

## **Rationale**

### **Institutional Context**

California State University, Northridge (CSUN) is a large public university in Los Angeles' San Fernando Valley. It is the largest of the 23-campus that comprise California State University system, and enrolls over 38,000 students. CSUN is designated as a Hispanic Serving Institute, and 55% of our students identify as Latino. Twenty percent are white; 9% are Asian American and 5% are African American. More than half of CSUN students are eligible for Pell grants, and 70% are first-generation college students. Most students commute to campus, oftentimes on public transit and at a great distance, and most are balancing college with family responsibilities and full-time work.

### **Course rationale**

Every semester, CSUN's Religious Studies Department offers several sections of two introductory-level courses that meet a General Education requirement and enroll hundreds of students needing to meet that GE requirement. Faculty members have the freedom to shape the classes to our own preferences provided that we meet the department-approved student learning objectives. I have chosen to design my RS 100 class to focus on religion in the contemporary United States.

Teaching a large class for first-time freshmen is a significant responsibility at CSUN, because the majority of our students who drop out of college make that decision between their first and second years. With that fact in mind, I have redesigned my course to create a learning experience that is intellectually stimulating and challenging, but also provides all students with the resources they need to successfully complete the class. Textbook costs are a significant barrier for student success and faculty members are encouraged to keep their textbooks costs as low as possible. I have designed my class around a podcast and online articles that are freely available, so the class receives a special "zero cost course materials" designation in the class listing.

I have selected the podcast "Keeping it 101: A Killjoy's Introduction to the Study of Religion" as the primary "textbook" for the course. Hosted by two scholars of religion, Megan Goodwin and Ilyse Morgenstern Fuerst, the podcast offers an accessible introduction to many challenging topics in the critical study of religion. My course is structured around seasons 1 and 2 of the podcast, which introduce listeners to the category of religion and why it is important, and the ways that race, gender, and sexuality intersect with religion. Some episodes focus squarely on the United States while others focus on religion outside of the US; I assign primarily the former episodes.

In previous iterations of this course, I have used *Religion: The Basics* by Malory Nye or *A Critical Introduction to Religion* by Craig Martin. "Keeping it 101" offers a similar critical introduction but in a format that I found to be more accessible to introductory students. The collective work that my students produced when I first introduced the podcast in Spring 2021 conveyed the most sophisticated and nuanced understandings of religion that I have ever seen in any of my previous iterations of my intro course. For that reason, I intend to continue assigning the podcast in the future.

Despite the overwhelmingly positive response to the podcast, there was a small group of students who responded negatively because they felt the hosts were overly critical of people who were religious. I encouraged those students to voice their objections during class discussions, which both validated their perspectives and also created opportunities for critical engagement with the material. In one case I offered a student an alternate assignment of reading chapters from Nye's *Religion: The Basics* instead of listening to the podcast.

The readings that students completed in addition to listening to the podcast were mostly popular news stories that conveyed different aspects of religion in the United States. I assigned numerous articles that Goodwin and Fuerst recommended in the podcast, in addition to other primary and secondary sources. In the interest of creating an inclusive learning environment, I tried to include articles that would showcase a variety of experiences and perspectives, and especially would help students see themselves reflected in the course material. That is an ongoing goal, and I will continue to update and expand the articles each time I teach the class.

The main assignment for the semester is intended to help students connect course materials to their own lives. Following the "primary sources" segment of the podcast where the hosts discuss how that episode's topic plays out in their own lives, students wrote their own primary sources in discussion posts each week. They had the choice of writing about their own experiences, discussing people in their own family or community, or selecting a relevant internet resource (such as a news story, social media post, etc.) to discuss and analyze. For the final project, students returned to their weekly discussion posts and created an exhibit about the role of religion in their worlds.

Because I taught this class in an online environment in the height of covid, I chose not to assign any quizzes or seated exams. In the future, it would be useful to include a few low-stakes, in-class quizzes to assess students' knowledge of major class concepts and terminology.

