

# Religion & the Quest for Meaning



**Dr. Jeanette Reedy Solano Fall 2013**

**CPRL 105 t/th Section 01:** 11:30-12:45 **Section 02:** 1:00-2:15

**Room:** Hum 224

**Office Hours:** Tuesday/Thursdays: 1:00-2:15 pm and Tuesday 3:50-4:50pm

**Office:** UH 311

**Office Phone:** 657-278-7554

**Email:** [jsolano@fullerton.edu](mailto:jsolano@fullerton.edu) (the best way to reach me--M-F-I try to reply promptly or speak to you in class--  
Please avoid emailing me over the weekend-it is likely to get buried by other emails or missed.

## **Course Description:**

This course is an introductory inquiry into the nature of religious experience as a human pursuit of meaning and transcendence. This course begins to answer questions such as: What is religion? How do we study religion academically? How is the human “quest for meaning” related to organized religion? How do religion and culture interact? How is religion explored through the Arts (film, TV, etc.)? Does Religion oppress or liberate women? How might religious ideas ignite activism?

Thematic sections include: Introduction to the Study of Religion, The fundamental goals, "inner logic" and current controversies of the major world religious traditions, Religion and TV (Religion in The Simpsons), Liberating Faith: Religiously-Motivated Eco & Social Justice Activism, The Quest for Meaning & Expression through the Arts. Over the course of the term we explore the human quest for meaning—and the role religion plays in that quest—through a variety of lenses, while listening to a plethora of voices (both insiders and outsiders).

## **Course Aims/Objectives:**

This course is designed to introduce you to some of the fundamental ideas, burning questions, and recurrent issues associated with the human quest for meaning and the academic study of religion. This course is not “Religion 101.” And by this I mean **it is *not* the intent of this course to comprehensively cover the foundational ideas of the major world religions (we have a great course especially for this: CPRL 110.** In short, the goal of this course is to open your minds to a variety of religious expressions and experiences in the five major world traditions, while helping you develop a better sense of the influence that religion wields in our world. This course is about the human quest for meaning as it relates to spirituality and religion. Whether this academic survey relates to your *personal* quest for meaning is up to you. It is designed to expand your global knowledge, to introduce you to the fundamentals of studying religion in a comparative manner, and to help you better grasp how religion functions in our society. As an introductory course it is designed to scratch the surface of religion and to compel you to delve more deeply on your own (or in more Comparative Religion courses!)

## **How this Course Fits into the G.E. Program**

General education is central to a university education, and should enhance students’ awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education

experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying, and communicating effectively these perspectives in tasks considered appropriate to particular courses. This course fulfills **GE C.2** (previously III.B.2) **Introduction to the Humanities**. (If you wish to pursue a minor in Religious Studies, you can “double count” this course for GE and the minor—up to nine units of GE courses from one department may be used to meet minor requirements. If you are a major in Religious Studies, this class fulfills your lower division introduction to religion course, but cannot count for GE.)

### **GE Goals for C.2 Introduction to the Humanities (UPS 411.201, 6/20/11)**

“Students taking courses in subarea C2 shall....

- 1) Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
- 2) Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
- 3) Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.”

In CPRL 105, while we touch upon all of these goals.

### **GE Writing Requirement:**

The writing assignment discussed below is designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. To encourage each student to advance his/her writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

### **Department of Comparative Religion Student Learning Goals & Outcomes:**

All students majoring in Religious Studies shall achieve competence in the following domains of skill and knowledge:

#### **A. Skills**

**Learning Goal:** Students possess the ability to perform research and interpret materials related to the study of religion.

Outcome 1: Students can analyze written materials related to the study of religion.

Outcome 2: Students have acquired information literacy in the study of religion.

**Learning Goal:** Students can effectively communicate in written and spoken mediums.

Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.

Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence.

#### **B. Knowledge**

**Learning Goal:** Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.

Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.

Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.

Outcome 7: Students can compare key theories and theorists in the study of religion.

Outcome 8: Students can interpret key thinkers and figures within religious traditions.

