



**College of Humanities and Social Sciences
Department of Religious Studies
RLST 100 T- 50
Introduction to Study of Religion
ONLINE-Asynchronous
Section 50**

Office: GH 310

Phone: 657.278.4419

Instructor: Mugdha Yeolekar, Ph.D.

Virtual Office Hours: Tuesdays 10:00am to 1pm, or email me to schedule an appointment at an alternate time

Location of virtual Office Hours:

Link to join required zoom meetings:

Email: myeolekar@fullerton.edu; I will respond within 24 hours on weekdays

Phone: (657) 278-4419 [The best way to communicate is through email. I generally respond within a few hours. I may not get the telephone message until next day, but if you want to leave a voice message, please do so. I will respond as quickly as possible.]

This class is a safe space

We welcome people of all backgrounds into our classroom community. Our classroom is a safe space for all students—a diverse and inclusive environment where people of any age, gender, sexual orientation, race, ethnicity, origin, citizenship, socio-economic status, religion, nationality, migration status, (dis)ability, linguistic background, and/or political orientation can flourish both as individuals and together. We respect and validate the views and positionalities of others, whether we share them or not.

GENERAL INFORMATION: This class is offered via the Internet using CSUF Canvas. There are no on-campus meetings. All written assignments, including exams, will be conducted and submitted online. Students need a computer or other device with a high speed Internet connection. Technical specifications and other related information can be found below.

COURSE POLICIES

Software for Students:

Did you know you can get FREE and low-cost software for being an active CSUF students? Software downloads and request forms can be found on the [CSUF Student Software website](#).

Computers for Students

Long term laptop rentals are available to currently enrolled students. Information on this program is available at <http://www.fullerton.edu/IT/students/equipment/longtermlaptop.php>

Synchronous and Asynchronous Instruction:

The majority of the work in this class will be completed asynchronously. We will have two (30 min each) required synchronous meetings. If students cannot make it to those, they can reach out to the instructor in advance. Instructor will make alternate arrangements in case of valid reasons for missing these meetings if the reasons are communicated with the instructor before the meeting. Access to a webcam will be required for these sessions.

Office Hours via Zoom

The professor is delighted to meet with students during Office Hours because these meetings give the professor the opportunity to get to know students better and to answer any questions a student may have. Professor has scheduled office hours, indicated at the top of this syllabus. The professor schedules all student appointments for safety reasons, to make sure we are best prepared to answer any questions students may have, and to avoid any students having to wait in a line. I recommend that students plan on attending professor office hours for every course, at least once a semester.

If the course calendar app does not work for you, please email me 24 hours in advance to schedule an appointment. To schedule an appointment during office hours, please click on the Calendar on Canvas and search for an available timeslot. If you need to schedule a time outside of these hours, please contact me via email.

Online office hours can be used in the same way as face-to-face hours: to clarify assignments or discuss additional feedback on your work, to chat about what you find interesting about the course material, or for assistance with advising.

Webcams/Video Access

If you do not have access to either of these, please contact me so that I can submit a request for the laptop loan program. You will also need access to the internet to view course videos and submit your work to Canvas. During our four synchronous class meetings, I ask that you consider the following:

- Consider turning on your cameras when participating in class discussions or group activities.
- Add a photo to your profile so that we can “see you” when your camera is off

- Mute your mics when you aren't participating in class discussions.
- Find a private space if possible for class sessions. If you are unable to do so, please use headphones as much of our class content involves sensitive topics and information.

WEB REQUIREMENTS

Since some activities in this class will be conducted online, students must need to:

1. have frequent and dependable internet access with a high speed modem;
2. utilize the latest version of a reliable web browser such as Internet Explorer, Mozilla Firefox, Google Chrome, or Safari;
3. utilize a computer that has anti-virus software installed;
4. utilize Microsoft® Office 2007 (Word and PowerPoint) or later, Adobe Reader 10, QuickTime, and Windows Media;
5. type and electronically submit all assignments through Canvas; and be WEB savvy (know how to search, troubleshoot, and bookmark)

CATALOG DESCRIPTION:

1. CATALOGUE DESCRIPTION

2. An introduction to the academic study of religion, exploring the social and cultural dimensions of religion, as well as religious consciousness and perception. Key concepts, theorists and methodological approaches. Units: (3)

3.

4. COURSE DESCRIPTION

5. This course is an introduction to the academic study of religion. Most people have an opinion on the subject of religion, and many share beliefs and practices with a faith community. This course takes a step back from our opinions and (non)beliefs and provides an introduction to the academic study of religion. The first part of this course will introduce students to how scholars talk about religion in making sense of the role of religion for the individual and society. Building on theoretical insights gained in the first part of the semester, then, in the second half of the course, we will focus on ethnographic writings about intersections of human and the divine world from various vantage points, such as pilgrimage, healing, and ecology.

REQUIRED TEXTS:

1. Pals, Daniel. L., (2006). *Nine theories of Religion*. New York: Oxford University Press.

In addition to the above textbook, I will assign a number of short supplementary readings and audio-visual assignments as the course proceeds.