One final note: You might notice that this syllabus is ridiculously long! I think it's long too, but I developed it as part of a "learning-centered syllabus" training at CSUN that emphasized the importance of making sure that students have all of the information they need to succeed. I don't anticipate that many (or any!) of the students actually sat there and read through the whole thing. But I do think that different aspects of the syllabus were helpful for different students. Everything that's included on the syllabus also appeared in various sections of the class's Canvas site. There, I included a brief "course tour" video that went over the different aspects of the syllabus so that students would know the information was there when they needed it.

**California State University Northridge**  
**Department of Religious Studies**  
**RS 100: Introduction to Religion in America**  
**Spring 2021: January 25 - May 14**

**Instructor:** Amanda Baugh, Ph.D.  
**Phone:** 818-677-4733 (for voicemail only)  
**Email:** Amanda.Baugh@csun.edu  
**Virtual Office Hours:** Tuesdays 1:30-3:30, Thursdays 3:15-4:15. See Canvas for Zoom link.  
**Virtual Availability:** You can expect an email response within 24 hours on a weekday. Emails sent over the weekend will be read on Monday.  
**Class meetings:** Virtual classroom sessions take place on Zoom each week on Thursday at 2:00 - 3:15 PM. See Canvas for Zoom link.

**For help with technical issues such as Canvas logins, CSUN email, CSUN User ID/password, and MyNorthridge Portal/SOLAR:**

***CSUN IT Help Center***

**Hours:** Monday-Friday 8am-5pm Pacific by phone and email

**Telephone:** (818)-677-1400

**Email:** [helpcenter@csun.edu](mailto:helpcenter@csun.edu) (Login with your CSUN ID and password)

**Online:** <https://csun.topdesk.net/>

***Course Overview – What are we doing and why are we here? An invitation to the study of religion***

You're probably coming to this class with some very strong ideas about religion. Maybe you think religion is a set of silly superstitions that your grandmother believes in and that it has little relevance in your own life. Maybe you have had personal experiences that have led you to a deeply held faith, and you regret that your peers don't understand you. Maybe you think religion involves brainwashing, promotes violence, and is a terrible human institution, or maybe you think religion is ultimately good and all religions teach basically the same thing.

If you have ever thought about religion in any of these ways, then congratulations! You've already begun to think about some of the tough questions that many people, including myself, have grappled with for ages. In this class we will think about what religion is, why it matters, and how it affects daily life, *even for people who do not consider themselves religious.*

Religion, as we will study it this semester, is not something that exists in the world as a permanent or unchanging set of ideas. Instead, religion is a way of being in the world that affects and is affected by society, culture, and history. It involves questions about race, ethnicity, class, gender. And most importantly, as we think about who gets to decide what religion is, and what is considered proper ways of being religious, we will learn that religion has a lot to do with POWER.

This semester you will have the opportunity to think open-mindedly and creatively about religion. We may study ideas, people, or traditions that are surprising to you, and you may encounter worldviews with which you disagree. You will get to reflect on your own ideas and discuss your own perspectives as we co-create a shared learning community. I am looking forward to embarking on this journey with you!

## **Class preparation and mechanics**

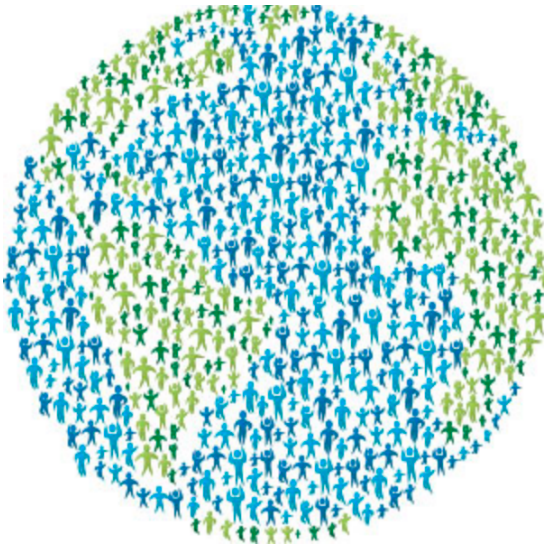
This class is fully online intermittent (FOI), which means that we have a scheduled Zoom meeting once a week (Thursdays, 2:00-3:15), and all assignments will be completed at submitted online on Canvas. The primary “textbook” for this class will be the podcast “Keeping It 101,” which you can access for free online (details for finding the podcast are below). Most weeks you will listen to an episode of the podcast, read approximately 3-5 short articles related to the week’s topics, and answer “Yes I Did the Reading” (YIDTR) questions about the material you learned. The listening/reading and YIDTR questions must be completed by Wednesdays at 11:59 PM. I recommend spreading this work out over several days, perhaps aiming to complete the podcast assignments by Monday nights and the rest of the readings by Wednesdays. We will discuss the week’s material in a live Zoom session on Thursdays, and you will complete a discussion post each week by Sunday night.