### **Learning Outcomes i.e. by the end of the term you should ...**

- ✚ Have a foundational understanding of how to study religion from a critical, comparative perspective
- ✚ Have a more-informed global knowledge of the five major world religions
- ✚ Be able to articulate your views in a positive way in a classroom setting
- ✚ Be able to understand & recognize the pervasive power religion wields in human culture

### **Depending on which class project you select (you choose from 1 of 2 options), you can expect to improve your skills in the following areas**

- ✚ **ARTISTIC:** You will learn to artistically express a religious question/experience/idea
- ✚ **REPORTING:** By observing a religious rite and describing that experience from a sociological perspective you will improve your sociological observation skills.

## **CPRL 105 Required Texts (2)**

**1. Prothero, Stephan. *God is Not One: Eight Rival Religions that Run the World –and Why Their Differences Matter*** (New York: Harper One, 2010) ISBN: 978-0-06157127-5  
Book is available at the Little Professor Bookstore: 725 N. Placentia, 714-996-3133 (maps 1st day)

**2. 105 Course Reader Packet:** articles & original documents compiled by Dr. Solano.  
Custom reader is required and available at **X-Copy** (349 N. State College, Fullerton, CA 92831)  
X-COPY is a block from campus at State College & Chapman-CVS corner strip mall  
[xcopyfullerton@gmail.com](mailto:xcopyfullerton@gmail.com)

**Ph:**(714) 738-7888 (helpful to call and pre-order so it is ready for pick up). **Hrs:** M-Th 9-7, Fri: 9-6.  
You need this reader for the first week of class! Readers can be ordered online at:  
<http://www.xcopyfullerton.com/-strse-2939/CPRL-352-SOLANO/Detail.bok> ;

### **Explanation of Assessment and Grading:**

- A:** 93-100 Outstanding (participation and work consistently distinguished itself)
- A-:** 90-92 Excellent work across the board (exams, participation, written work)
- B+:** 87-89 Distinguished work
- B:** 83-86 Above average (high quality work in most areas)
- B-:** 80-82 Solid performance
- C+:** 77-79 Good work, but may have performed poorly in one area
- C:** 73-76 Average
- C-:** 70-72 Still a solid passing grade, you may have performed poorly in several areas
- D+** 67-69 Still a passing grade in a GE course, but not for majors
- D:** 63-66 Below average performance in many areas; may have failed to complete some work
- D-:** 60-62 Student did some work but probably did not complete a major assignment
- F:** below 60...well you don't want to go there! This score results in failure of the course.

**This scale is firm. A few pts can make a big difference. Final grades use the plus/minus system.**

**Learning Assessment (A Breakdown of your Grade):**

- 05%: Beliefnet paper**
- 15%: Participation & Attendance**
- 30%: Course Project**
- 30%: Midterm**
- 20%: Final Exam**

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**100% / 100 pts.**

### **Beliefnet paper: 5% of your grade**

Due our **second week of class** this paper requires you visit beliefnet.com-a site that explores spirituality and various world religions and take 2 short online quizzes. It is a fun exercise to start your quest for meaning this semester. See handout posted on Titanium for details.

### **Attendance & Participation: 15% of your grade**

You are expected to have read materials thoroughly prior to class meetings and be prepared to engage in *every* discussion. This means bringing that day's readings to class (whether a reading printed from Titanium (TPD) or a textbook)--periodically I will check to see if you brought them. You should also enter the class having carefully read that day's assigned reading. As far as participation the *quality* of your comments is always more important than *quantity*. People who **consistently** contribute to the class discussions will earn **up to 15 points** at the end of the term. Whatever the size of the class, you can make yourself heard and contribute to the discussion. Good participation means--in addition to preparation and speaking up in class--that you are a **positive presence** in the classroom: you arrive prepared *with* materials, you are focused on that day's topic, you fully participate in small group discussions, you volunteer for games, etc.

***You earn these points:*** they are not automatically granted to you by being a warm body in class. You will be able to check your participation points earned during the 1st half of the term at the Midterm in person. I will take attendance **15 times** throughout the term--once a week--sometimes on a Tuesday sometimes a Thursday. From this record of 15 class sessions one absence will not affect your grade (because I understand life happens) but each additional absence will negatively impact your totals.

### **Class Project: 2 Options (you choose only 1): 30% of your grade**

**Please choose ONE of the following options.** All papers should be polished and extremely well written for the project is **30% of your grade. Decide by week 2** which option most appeals to you. ***Each due date is firm.*** No late papers/projects will be accepted so plan accordingly. Paper option #1 is **4 pages double-spaced**. See individual paper handouts posted on Titanium under Course Docs for more details.

