropriate to the general grade levels you hope to teach in — that you could use to teach about one of the religious traditions we’ve studied in this class. This will include a powerpoint (or similar) presentation that describes and illustrates a few key aspects of one of the religious traditions we’ve studied and a short background and context paper. See “Writing Assignments” on Blackboard for more detailed instructions.

Extra Credit: Webinars (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.) 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 February.
# RELS 358-01: Religion in American Public Schools  
**SPRING 2019 Course Schedule**

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>MODULES:</th>
<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
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<tbody>
<tr>
<td><strong>UNIT 1: A First Amendment Framework for Thinking about Religion &amp; Public Education</strong></td>
<td><strong>INTRODUCTION TO THE STUDY OF RELIGION IN PUBLIC SCHOOLS</strong></td>
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<tr>
<td><strong>MODULE 1:</strong> TUE JAN 22 - FRI JAN 25</td>
<td><strong>OBJECTIVES:</strong></td>
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<td>• To become familiar with the nature, aims, and requirements of the course, as well as Blackboard (as needed).</td>
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<td>• To understand the difference between devotional/theological, and non-sectarian/academic approaches to the study of religion.</td>
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<td><strong>REQUIRED READINGS:</strong></td>
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<td>• THIS SYLLABUS &amp; ALL POLICIES/GUIDELINES LINKED TO ON COURSE HOME PAGE</td>
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<td>• MODULE 1 Mini-Lecture: Instructor's Introduction to the Course (google doc)</td>
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</table>
| | • American Academy of Religion (AAR), *Guidelines for Teaching about Religion in K-12 Public Schools in the United States*  
  Introduction & Part 1: Why Teach About Religion? (pdf) |
| | • Harvard Religious Literacy Project: Our Method (pdf) |
| | • Harvard Pluralism Project: Rivers of Faith (web) |
| | **EXTRAS (RECOMMENDED, BUT NOT REQUIRED)** |
| | • Pew Forum, "U.S. Religious Knowledge Survey Executive Summary" (web) |
| | • Laycock, "If We Don’t Teach Religion in Schools, Americans Will Never Understand the Rest of the World” (web) |
| | • Oliver, "10 Things Every College Student Needs to Know About Religion" (web) |
| | **ASSIGNMENTS:** |
| | • WEBINAR (1): WED JAN 23 @ 6:00 pm- 7:30 pm |
| | • QUIZ: Pew, U.S. Religious Knowledge Survey (SELF ASSESSMENT, UNGRADED) |
| **MODULE 2:** MON JAN 28 - FRI FEB 1 | **RELIGION, EDUCATION, AND AMERICAN DEMOCRACY** |
| | **OBJECTIVES:** |
| | • 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 how the “3 Rs” of religious liberty (rights, responsibilities, and respect) can help us learn to live with our deepest differences. |
| | **REQUIRED READINGS & VIDEOS:** |
| | • MODULE 2 Mini-Lecture & Study Questions (google doc)  
  America’s Experiment in Pluralist Democracy  
  Study Questions for “We the People Video”  
  Learning to Live with our Deepest Differences  
  The 3R's of Religious Liberty  
  An Ethical Framework for Thinking About Public Education  
  VISIT WEBSITE: California 3 Rs Project |
### MON JAN 28 - FRI FEB 1
**REQUIRED READINGS & VIDEOS (cont.):**
- VIDEO: "We the People" (~7 mins.)
- Haynes, *Finding Common Ground*. 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

**ASSIGNMENTS:**
- **DISCUSSION POST (1): Introductions & Intro to Religious Studies**
  DUE by WED JAN 30 @ NOON

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### MODULE 3: MON FEB 4 - FRI FEB 8
**TUE FEB 5: ASIAN LUNAR NEW YEAR**

**THE FIRST AMENDMENT, THE SUPREME COURT, AND PUBLIC EDUCATION (1)**

**OBJECTIVES:**
- 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.

**REQUIRED READINGS & VIDEOS:**
- MODULE 3 Mini-Lecture & Study Questions (google doc)
  - First Amendment’s Religious Liberty Clauses
- VIDEO: Religion & First Amendment (California Pluralism Project, ~12 mins.)
- Haynes, *Finding Common Ground*. 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)

**EXTRAS (RECOMMENDED, BUT NOT REQUIRED)**
- Manseau, "5 Things Everyone Should Know About America’s Religious History: Why we Need to Retell the American Story" (Faith Street)
- Fischer, "Was Early America a Christian America?" (SSRC, March 2017)
- Jones, "The Man Who Wrote the Pledge of Allegiance" (Smithsonian, 2003)
- Pew Forum, "Religion in the Public Schools" (pdf)
- VIDEO SERIES: Crash Course: U.S. Government
- VIDEO: Rev. Billy & the Stop Shopping Gospel Choir Sing the First Amendment

**ASSIGNMENTS:**
- **DISCUSSION POST (2): First Amendment + The Pledge of Allegiance**
  DUE by WED FEB 6 @ NOON

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### MODULE 4: MON FEB 11 - FRI FEB 15

**THE FIRST AMENDMENT, THE SUPREME COURT, AND PUBLIC EDUCATION (2)**

**OBJECTIVES:**
- To understand the rationale behind several landmark Supreme Court decisions involving the First Amendment and public education.
- To practice applying First Amendment principles and the 3 Rs of religious liberty to cases that arise in a public school setting.