## **Technology Requirements**

To succeed in this course, you must have reliable access to a computer/tablet and internet connection. It is best to join Zoom meetings on a computer/tablet and not a smart phone. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its [Device Loaner Program](#).

If you ever have any technical difficulties accessing the Canvas site materials you are welcome to email me or you can contact the CSUN IT department that can be reached at (818) 677-1400. Their hours are Monday-Friday from 8am-5pm.

## **How will this course help you succeed?**



No matter what you want to do in your career, you need to know how to read, write, and think. The overarching goal of the Humanities (the larger field that includes disciplines such as Religious Studies, English, Chicana/o Studies, etc.) is to help you do those things. In this class you will learn to think about religion and culture in new and complex ways that will help you become an informed citizen and a more interesting conversation partner.

But even if you do not remember a single fact from this class in five years, you will be empowered with a set of critical tools – the ability to effectively read, write, and think – that will help achieve your goals,

### **What will you learn along the way?**

The overarching goal of this course is to deepen your ability to think critically about complex issues, to critically examine your own perspectives, and to effectively express your ideas in written and verbal communication. Religion involves some of the most complex (and fascinating!) issues in human society, so it offers an ideal set of topics for sharpening your critical thinking, self-reflective, and communication skills.

More specifically, by the end of the semester you will be able to:

- 1) Identify and articulate the differences between an academic approach to religion and a personal, devotional approach, and use an academic approach.
- 2) Discuss the history of the academic study of religion, including how others have defined, classified, and explained religion and why that matters.
- 3) Analyze ways that religion affects daily life and intersects with culture, gender, ethnicity, nationality, and power.
- 4) Critically reflect on the ways your own viewpoints shape your understanding of the world.
- 5) Value the contributions of Humanities fields.

### **How will you know that you're learning?**

Throughout the course, you will have multiple opportunities to explore a variety of religious issues and perspectives, critically reflect on your own assumptions and ideas, form and develop arguments, and share what you learn through discussion and writing. We will have frequent in-class discussions, debates, small group activities, and other similar exercises. In addition, the following activities will help guide you through your learning process and help you measure your progress as you move toward deeper understanding.

**In-class Engagement.** Learning is hard! Meaningful learning – the kind of learning that last well beyond the test – is hard. You will have to struggle through complex ideas, reconcile misconceptions, take risks, and continually practice the skills you learn. At times this will be frustrating, but the more you engage, the more you will learn.

**But what is engagement, *exactly*?** Engagement in this course means that you read/listen to the assigned work and complete the outline YIDTR assignment before coming to class; prepare for, attend, and participate actively in every class session, and complete all out-of-class work to the best of your ability.

**What if you're feeling lost or overwhelmed?** I welcome the opportunity to meet with you in person to discuss ways you can meet your own engagement goals. I promise to help you to the best of my ability, and to connect you with other campus resources when they can serve your needs better than I can.

## Required Textbook and Readings

- The primary “textbook” for this class will be the podcast “Keeping It 101,” which you can access for free online. See Canvas for a link to the podcast website, which contains episodes, show notes, and transcripts. You can also find the podcast on Spotify, Apple Podcasts, and Google Podcasts;
- All additional readings and resources will be available on Canvas.

## Virtual Classroom Sessions

Synchronous sessions will be held on a weekly basis. The sessions will be held on **Thursdays at 2:00 pm Pacific Time**. Attendance during the sessions is required. You are strongly encouraged to join, turn on your camera if possible, and participate fully in order to achieve a richer, more effective and interactive learning experience. Missing more than two synchronous sessions will negatively impact your grade.