#### **Option 1: Field Experience Paper**

You may choose to visit a religious service clearly **OUTSIDE** your own religious tradition and write a field report/ reflection on your visit along with a brief history of the religious group. Visit a service and then write a report of your visit by following a list of questions provided on the handout. This paper is due **Week 10**. Please see handout posted on Titanium for details.

#### **Option 2: Creative Personal Religious/Spiritual Experience Project**

Are you a poet, filmmaker, musician, photographer, painter, actor/playwright? This option allows for those of you with artistic talent to integrate your gift with your study of religion. After consultation with Dr. Solano (before the end of Week 10), you are free to create an artistic project which captures either a religious experience you have had or in some way depicts a religious theme or insight. A short (2 page) research & reflection essay must accompany your project. **Be creative!** Whether you paint or make a short film, write poetry or a song, I hope you enjoy the process. Artists will share their work (screen their films, play their music, read their poems, describe their paintings, mosaics, etc.) with the class during **Week 14**. Please see handout posted on Titanium for details.

## **Exams: 50% of your grade**

Exams compose **50%** of your grade. Each exam is comprised of multiple-choice & true or false questions. The questions are not easy, but they are fair. The questions are detail-oriented and the questions are drawn from lectures, videos, readings, and in-class activities. There will be a *general study skill guide* for both exams. I will also help you prepare by giving you actual exam questions in a competition/game in the class session before the exam. **Beyond this, you must use your own study skills to prepare for the exam. Please carefully consider if this is sufficient guidance for you.** Please bring an 882 scantron sheet & a #2 pencil to each test. **MT: 30 pts** (10 weeks of material), **FINAL: 20 pts** (5 1/2 weeks of material).

## **Extra Credit**

Throughout the term events may arise—from films, special events, on-and off-campus lectures, etc—that relate to what we are studying. In effort to help you connect our study of religion to the real world, I will periodically offer you opportunities to attend these events and write a brief, 1 page paper describing your experience. The maximum extra credit points you may earn is **capped at 6**. It never hurts to pad your point total (it can turn a B+ into an A!).

*I highly recommend doing at least one extra credit option.*

## **Academic Dishonesty & Integrity**

Students are to be held to the highest level of integrity. You are expected to be honest in your pursuit of learning. For a further explanation of what constitutes academic dishonesty, including plagiarism, please see UPS 300.021. The penalty for academic dishonesty will include a 0 on that assignment and possible failure of the course. All incidents will be reported to the Dean of Students Office, Judicial Affairs. The bottom line: don't compromise your career and the ethos of this class. I care more about effort and honesty than perfection!

## **Learning Special Needs...If You Need Assistance...**

Many students have special challenges when it comes to learning. I want you to know *I understand* and will try to help you with your needs, but you must get it cleared through The Disabled Student Service Office, UH 101, (714) 278-3117 ([www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/)). Our campus policy is to document the need and then the instructor can work to accommodate your need, whatever that may be: taking the exam in a quiet place with more time, taping lectures, etc. **Do not be afraid to seek the help you need to do your best in college! It is really not a big deal.**

**If you have a verified learning disability please communicate with me**-I want you to succeed.

## **Emergency Procedures Notice to Students**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines **Before an emergency occurs- EMERGENCY CALLS**

### **DIAL 9-1-1**

All campus phones and cell phones on campus reach the University Police Department

Non-emergency line: (657) 278-2515

**24-hour recorded emergency information line: (657) 278-0911** (657) 278-4444

Know the safe evacuation routes for your specific building and floor. Know the evacuation assembly areas for your building.

### **When an emergency occurs-**

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs-** If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

Students can determine the University's operational status by checking the University's web site at <http://www.fullerton.edu>, calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

## **Classroom Policies & Matters of Decorum**

The following are a list of my basic policies. These guidelines were developed in response to experiences in the classroom here at CSUF. These policies were created as a sort of contract with you as well as a guide to help you succeed. As courteous and responsible adults, most of it will be already be obvious to you...