**REQUIRED READINGS:**
- MODULE 4 Mini-Lecture & Study Questions (google doc)
  - A First Amendment Framework for Thinking About Religion and Public Education
  - School Sponsored Practice of Religion vs. Teaching About Religions
  - Neutrality Toward Religion and the "Lemon Test"
### MON FEB 11 - FRI FEB 15 (cont.)

**REQUIRED READINGS (cont.):**
- Prayer at Graduation Ceremonies
- Haynes, *Finding Common Ground*, Chaps. 6-7
  - Chap. 6: Student Religious Expression in Public Schools
  - Chap. 7: Student Religious Clubs
  - Chap. 8: Student Religious Practices

**EXTRAS (RECOMMENDED, BUT NOT REQUIRED)**
- 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 FEB 13 @ NOON*

### MODULE 5: MON FEB 18 - FRI FEB 22

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

**OBJECTIVES:**
- To understand and be able to explain how and why the non-religious academic approach to the study of religion in the public schools differs from the religious devotional approach to study of religion that one finds in a church, temple, mosque, synagogue, Bible study group, or other traditional religious setting.
- To understand and be able to explain how the academic study of religious and non-religious worldviews contributes to cultural and historical literacy.
- 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 continue practicing how to apply First Amendment principles and the 3 Rs of religious liberty to cases that arise in public school settings.

**REQUIRED READINGS & VIDEOS:**
- **MODULE 5 Mini-Lectures & Study Questions (google doc)**
  - What? Why? How? (And How Not!) to Teach About Religions In Public Schools
  - WHAT is the "Academic Study of Religion?"
  - WHY Should We Teach About Religions in the Public School Curriculum?
  - HOW Should We Teach About Religions?
  - The Academic Study of Religion and the Analysis of "Worldviews"
  - Chap. 9: Religion in the Public School Curriculum
  - Chap. 10: Religious Holidays in the Public Schools
  - Chap. 11: The Bible and Public Schools

**EXTRAS (RECOMMENDED, BUT NOT REQUIRED)**
- *AAR Guidelines for Teaching about Religion in K-12 Public Schools in the United States*, Part 4: Teacher Education & Appendices (pdf)
- Teaching about Religion in Support of Civic Pluralism: Nonreligious worldview (web)
### ASSIGNMENTS:
- **DISCUSSION POST (4):** Case Studies: "Religious Newspaper" & "Graduation Prayer"
  DUE by WED FEB 20 @ NOON

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#### MODULE 6:
**SCIENCE, EVOLUTION & CREATIONISM IN THE CLASSROOM**

**OBJECTIVES:**
- 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.

**REQUIRED READINGS & VIDEOS:**
- Evolution & Creation (First Amendment Center)
- Evolution Resources: Science & Religion (National Academies of Science)
- VIDEO: Intelligent Design on Trial (PBS, ~2 hours)

**EXTRAS (RECOMMENDED, BUT NOT REQUIRED)**
- PBS, Intelligent Design on Trial (supplemental website, including transcript)

**ASSIGNMENTS:**
- **DISCUSSION POST (5):** Case Studies: Beliefs of Teachers + Biology & the Bible
  DUE by WED FEB 27 @ NOON
- **WEBINAR (2):** THU FEB 28 @ 6:00 - 7:30 pm

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#### MODULE 7:
**END OF UNIT ONE**

**NO NEW READINGS THIS WEEK**
- SEE STUDY GUIDE: UNIT ONE (google doc)

**ASSIGNMENTS:**
- **FIRST AMENDMENT FRAMEWORK PAPER** DUE by WED MAR 6 @ NOON
- **TEST (1):** First Amendment & Public Schools DUE by FRI MAR 8 @ NOON
  (available FRI MAR 1 @ midnight)

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### UNIT 2: Dharmic Religions

#### MODULE 8:
**HINDUISM**

**OBJECTIVES:**
- 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 master ideas, concepts, and vocabulary associated with Hinduism.
- To understand diversity among Hindus in South Asia, the United States, and elsewhere in the South Asian Diaspora.