This book is available at the Little Professor Book Store 725 North Placentia Avenue,

Fullerton (Tel.: 714-996-3133).

2. In addition to the above textbook, I will assign a number of short supplementary readings and audio-visual assignments as the course proceeds.

This book is available at the Little Professor Book Store 725 North Placentia Avenue, Fullerton (Tel.: 714-996-3133).

NETIQUETTE AND COURSE COMMUNICATION:

It is best to reach the professor via e-mail. Please include the **course name and your name** in the subject (i.e. RLST 100, First Name Last Name). Please note that the professor will respond to email once a day in the afternoon. If the professor does not answer your email right away, they will respond within two days (M-F). The professor will not respond to emails during the weekends or holidays. If the professor has not responded within two business days, please resend your email.

Students are responsible for familiarizing themselves with Canvas as this will be the primary means by which the professor communicate with the class and receives assignments from students. It is important to keep an updated e-mail address on Canvas. In addition, students should check their e-mail a minimum of **three** times a week to stay informed about class activities.

E-mail should not be used in lieu of office hours, to send attachments of late papers, to send drafts of papers, to discuss grades, to explain absences, or to ask what a student has missed during an absence. For all email sent to any faculty, instructor, and/or staff, students will address the recipient by name, write in complete sentences, and thank the recipient for their time. Remember to follow proper e-mail etiquette, including the use of standard spelling and punctuation, a clear and concise subject heading, and both a salutation and closing (e.g., “Dear Professor/Dr. Yeolekar” instead of “Hey” or “Ms.”). Please carefully read the following article for more details: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>

I will be sending weekly reminder emails to you all which might contain additional course work such as watching a video, taking a Kahoot quiz, completing a poll etc. This is why, it is important to pay close attention to my weekly emails.

COURSE REQUIREMENTS:

*Waiver form: fill out the waiver form for the field visit by 01/30, 11:59pm

1. RELIGIOUS “SCAVENGER HUNT” (WEEKS 8 and 9) 20%

There are two parts to this project.

- 1) Fill in a chart: You will be asked to fill in a chart that locates and counts the congregations of various religious traditions in your community. 5% Due Date: March 14,, 11:59pm

2) Write a **two-page, double-spaced** reflection on your findings. 15% Due Date: March 21, 11:59pm (Detailed instruction are posted on the Canvas website)

2. RESEARCH PROJECT (WEEK 13 AND WEEK 16) 25%

A. Each student must complete a research project related to a specific theme germane to the study of religion and its relevance or influence. Students should choose one from the following topics: ecology and religion, human rights and religion, film analysis using ideas learned during this course, food and religion, nonviolence and the religious studies, gender and religion, and art and religious studies. Students need to indicate their chosen topics in a discussion board posting entitled “Research Topics” in writing by Week 11.

There are two parts to the research project

1. Annotated Bibliography 10% Week 13 (Apr 18, by 11:59pm)

Students will create annotated bibliography of four peer-reviewed articles about the topic of their choice. Each entry will list the following: Citation of the article in Chicago/MLA citation style, credentials of the author. In a substantive paragraph or two for each article, students will state the main argument/point of the article, the types of evidence used by the author(s), and the relevance of the article for student’s final critical reflection paper. Annotated Bibliographies are due Week 13.

2. Final Critical Reflection Paper 15% Week 16 (May 10 by 11:59pm)

Students will write a three-four page, double-spaced final reflection paper on the topic selected in A. above. An additional Works Cited page must be attached to the essay. Citing each of the four articles from the Annotated Bibliography, students will identify and discuss a critical theme in the analysis of the selected topic. Essays must be posted on CANVAS.

B. Grading of the Research Project: All submitted written materials for this assignment will be graded on the basis of (a) clarity of expression, (b) accuracy of information, (c) critical, reasoned, and comprehensive understanding of the cited articles and themes, (d) observance of principles of good writing, and (e) overall coherence and organization of the annotations and the final essay.

For help identifying and avoiding comma splices, run-on sentences, sentence fragments, and other writing mistakes, click here: [<http://grammar.ccc.commnet.edu/grammar/index2.htm>].

3. FIELD REPORT BASED ON A FIELD VISIT TO A PLACE OF RELIGIOUS WORSHIP 10% Week 6 (Mar 1 by 11:59pm)

Students will visit a place of religious worship (dedicated to any religion) during the semester. Students will compose a two-page, double-spaced ritual map based on their field visit and submit them as field reports. Students need to use at least TWO citations from assigned readings to elaborate their field observations. This assignment will be graded on the basis of (a) clarity of expression, (b) accuracy, (c) critical and comprehensive understanding of the site and its meaning, (d) observance of principles of good writing, and (e) overall coherence and organization of the essay.