### **Being There: Absence/Tardiness policy**

**Missing Class:** Being in class is vital, but hey, life happens (sicknesses, family emergencies, deaths, etc.) and sometimes we have to miss class. I will take attendance 15 times throughout the semester. At the end of the term I will check to see if you missed any of these 15 days that attendance was taken and, any **absences beyond 1** will result in corresponding points being deducted from your participation total. If you never have a recorded absence I think that should be rewarded with 1 extra participation pt. It is in your own best interest not to miss many sessions because half of your grade is earned through exams and the questions for these exams are drawn equally from **each and every class** session. If you miss class *you sabotage your ability to perform well on tests.*

### **Tardiness:**

***Please be on time.*** We have all had it happen-esp. here at CSUF-you mean to be on time, but you can't find a parking space, traffic was a nightmare, or the elevator was broken, etc. Here is my policy on being late to class. Times refer to minutes past the hour:

**1-2 minutes:** This is your grace period to allow you to get settled, I am usually setting up A/V or lecture materials during this time. Please be ready to learn by 3 minutes past.

**4-10 minutes:** You will be **marked tardy**. One tardy **will not** adversely affect your participation grade, more than one will. Two tardies=1 pt deduction from participation pt totals..

**More than 10 minutes:** Entering at this point is disruptive and disrespectful. Hopefully this will not happen, but if it does, don't miss class, just slip in quietly (and don't let it happen again ☺).

**PET PEEVES:** NOISY WALTZERS, i.e., Students who waltz out in the middle of class and return later. This is very disruptive-esp. in small classes. Please try to attend to urgent business *before* or *after* class--it is only 1 hr and 15 mins of sacred time. If you have to slip out for second try to go as I begin a video. **Another pet peeve of mine involves students who start packing up their bags before class is over. Please do not do this! I do my best to end class right on time.** I know most of you have to dash to another class. THANK YOU.

**CLASS ACT:** Sometimes you can't avoid a doctor's appt or other issue and can't stay for the entire class period. I understand. Just tell me before class and slip out silently. Thanks for being considerate.

### **Food and Drink Policy**

Our lives are hectic and often you (and I) don't have time to grab sustenance. While I understand this, I also do not want food and drink to be a distraction in the classroom. Drink: I don't mind if you bring drinks into the classroom as long as they are in a sealed or covered container (i.e. a latte with a lid). **Food: The classroom should not be mistaken for a Carl's Jr. commercial. While a quiet protein bar is fine, please do not come to class with a burger and fries or crunchy chips.**

**HATS:** Truth is I am probably having a worse hair day than you. Hats hide your beautiful faces! If you must wear a hat during class please turn it around so I can see your face. Thank you.

**NO LAP TOPS:** Yes, seriously. I find them more detrimental in a classroom environment than helpful. Sorry, this policy applies to note taking as well. YouTube will have to wait-even if you watching videos on religion or augmenting the lecture with fascinating data. If you really like having your notes neatly typed, check out those cool pens that translate the data to a computer document-some even allow word searches and record the lecture too!

**CELL PHONES OFF and off your desk!** Please make it your policy to turn **off** your cell phones upon entering the classroom and stick them **inside your bags**. Having your phone vibrate, then pulling it out to check and see who called you is equally disruptive. Yes, I can tell when you hold it in your lap, slip it under a notebook, etc. The iphone neck arch is very distinctive ☺ Obviously, NO TEXTING or tweeting in class. This has become a growing cultural problem recently. You are adults and recognize that class time is exclusively for learning, not cell phone use. If I see your phone out I will stop, ask you to put it away, and make record of it on the participation chart. These notes will negatively affect your participation point totals at the end of the term. I KNOW phones and technology are tempting (that goes for me too--I am disturbingly attached to my iphone), but whether you allow it to negatively impact your grade is your call. Please just get in the habit of stashing it away during class-THANK YOU.