## Course Requirements

### SUMMARY

Assignment	%
YIDTRs	25%
Weekly Primary Sources Discussion Posts	25%
Reflective Essays	25%
Final Project	25%

**YIDTR (Yes, I Did the Reading) Assignments****25%**

**Purpose:** To help you focus on the most important aspects of any given reading assignment, and hold you accountable by requiring you to engage with the reading before class meetings.

**Instructions:** Write responses to each of the questions about the assigned reading. You should look at the questions before you begin reading the assignment so that you will know what to look for as you read.

**Grading criteria:**

A+	Exceeds expectations. Substantive responses directly and critically engage material and address the questions in clear, polished writing
A-	Meets expectations. Solid work addressing the questions and engaging the class material in a thoughtful manner, with some refining necessary.
B+	Satisfactory. Engagement is satisfactory, though not substantive and/or sufficiently thoughtful
C or below	Needs improvement. Minimal effort present, questions and material not well engaged.

**Due dates:** Most Wednesdays at 11:59 PM. See course schedule below for specific dates

- Because these assignments are designed to help you prepare for class discussion, it is not possible to complete them past the deadline. However, the lowest two grades are dropped so you can skip two YIDTR assignments without penalty.

**Weekly Primary Sources Discussion Posts****25%**

**Purpose:** To help you better understand class material by applying key concepts to your own life, and to learn about the role of religion in your classmates' worlds as well. Completion of weekly discussion posts will contribute to your final class project.

**Instructions:** Following the model of the primary sources segment in the Keeping it 101 podcast, write a reflective essay consisting of approximately 250 words, in which you describe how the concepts discussed in each week's podcast relate to the role of religion in your own world. You may focus on your own experiences, or that of a family member, or you may find a popular media source such as a video, song, article, image, etc. that is relevant to your world. If you have an image that helps you discuss your source, please include it!

\*Note: You are free to interpret "your world" as you choose: this may focus on your own personal experiences; those of your family, neighborhood or community; a particular religious/racial/ethnic/transnational group that you identify with; your nationality, etc.

In addition to posting your own primary source, please read your classmates' posts and respond to at least three. Your responses can be brief and can indicate why you liked a primary source or how it does or does not relate to your own experiences.

**Grading criteria:**

A+	Exceeds expectations. Substantive responses directly and critically engage material and address the questions in clear, polished writing
A-	Meets expectations. Solid work addressing the questions and engaging the class material in a thoughtful manner, with some refining necessary.
B+	Satisfactory. Engagement is satisfactory, though not substantive and/or sufficiently thoughtful
C or below	Needs improvement. Minimal effort present, questions and material not well engaged.

**Due dates:** Your post and three responses are due most Sundays at 11:59 PM. See course schedule below for specific dates.

- You are required to complete eight of the ten primary sources discussion posts.

<b>Reflective Essays</b>	<b>25%</b>
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**Purpose:** To synthesize class material and identify the most important points that you learned in each unit.

**Instructions:** Write a short essay (approximately 400 words) that discusses the three most important things that you learned in Unit 1. Explain why each of those things is important, and how you will apply them in your job, other classes, or other parts of your life.

**Grading criteria:**

A+	Represents superior, well-polished level work that satisfies all assignment requirements.
A-	Represents a commendable level work that satisfies all assignment requirements
B	Represents adequate level work that satisfies basic assignment requirements only.
C or below	Needs improvement. Minimal effort present, questions and material not well engaged.

**Due dates:** Wednesday March 24 at 11:59 PM and Wednesday April 28 at 11:59 PM



**Purpose:** To create a public humanities project in which you draw from personal experiences to teach others about why religion is more important, complicated, and interesting than they ever knew, or why they need to know about religion, even if religion isn't important to them personally.

**Instructions:** Drawing from your Primary Sources discussion posts, create a story about religious identity in the context of your world. Your story should include at least three clear points.

- You are free to interpret “your world” as you choose. This may focus on your own personal experiences; those of your family, neighborhood or community; a particular religious/racial/ethnic/transnational group that you identify with; your nationality, etc.
- Your three primary sources ideally will be drawn directly from your Primary Sources discussion posts, but you are welcome to refine and revise those as you see fit.