**REQUIRED READINGS & VIDEOS:**
- LOCATE: India (https://maps.google.com)
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<th>DAYS</th>
<th>REQUIRED READINGS &amp; VIDEOS (cont.):</th>
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<tr>
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<td>• VIDEO: &quot;The History of Hindu India&quot; (Hinduism Today, ~23 mins.)</td>
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**EXTRAS (RECOMMENDED, BUT NOT REQUIRED):**

- 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)
- Teaching About Diwali: Festival of Lights (CA3Rs pdf)

**ASSIGNMENTS:**

- **DISCUSSION POST (6): Hinduism DUE by WED MAR 13 @ NOON**

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<tr>
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<td><strong>MAR 20-21 PURIM (JEWISH HOLIDAY)</strong></td>
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<td><strong>MAR 21: HOLI (HINDU HOLIDAY)</strong></td>
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<td><strong>MAR 21: NOWRUZ (PERSIAN NEW YEAR)</strong></td>
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<tr>
<th>DAYS</th>
<th>MODULE 9: BUDDHISM</th>
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<td><strong>MON MAR 25 - FRI MAR 29</strong></td>
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**OBJECTIVES:**

- To learn about the geographical, historical, social, and cultural contexts of Buddhism, and to be able to identify on a map not only India (its country of origin) but also several of the countries to which Buddhism has 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 master ideas, concepts, and vocabulary associated with Buddhism.
- To understand diversity among Buddhists in Asia and the United States.

**REQUIRED READINGS & VIDEOS:**

- **LOCATE:** India, Sri Lanka, Tibet, Myanmar, China, & Japan (https://maps.google.com)
- Pluralism Project: "Introduction to Buddhism," "Buddhism in America," "The Buddhist Experience," "Issues for Buddhists in America"
- VIDEO: The Buddha Documentary, Part I (PBS, ~55 mins.)

**EXTRAS (RECOMMENDED, BUT NOT REQUIRED):**

- VIDEO: The Buddha Documentary, Part II (PBS, ~56 mins.)
- PBS, The Buddha (supplemental website)

**ASSIGNMENTS:**

- **DISCUSSION POST (7): Buddhism by WED MAR 27 @ NOON**
### MODULE 10: SIKHISM

**OBJECTIVES:**
- 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, & institutions that are associated with Sikhism.
- To master ideas, concepts, and vocabulary associated with Sikhism.
- To understand diversity among Sikhs in Asia and the United States.

**REQUIRED READINGS & VIDEOS:**
- LOCATE: State of Punjab, India (https://maps.google.com)
- Pluralism Project: "Introduction to Sikhism," "Sikhism in America," "The Sikh Experience," "Issues for Sikhs in America"
- Handout on Sikhs, Turbans, and 9-11 (CA3Rs pdf)
- VIDEO: Sikhs in America (KVIE, ~27 mins.)

**EXTRAS (RECOMMENDED, BUT NOT REQUIRED)**
- VIDEO: Who are the Sikhs? (Sikh Coalition, ~5 mins)

**ASSIGNMENTS:**
- **DISCUSSION POST (8): Sikhism DUE by WED APR 3 @ NOON**
- **WEBINAR (3): FRI APR 5 @ 12:00 - 1:30 pm**

### MODULE 11: END OF UNIT TWO

**NO NEW READINGS THIS WEEK**
- SEE STUDY GUIDE: UNIT TWO (google doc)

**ASSIGNMENTS:**
- **TEST (2) on Dharmic Religions DUE by FRI APR 12 @ NOON**
  (available FRI APR 5 @ midnight)

### UNIT 3: Abrahamic Religions

### MODULE 12: JUDAISM

**OBJECTIVES:**
- 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, & institutions that are associated with Judaism.
- To master ideas, concepts, and vocabulary associated with Judaism.
- To understand diversity among Jews in the United States and the rest of the world.