### **Being Considerate While Discussing Religion**

At university we are all learning how to engage in intellectual discussions in a lively and respectful manner. Discussing religion, spirituality, beliefs, religion and politics, other people's faiths etc. can get extremely sticky. I hope that, soon enough, you will have made some new friends and feel comfortable sharing your opinion. I do not want you to be silenced by the PC Police, nor do I want you feel it is inappropriate to share your own religious or spiritual experiences (G.E. courses are supposed to be a place where you can articulate your personal experiences). While I want to

encourage passionate discussion, I strongly encourage you to be aware of the feelings of those around you. A productive way to respond to a classmate with whom you disagree would be: “While I respect your viewpoint, I strongly disagree with you and this is why.....” Please be respectful of both the instructor and fellow students. I trust that, together, we will create a cordial, engaging classroom: a wonderful atmosphere in which to learn. Finally, note to Type A Extroverts, *for whom I have much sympathy*, please be conscious of not dominating discussion time and allow others to contribute too.

### ***Dr. Solano’s Tips for getting a Good Grade***

*I don’t grade on a curve, so each of you may potentially earn an A. I really want you to do well, so I collected some tips to help you succeed in this class. I reflected on the habits and characteristics of students who earned A’s and B’s and thought I would share them with you along with the following encouragements:*

#### **#1: Be Consistent!**

A student who writes a brilliant paper, yet misses a lot of class and does poorly on the exam will be hard pressed to earn an A. Similarly, a student who shines in discussion, yet crashes and burns on exams will not earn an A. The A student must consistently excel in all areas. Starting off on the right foot will make it easier. This is critical, so start off with gusto!

#### **#2: Be Enthusiastic & Prepared!**

Whether tackling a difficult reading assignment or preparing their course project, the excellent student attacks his or her studies with enthusiasm. This interest is contagious and manifests itself in a variety of ways. This person is a positive team player who wants to learn. They have done the reading and are ready to contribute. I love seeing readings all marked up with comments and highlighter, proof of your avid critical reading!

#### **#3: Be There!**

If there is one fundamental truth it is this: students who rarely miss class do better on exams. This also demonstrates a dedication to the course and usually results in high participation points. Your constancy and dedication count. Do not miss class when the term starts getting stressful because it “is just a G.E. course.” Even if you are not 100% caught up with the day’s reading, come and take active notes. Remember, 80% of exam material is highlighted in class.

#### **# 4: Follow Directions!**

It sounds easy, but you’d be surprised how many students sabotage their grade on assignments or papers by not closely following directions. For example, if I ask for a 4 page double-spaced paper I mean precisely that (not 24 pages as one student thought-true story). Answer all sub-questions in your field experience write up. Turn your papers in on time. In other words, follow the guidelines *to the letter*.

#### **# 5: Be Responsible and Use your time well!**

Most students who earn A’s do not let the term creep up on them. They do not attempt to squeeze 7 weeks of reading into the weekend before the midterm or complete a great artistic project a week before it is due. Be a responsible planner. Schedule your study time ahead of time. Give yourself at least 2 weeks to complete your course project.

#### **# 6: Do Extra Credit Assignments!**

They are fun, flexible options offered throughout the term. In the end they can really make a difference between an A or B, or a B and C. Augmenting your pt total always helps. The MAX you can earn through extra credit is 6 pts.

***Following these guidelines will ensure a great, cordial atmosphere and a better grade for you! Thank you.***



# Fall 2013 105 Course Reading Schedule

**“TPD” stands for Titanium Posted Docs.**

You are required to bring the day’s reading with you to class (listed under Reading Schedule below) on the assigned day-whether it be a physical textbook, the Course Reader (CR), or a short reading ( TPD you have printed out from Titanium). Periodically throughout the term I will physically check that you have brought your reading to class and this will affect your participation grade. Please be responsible-bring your text to class-we do refer to it & read aloud from it.

## I. Introduction to the Academic Study of Religion

### Week 1: The Lay of the Land and Methodological Issues

(8/27) **Overview of the Course**

**In-class handout: Martin Marty:** *10 Reasons to Study Religion*

Buy your book & your Course Reader and visit Beliefnet.com site, take quizzes, write up your short paper due next Tuesday.

(8/29) **Numinous Encounters and the Introduction to the Academic Study of Religion**

**CR: Will Deming** *Rethinking Religion*: Part One, chpt. 1

**CR: Annie Dillard:** Selection from *Pilgrim at Tinker Creek*

### Week 2: *Aren’t All Religions Fundamentally the Same?*

(9/3) **\*\*\*VIP:** Seating chart recorded: sit where you will be happy all semester!