Your story might follow this format:

- Before taking RS 100, I thought religion was \_\_\_\_\_ (e.g. something that happens only at church, all about the Bible and sacred texts, something that's totally irrelevant to my life).
- But throughout the semester, I've learned that religion is actually \_\_\_\_\_ (e.g. much more complicated than that, much more influential than I ever realized, etc).
- Here are some ways that religion shapes the world around me.
  - First, \_\_\_\_\_ (i.e. religion creates categories that end up excluding certain people). This should be a statement of scholarly analysis, e.g. something you learned about in the podcast or other course materials. This statement should use course terminology, such as intersectionality, race, major and minor religions, etc)
    - Primary source example illustrating this point. Be sure to clearly explain how the primary source connects to the concept you're discussing.
  - Second, \_\_\_\_\_
  - Third, \_\_\_\_\_
- Concluding idea: what's the take-home message you want people to know about religion?

You will share your story in one of the following formats, or if you'd like to use a different format, please run it by me first:

1. A curated museum exhibit that consists of at least 3 images along with a written discussion of the significance of each image. You might choose to use power point, an infograph, or even a word document to hold the images and commentary.
2. A “religious identity collage” that creatively incorporates at least 3 primary sources— instructions for creating both a digital collage are using free software called Kapwing can be found [here \(Links to an external site.\)](#). You may also create a physical collage if you prefer, then take a photograph to submit to Canvas. Your collage must include a written portion of approximately 3 paragraphs discussing the significance of the 3 primary sources.
3. If you have the skills to create a podcast or video presentation, you may use one of those formats to share your story. The podcast or video must discuss at least 3 primary sources and their significance, and should be approximately 3-5 minutes long. You may choose to include interviews/conversations with others in your podcast or video.

4. A video presentation using [Adobe Spark](#).

Please insert a file or link for your final in the discussion post, along with a one-sentence explanation of what your project is. For example, you might write: "This link will take you to my video presentation," or "This file contains an image of my collage."

### Grading Criteria

- Comprehension and explanation of course material, including applying class terminology
- Inclusion of at least three relevant examples that tell a coherent story
- Use of scholarly analysis
- Creativity of presentation

**Due date:** Final Projects are due by Wednesday May 12 at 11:59 PM. After completing your project, please view your classmates' final projects and comment on at least three by Thursday May 13 at 11:59 PM.

## Letter Grade Allocation

Total Percentage	Letter Grade
95 – 100	A
90 – 94	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
60 – 69	D

## Feedback Timeline

I know how important it is for you to know your current grade in the class. That is why my priority is to grade most assignments within 1 week of the deadline, which will be visible on the Canvas Gradebook. Note that reflective essays will take longer to grade – my goal is to make those grades available within two weeks of the deadline.

If your grades are not posted within a week after the deadline (or two weeks for reflective essays), or you believe the grade is inaccurate, feel free to email me about the status of your grade.

## **What are the rules and policies for our class?**

### **Attendance**

Most of the intellectual work that you will do this semester will take place during class. For that reason, you should plan to attend every class meeting! Your first two absences are automatically “excused.” Each additional absence will result in a loss of two percentage points from your final grade.

### **Policy on Late Submissions: What happens if I can’t complete my work on time?**

Please do your very best to complete your work on time. This will make life much easier for you (and me)! With that being said, I understand that sometimes life happens and prevents you from completing your schoolwork. There are no make-ups for quizzes and YIDTR assignments, but your lowest grades in those categories are dropped so you can skip one quiz and two YIDTR’s without penalty.

If you find yourself struggling or overwhelmed, please be in touch with me so we can come up with a plan for you to complete the work. Out of fairness to the other students, I will have to deduct points from assignments that are submitted late without notifying me.

In the event that you do turn your work in late, please be aware that there could be a delay in the feedback you receive. I aim to grade assignments and provide feedback as promptly as possible for all student work that is completed on time, but when you turn things in late that quick feedback isn’t always possible.

### **Course Etiquette, or how to be a thoughtful and engaged class citizen**

As we move to online learning, there are adjustments to be made so that everyone has an opportunity to succeed. All of your learning activities take place online which requires rules of etiquette for everyone in the class to follow. For this course we will use Zoom.

Your attendance is crucial, not only for you but for your classmates, too! Every student has something of unique value to add to the class environment based on your life experience, background, ethnic and cultural heritage. Don’t be stingy, come to our online class and share your talents and knowledge with all of us!