**REQUIRED READINGS & VIDEOS:**
- LOCATE: Modern Israel (https://maps.google.com)
- Hubbard, "Judaism" in Educator’s Classroom Guide to Americas’ Religious Beliefs & Practices, pp. 129-134
- Pluralism Project: "Introduction to Judaism," "Judaism in America," "The Jewish Experience," "Issues for Jews in America" (web)
<table>
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<th>Date</th>
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<th>Extras (Recommended, But Not Required)</th>
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| MON APR 15 - FRI APR 19 (cont.) | REQUIRED READINGS & VIDEOS (cont.):  
- 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.) |  
| FRI APR 19  | EXTRAS (RECOMMENDED, BUT NOT REQUIRED):  
- Teaching About the Jewish High Holidays: Rosh Hashanah & Yom Kippur (CA3Rs pdf)  
- Teaching About Passover and Easter (CA3Rs pdf) |  
| | ASSIGNMENTS:  
- DISCUSSION POST (9): Judaism DUE by WED APR 17 @ NOON |  
|  |  |  |  |  |  |
| MODULE 13:  
MON APR 22 - FRI APR 26  
SUN APR 21:  
EASTER  
(PROTESTANT & CATHOLIC)  | CHRISTIANITY  | OBJECTIVES:  
- To learn about the geographical, historical, social, and cultural contexts of Christianity.  
- To learn about key ideas, values, symbols, rituals, stories, & institutions that are associated with Christianity.  
- To master ideas, concepts, and vocabulary associated with Christianity.  
- To understand diversity among Christians in the United States and the rest of the world. | REQUIRED READINGS & VIDEOS:  
- LOCATE: Rome (https://maps.google.com)  
- Hubbard, "Christianity: Common Elements, African American Christianity, Orthodox Christianity, Protestantism, & Roman Catholicism" (pp. 35-43; 63-82) and "Fundamentalism" (pp. 101-105) in An Educator's Classroom Guide to America's Religious Beliefs & Practices  
- VIDEO: Christianity from Judaism to Constantine (Crash Course)  
- VIDEO: Luther and the Protestant Reformation (Crash Course) | EXTRAS (RECOMMENDED, BUT NOT REQUIRED):  
- The December Dilemma: Religious Holidays in the Public Schools (CA3Rs pdf)  
- VIDEO: From Jesus to Christ: The First Christians (PBS Frontline, ~4 hours)  
- VIDEO: World’s Biggest Congregation (PBS Religion & Ethics Newsweekly, ~17 mins.)  
- VIDEO: Interview w/The Rev. Broderick Greer (PBS Digital: Religion & Sexuality: First Person, ~7 mins.) | ASSIGNMENTS:  
- DISCUSSION POST (10): Christianity DUE by WED APR 24 @ NOON |  
|  | ISLAM  | OBJECTIVES:  
- 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 North Africa, India/South Asia, & Asia Pacific, among others).  
- To learn about key ideas, values, symbols, rituals, stories, and institutions that are associated with Islam.  
- To master ideas, concepts, and vocabulary associated with Islam.  
- To understand diversity among Muslims in the United States and the rest of the world. |  |  |  |
| MODULE 14:  
MON APR 29 - FRI MAY 3  
SUN APR 28:  
EASTER  
(ORTHODOX)  |  |  |  |  |  |
### REQUIRED READINGS & VIDEOS:
- LOCATE: Arab Peninsula (including Mecca), Iraq (Ancient Mesopotamia) & Indonesia (https://maps.google.com)
- Hubbard, "Islam" in Educator's Classroom Guide to America’s Religious Beliefs and Practices, pp. 113-118
- Pluralism Project: "Introduction to Islam," "Islam in America," "The Muslim Experience," "Issues for Muslim in America"
- VIDEO: Islam, the Quran, & the 5 Pillars All Without a Flamewar (Crash Course, ~13 mins.)
- VIDEO: National Geographic, The Hajj (~4 mins.)

### EXTRAS (RECOMMENDED, BUT NOT REQUIRED)
- Interview, Talking Policy: Leila Ahmed on Being Muslim in America (2017)
- Holidays in the Public Schools: Ramadan (CA3Rs pdf)

### ASSIGNMENTS:
- DISCUSSION POST (11): Islam DUE by WED MAY 1 @ NOON

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### UNIT 4: Course Review & Finals Week

#### MODULE 15: MON MAY 6 - FRI MAY 10
- SUN MAY 5: RAMADAN BEGINS

#### END OF UNIT THREE
- NO NEW READINGS THIS WEEK
  - SEE STUDY GUIDE: UNIT THREE (google doc)

#### EXTRAS (RECOMMENDED, BUT NOT REQUIRED)
- Teaching About Chinese New Year (CA3Rs pdf)
- Holidays in the Public Schools: Halloween (CA3Rs pdf)
- Holidays in the Public Schools: Day of the Dead (CA3Rs pdf)

#### ASSIGNMENTS:
- WEBINAR (4): MON MAY 6 @ 6:00 - 7:30 pm
- DISCUSSION POST (12): Course Review DUE by WED MAY 8 @ NOON

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#### MODULE 16: MON MAY 13 - FRI MAY 17
- SUN MAY 19: VESAK (BUDDHA’S BIRTHDAY)

#### FINALS WEEK

#### ASSIGNMENTS
- FINAL PROJECT DUE by MON MAY 13 @ 12 NOON
- TEST (3) Abrahamic Religions + Course Review DUE by FRI MAY 17 @ 12 NOON (available FRI MAY 10 @ midnight)

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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, 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). 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](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](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](http://catalog.csuchico.edu/viewer/17/CORH/MJISNONEUM.html)
- The major in Humanities (41 units)
  [http://catalog.csuchico.edu/viewer/17/CORH/HUMNNONEBA.html](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](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.