**\*\*\* Beliefnet.com Papers DUE:** accepted *only* on Tuesday of wk 2

(all handouts with instructions posted under “Course Docs” on Titanium)

*Life of Pi* film screened this week-we will begin Tuesday and finish Thursday

**CR: Yann Patel:** Selections from *Life of Pi*

(9/5) **CR: Gregory Stephans:** *Feeding the Tiger, Finding God: Science, Religion , and "the Better Story" in Life of Pi*

### Week 3: *Where Do We Start? How Do You Study Religion Academically?*

(9/10) **CR: Will Deming:** *Comparison and Evaluation of Religion* (chpts. 14-16)

**CR: Horace Miner:** *Body Ritual Among The Nacirema*

**God is Not One: Prothero Challenges the All Roads Mantra**

(9/12) **Textbook: Prothero, *God is Not One*: Introduction**

### Week 4: Islam

(9/17) **Prothero: 1:** *Islam: The Way of Submission*

(9/19) **CR 3: Esposito & Mogahed eds.** Chpt 5: Clash or Coexistence? in *Who Speaks for Islam?: What a Billion Muslims Really Think*

**Video:** *Inside Islam: What a Billion Muslims Really Think*

## Week 5: Islam Focus: Islam and Cultural Conflicts



(9/24) **Focus on Women and Islam**

**CR: Esposito & Mogahed**, chpt 4: *What do Women Want?*

**CR: Wafa Sultan**: *Who is that Woman on Al-Jazeera?*

(9/26) **Muslim Tensions in the OC**

**CR:** Select articles on Islamophobia

Screening of 2 original documentaries on recent controversies in Orange County:

*It Broke My heart a Little: The Disneyland Hijab Controversy and Muslim Accommodation in the U.S.* and *Islam in Southern California: Second Class Citizens?*

## Week 6: Christianity: What is Core?

(10/1) **Prothero: 2**: *Christianity: The Way of Salvation* (1st half of chapter)

**CR:** Nicene Creed, Tree of Christianity, Fundamentalism article

(10/3) **Focus on Evangelism in Asia**

**Prothero: 2**: *Christianity: The Way of Salvation* (2nd half of chapter)

**Video: 1040**: *Christianity in the New Asia*

## Week 7: 21<sup>st</sup> Century Emergent Movements, Prophets, Critics

(10/8) **New Emergent Christian Movements and a Critic**

**CR: Shane Claiborne**: excerpts from *The Irresistible Revolution: Living as an Ordinary Radical*, and short article: *What if Jesus Meant all that Stuff?*

(10/10) **CR: Rob Bell** excerpt from *Love Wins Love Wins: A Book About Heaven, Hell, and the Fate of Every Person Who Ever Lived*

## Week 8: Hinduism

(10/15) **Prothero: Hinduism: The Way of Devotion**

(10/17) **Capturing the Heart of the World's Largest Religious Gathering (Hinduism)**

**CR: Dr. Solano's** short essay on *Short Cut to Nirvana*

**Video: Short Cut to Nirvana** (Hindu celebration of Kumbh Mela),

## Week 9: Buddhism & Judaism

(10/22) **Prothero: 5**: *Buddhism: The Way of Awakening*

**CR: Steve Hagan** selections from *Buddhism is Not What you Think*

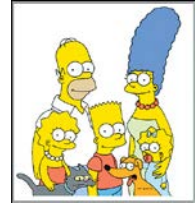
**Video:** clips from *Little Buddha*

(10/24) **Prothero 7**: *Judaism: The Way of Exile and Return*

\*\*\*\*\***Review at end of class for Exam next week: MC –questions-from-exam Game**

## Week 10: Exam and Laughter...

(10/29) **MIDTERM Exam** (covers weeks 1-9, it comprises 30 % of your grade. Grades posted online.)  
NO make-up exams. Study guide on Titanium for details. **Bring 882 scantron and two # 2 pencils.**



## III. American Religiosity Explored through the Simpsons

(10/31) **Mark Pinsky, *The Gospel According to the Simpsons: Introduction*** (pp.1-14)

Chpt 1: *Divine Imagery* & Chpt. 13: *The Creators*

**CR:** 4 short Simpsons readings and handouts

**TPD :** Simpson's Critical Analysis of Episodes worksheet (be sure to bring to class!)

Homer's new religion: *Homer the Heretic* episode

## Week 11: The Simpsons

(11/5) **Lisa's Spiritual Quest** (2 episodes)