While you are not required to attend the class using video, the class policy is that your screen name be visible on your device. If you are using a cell phone, laptop or tablet, be sure to add your name to your device before the beginning of the class. Once you enter the Zoom room, you will be muted. This ensures all members of the class can hear the instructors and any background noise from your location

will not be disruptive. It will be important to remain muted until called on by the professor to avoid disruptions during class.

During our first class we will review the buttons on Zoom that allow students to raise their hands and ask questions using the Chat function and how to enter and leave breakout rooms.

Please contact me should you have special requests or have questions about this policy. I anticipate a productive semester as we all pledge to follow the rules of etiquette for this course.

## **Email guidelines:**

The best way to communicate with me outside of class and office hours is through email. I will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays. In the subject line please indicate the content of the email (e.g. "Module 1 Case Study" and *not* "RS class") and begin your message in the following manner:

Dear Dr. Baugh,

My name is \_\_\_\_\_ and I am in section 03 of your RS 100 class.

## **Disability Resources Available**

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please contact the [Disability Resources and Educational Services \(DRES\)](#) or the [National Center on Deafness \(NCOD\)](#). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. Please let me know if you need further information or assistance from me in order to facilitate your learning experience. If you would like to discuss your approved accommodation with me, please let me know and we can set up a virtual appointment.

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## **Course Schedule**

Each week begins on a Monday and ends on the following Sunday. Readings, activities and the assignments, as well as review of other course materials are expected to be completed within the week allotted. All reading assignments and YIDTRs must be completed by Wednesday nights, and discussion posts are always due on Sunday nights. This includes posting your initial comments in response to Discussion Forum prompts as well as responding to other posts.

## ***Unit 1: What is religion, and how do we study it?***

## **Week 1: January 25-January 31**

**Topic:** Welcome to RS 100! Introductions and learning goals

### **Required Reading/Listening/Viewing:**

- Video: "How to Get Better at Things You Care About" – [link](#)
- Mullen, "How to Listen to a Podcast for a Class" – [link](#)

### **Assignments:**

- Complete Flip Grid introduction by Wednesday at 11:59 PM
- Complete the "How will you get better at things you care about?" discussion by Wednesday at 11:59 PM

## **Week 2: February 1-February 7**

**Topic:** What the heck is religion?

### **Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 101: What the Heck is Religion and What the Heck is This Podcast?](#)
- Nye, *Religion: The Basics* – pp. 1-7 (available through the [University Library website](#))
- Oladipo, "The Christianity I was taught didn't align with my values" ([link](#))
- Agusti, "A Photographer Questions Faith as she explores religious syncretism" - [link](#)
- Video: [Master of None](#)
- Miller, GOP isn't Pro-Life After All – [link](#)

### **Suggested readings for further understanding:**

- Ferguson, "How theology based on a "one true god" cuts Black people off from necessary indigenous practices" – [link](#)

### **Assignments:**

- Complete YIDTR #1 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #1 by Sunday at 11:59 PM

## **Week 3: February 8-February 14**

**Topic:** Who gets left out of "religion?"

### **Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 102 – Who Gets Left out of “Religion”](#)
- Nye, “Religion: Some Basics” – pp. 7-21 (available through the [University Library website](#))
- Molina, “Amy Coney Barret Nomination Fight Leaves Progressive Catholics Feeling Unseen” - [link](#)
- Jordan, Millennials aren’t skipping church, the Black Church is skipping us – [link](#)
- **Video:** Introduction to Indigenous Religions – [link](#)

**Suggested readings for further understanding:**

- Mehta, “The December Dilemma: Less Oy, More Joy” – [link](#)  
*This article examines how Jewish-Christian interfaith families navigate the holiday season, to help you think about who and what gets included (and excluded) in the category of religion*

**Assignments:**

- Complete YIDTR #2 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #2 by Sunday at 11:59 PM

**Week 4: February 15-February 21**

**Topic: The Problem with “Major” and “Minor” Religions**

**Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 103 – Major Religions? Minor Religions? Must We?](#)
- Gottlieb, “Punjabi Sikh-Mexican American community fading into history” – [link](#)
- Goodwin, “Michelle Remembers and the Satanic Panic” - [link](#)
- Drew, “Voodoo’s Quest for Respect” - [link](#)