**Pinsky, 10: *Buddhism: Lisa Changes Teams, Sort Of***

**Pinsky, 4: *The Church and The Preacher***

Faith vs. Superstition: *Lisa the Skeptic* episode

The Quest for Authentic Spirituality: *She of Little Faith* episode

(11/7) **Bart Simpson's Quest for Meaning** (2 episodes)

**Pinsky 2: *Personal Prayer***

Do Soul's Exist?: *Bart Sells His Soul* episode

**Pinsky, 8: "That's Catholic Marge... Voodoo"**

**Pinsky, 14 Conclusion: *Cloaking the Sacred with the Profane?***

Catholicism vs. Protestantism: *Father, Son, and Holy Guest Star* episode

**\*\*\*Paper Option 1: Paper on Visit to Unfamiliar Religious Site due: 11/7**

## IV: How Might Religious Devotion Inspire Action?

### Liberating Faith: Religiously-Motivated Eco & Social Justice Activism

## Week 12: This Sacred Earth: Religion and Environmentalism

\*\*\*\*\* **Screening and Discussion of *Renewal*** (A documentary film) to accompany profiles

(11/12) **A Christian Case for Creation Care**

**CR: Lynn White Jr.: *The Historical Roots of Our Ecological Crisis***

**CR: Evangelical Environmental Network: *Evangelical Declaration on the Care of Creation***

**CR: Ecumenical Patriarch Bartholomew (Eastern Orthodox): *Address*** (Santa Barbara,

**CR: Steven Bouma-Prediger: excerpt from *For the Beauty of the Earth***

(11/14) **Buddhist Eco Activism**

**CR: Stephanie Kaza, *To Save All Beings: Buddhist Environmental Activism***

Profile of Green Sangha: <http://greensangha.org/>

## **Week 13: Abrahamic-based Eco-Activism: Judaism & Islam**

(11/19) **Jewish Deep Ecology**

**CR: Eric Katz:** *Faith, God, and Nature: Judaism and Deep Ecology*

Profile: Teva Learning Center: <http://tevalearningcenter.org/>

(11/21) **CR: Nawahl H. Ammar:** *Islam and Deep Ecology*

\***ECO-Artist** team challenge at end of class !!!!

## **V: The Quest for Meaning & Expression of Religiosity through the Arts**

**Week 14: Religion and Art:** "Art is a Lie which makes us realize the truth"-Picasso

(12/3 & 12/5) **CR:** Select Religious Poetry and Religion and Art Readings

**Homework-posted on Titanium Forum AND brought to class:** Please consider how one piece of art (visual, musical, theatrical, etc) that impacted you spiritually. Think outside the box: it could be a play, a crucifix, a Zen garden, a song, a poem, a painting.....any artistic image or act. Compose one paragraph describing the work of art and how it moved you or caused you to ask deeper ontological/spiritual questions and attach a picture. Post your 1 paragraph reflection and your image on the **Titanium course Forum** marked (Art Reflection) by **Sunday night 12/1**. In addition to posting on the forum please bring typed hard copy of your paragraph with image of the art or lyrics of the song, etc. This artistic reflection exercise is worth **1 participation point**. *Don't forget!*

**\*\*\*Option 2: Creative Personal Artistic Projects Presented by Students**

**Student Artistic Presentations** (artists' short papers and attached photo of their project due day of their in-class presentation). **Artists do not have to do the Forum artistic assignment this week.**

**Week 15: Childhood Quest for Meaning: *Eve and the Fire Horse***

(12/10) Screening of *Eve and the Fire Horse* (in-class worksheet)

(12/12) Finish screening film, discussion

**REVIEW FOR FINAL exam last 15 minutes of final class session on 12/12**

(Final exam study guide posted on Titanium-some exam MC questions reviewed in class)

**Week 16: Final Exam Week**

The Final exam is not cumulative! The t/f, MC exam covers material from Wks. 10-15 and represents 20% of your grade.

*Please bring a 882 scantron and two #2 pencils.*

NOTE: final exam start time is **different from our normal class time**.

**Date: Tuesday, December 17th, 9:30-11:20 am.**