**Suggested readings for further understanding:**

- Goodwin, “Absent an imam, Domineque Ray’s execution by Alabama disenfranchises Muslims” – [link](#)
- Watch [this video](#) to learn more about Punjabi-Mexican families in California

**Assignments:**

- Complete YIDTR #3 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #3 by Sunday at 11:59 PM

**Week 5: February 22-February 28**

**Topic: The Material Consequences of “World Religions”**

**Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 104: World Religions, shall we not?](#)
- Eileen Markey, “How Standing Rock became a spiritual pilgrimage for activists” – [link](#)
- Thomases, “Devotion in the Desert: Religion and Emotion on the Margins of Hindu and Hippie” - [link](#)
- Key, “Before We Scold DeSean Jackson and Others For Anti-Semitism We Need To Talk About ‘Chosenness’”- [link](#)

**Suggested readings for further understanding:**

- Gray, “The Peculiar Case Of Jewish Christmas Movies” - [link](#)

**Assignments:**

- Complete YIDTR #4 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #4 by Sunday at 11:59 PM

**Week 6: March 1-March 7****Topic: What does it mean to be religious?****Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 105: What Does it Mean to Be “Religious?”](#)
- The Hajj Narrative of Malcolm X – PDF on Canvas
- Calderon, “Meet Julia Arredondo, the Tejana Artist Running an Online Bodega Inspired by Modern Curanderismo” – [link](#)
- Molina, “A dissenting Catholic community in California helps Latinos cope with COVID-19’s disparities” - [link](#)

**Assignments:**

- Complete YIDTR #5 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #5 by Sunday at 11:59 PM

**Week 7: March 8-March 14****Topic: You may be done with religion, but religion isn’t done with you****Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 106: You may be done with religion, but religion isn’t done with you](#)
- Nyasha Junior, “Black Church Taught Me How To Be Black” - [link](#)
- Raj Tawney, “It Took Me 30 Years To Come To Terms With Half Of My Identity” - [link](#)

- Andrea Jain, “Namaste All Day”- [link](#)
- Daniel José Camacho, “Rumi, Caught Between the US and Iran” – [link](#)

**Suggested readings for further understanding:**

- Hafner, “As Catholic Hospitals Expand, So Do Limits on Some Procedures” – [link](#) (PDF on Canvas)
- Littlefield and [Gottesdiener](#), “Meet Christus, the US Catholic Health Chain Restricting Access to Reproductive Care in Mexico” - [link](#)
- Stroop, “Yes, It Can Be Hard to Be an Atheist in America; Now We Have the Data” - [link](#)

**Assignments:**

- Complete YIDTR #6 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #6 by Sunday at 11:59 PM

## ***March 15-21 Happy Spring Break!***

### **Week 8: March 22-March 28**

**Topic:** Review Week

**Required Reading/Listening/Viewing:**

- Use this week to look back over the material we have covered so far this semester.

**Assignments:**

- Complete Reflective Essay #1 by Wednesday March 24 at 11:59 PM

## ***Unit 2: Religion, Race, Gender, and Sexuality***

### **Week 9: March 29-April 4**

**Topic:** Race, Gender, and Sexuality: What’s Religion Got to Do with them?

**Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 201: Race, Gender, and Sexuality: What’s Religion Got to Do with them?](#)
- Matthew Cressler, “The attacks on Senator-elect Warnock’s faith and our nation’s Capitol reveal an ugly truth about white religion” – [link](#)
- Liz Bucar, “Islamophobia and Americans’ Problems with Face Masks” – [link](#)



**Suggested readings for further understanding:**

- McClintock, “Gender: Being it or Doing it?” (PDF available on Canvas)
- Jemison, “The Long Road to White Christians’ Trumpism” - [link](#)
- Gerbner, Race - [link](#)

**Assignments:**

- Complete YIDTR #7 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #7 by Sunday at 11:59 PM

**Week 10: April 5 – April 11**

**Topic: Intersectionality**

**Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 202: Intersectionality](#)
- Gina Crosley-Corcon, “Explaining White Privilege to a Broke White Person” [link](#)
- Audre Lorde, “An Open Letter to Mary Daly” - [link](#)
- Amina Wadud, “American by Force, Muslim by Choice” - [link](#)
- Gloria Anzaldúa, “La Prieta” (in *From This Bridge Called my Back*) – on Canvas

**Suggested readings for further understanding:**

- Pratt, Black Catholics, Racism, and the Sex Abuse Crisis ([link](#))
- The Intersectionality Wars - [link](#)

**Assignments:**

- Complete YIDTR #8 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #8 by Sunday at 11:59 PM

**Week 11: April 12 – April 18**

**Topic: Religion and Race**

**Required Reading/Listening/Viewing:**

- Keeping it 101 – [Episode 203: Race & Religion in what’s now the US](#)
- Gelten, White Supremacist Ideas Have Historical Roots In U.S. Christianity – [link](#)
- Fickle, et al “Sparking Joy: Religion, Representation, and Marie Kondo” – [link](#)

- Shannen Dee Williams, “What a forgotten black nun can teach us about racism and Covid-19” – [link](#)
- Daniel José Camacho, “Moses Speaks Spanglish” - [link](#)

**Suggested readings for further understanding:**

- Tiffany Puett, “Protestantism’s troubling history with white supremacy in the US” – [link](#)
- Simran Jeet Singh, “A pat-down at the airport passes the shame of racial profiling to my 3-year-old” – [link](#)
- Townes, “To Be Called Beloved” – PDF on Canvas
- Nye, Race and the Study of Religion – [link](#)

**Assignments:**

- Complete YIDTR #9 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #9 by Sunday at 11:59 PM

**Week 12: April 19 – April 25**

**Topic: Gender, Sexuality, and Religion**

**Required Reading/Listening/Viewing:**

- Keeping it 101 – Episode 205: Gender, Sexuality, & Religion in what’s now the U.S.
- Raquel Reichard, “How These Latinas Reconcile Their Religion with Their Feminism” – [link](#)
- Emily Lu Gao, “Unlike a Virgin: Exploring my Sexuality as an Asian American Christian” - [link](#)
- Video: Bend it Like Beckham – [link](#)
- Peter Montgomery, “Loving Uganda to Death: The Global Reach of Far-Right Christian Hatred” – [link](#)
- Liz Bucar and Amanda Randone, “This Woman Is Giving a Voice to Muslims in the #MeToo Movement” – [link](#)

**Suggested readings for further understanding:**

- Queer and Christian in Texas: Are They Always Conflicting Identities? – [link](#)
- Zikala-Sa, “Why I am a Pagan” – [link](#)

**Assignments:**

- Complete YIDTR #10 by Wednesday at 11:59 PM
- Complete Primary Sources Discussion #10 by Sunday at 11:59 PM

## **Week 13: April 26 – May 2**

**Topic: Review Week**

**Required Reading/Listening/Viewing:**

- Use this week to look back over the material we have covered so far this semester.

**Suggested readings for further understanding:**

- Nye, “Decolonizing the Study of Religion” – PDF on Canvas

**Assignments:**

- Complete Reflective Essay #2 by Wednesday April 28 at 11:59 PM

## **Week 14: May 3 – May 9**

**Topic: Final Project Working Week**

**Required Reading/Listening/Viewing:**

- Continue reviewing the material we have covered, including Primary Sources Discussion Posts.

**Assignments:**

- Select the primary sources you will use for your final project, refine as needed

## **Week 15: May 10 – May 14**

**Topic: What Have We Learned? Reflecting on the semester**

**Assignments:**

- Final Projects are due by Wednesday May 12 at 11:59 PM
- View your classmates’ final projects and comment on at least three by Thursday May 13 at 11:59 PM.

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## **A Note About Appropriate Academic Conduct**

## **ACADEMIC DISHONESTY**

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

### **A. CHEATING**

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Comments:

1. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
2. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
3. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

### **B. FABRICATION**

Intentional falsification or invention of any information or citation in an academic exercise.

Comments:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

### **C. FACILITATING ACADEMIC DISHONESTY**

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comments:

1. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

### **D. PLAGIARISM**

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the APA Style Manual. This publication is available in the Matador Bookstore and is at the reference desk of the University Library.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