4. DISCUSSION BOARD POSTINGS 20% (EACH WEEK)

- A. Each student will be required to submit a written paragraph in response to each of the prompts/questions listed in the class schedule. Additionally, each student is required to respond to at least one another participant's post. Please try to choose someone who has not yet received feedback so that all participants receive feedback from at least one other person. (B) Only computer-typed will be accepted. Emailed postings will not be accepted. (C) Late postings will not be accepted for full credit except in cases of verified excused absence. No late postings will be accepted after one week past due. Unexcused late postings will be credited at 50% of evaluation. (D) Each discussion board posting will be evaluated on a scale of 0-10 based upon evidence of comprehensiveness, understanding, clarity, and reasoned interaction with the text or other assigned materials. These posts are to be brought to class (virtually in a zoom meeting) typed on the day that the assignment is due. Students may be asked to share their responses in class discussion/virtual meetings.

6. EXAM (WEEK 15) 20%

The exam will consist of both objective style and essay questions. A Study Guide will be provided one week prior to the exam date. Exam date in the schedule is firm.

Exam Due Date: April 28, 8:00am to May 2, 11:59pm

7. ZOOM MEETINGS

5% (Various)

During the semester, there will be four opportunities to meet with the instructor via Zoom. Instructor will send out the link for each meeting ahead of time. Students are required to attend at least **TWO** meetings to get the grade. During these meetings, instructor will answer student queries and give an overview of materials for upcoming assignments. Students can let the instructor know **BEFORE** the meeting if they are unable to attend these meetings.

- a. **Zoom Meeting One (Jan 28) from 6:00 to 6:30pm**
- b. **Zoom Meeting Two (Feb 27) from 6:00 to 6:30pm**

- c. **Zoom Meeting Three (Apr 9) from 6:00 to 6:30pm**
- d. **Zoom Meeting Four (Apr 30) from 6:00 to 6:30pm**

Alternative Procedure for Submitting Work

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn't work, students should call the instructor at the number listed at the beginning of syllabus for further direction.

Policy on Retention of Student Workⁱ

Work is submitted through the Canvas course site and shall be retained on the course website for a reasonable time after the semester is completed.

Policy on Late Work

All assignments are due on the scheduled due dates. If you anticipate a conflict with a deadline, let me know via email at least one week before the assignment is due. Late assignments (excluding those for which extensions have been granted) will lose 5% of the total possible points for work that is up to 48 hours late, and 10% for work that is up to one week late. Work that is more than one week late will not be accepted without consultation and approval from the instructor. No make-ups for quizzes are permitted.

LIBRARY SUPPORT: Library support and information is available through the Pollak Library web site: <http://library.fullerton.edu/>

GRADING

- Average of Quizzes = 40% of semester grade
- Average of annotated bibliography and research essay = 25% of semester grade (10% -biblio / 15% -essay)
- Average of discussion board postings = 20% of semester grade
- Virtual field trip report = 10%
- Zoom Meetings= 5%

OTHER GRADING NOTES:

- **GRADING POLICY:**
 - According to UPS 300.020, letter grades and their corresponding values are listed as follows:

Letter Grade	Achievement Level	GPA	Grade Points
A+	Outstanding	4.0	98-100
A		4.0	93-97
A-		3.7	90-92
B+		3.3	88-89
B	Good	3.0	83-87
B-		2.7	80-82
C+		2.3	78-79
C	Average	2.0	73-77
C-		1.7	70-72
D+		1.3	68-69
D	Poor	1.0	63-67
D-		0.7	60-62
F	Fail	0.0	Below 60

- A grade of WU (Unauthorized Withdrawal) will be assigned in cases where students withdraw from the class without following university procedures for a W (Withdrawal). A grade of I (Incomplete) will be given in cases where a compelling emergency or other circumstance prevented completion of course requirements.
- There may be extra credit opportunities offered in this class. Announcements will be made with at least two weeks notice, and arrangements will be made for alternate assignments where warranted.
- Note that Religious Studies majors and minors must earn a grade of C or higher in this course to receive credit in the degree program. Religious Studies majors and minors earning grades of C- or lower must repeat the course.

- Be sure to keep all assignments and exams returned to you, and keep track of the posting of grades on the Canvas, so that any discrepancies can be easily and fairly straightened out.
- Policy on Retention of Student Work: Work is submitted through the Canvas course site and shall be retained on the course website for a reasonable time after the semester is completed.

MAKE-UPS

Make-up exams and full acceptance of any late assignments are strictly limited to cases of verifiable emergency or when prearranged with the instructor. Requests for make-ups must be made within 24 hours of the missed date. Documentation will be required. Also, please note that Incompletes are almost never given by this instructor except in cases of verified emergency.

ACADEMIC DISHONESTY

"Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook."

- **Cheating:** "Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor" (UPS 300.021).
- **Plagiarism:** "Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgement of the original author or source must be made through appropriate references and, if directly quoted, quotation marks or indentations must be used" (UPS 300.021). Having another person write your essays or response sheets is plagiarism, as is copying from an external source.
- Plagiarism is a serious issue. It is the student's responsibility to be clear of the meaning of plagiarism. See the Student Guide to Avoiding Plagiarism and other resources at:

<http://www.fullerton.edu/deanofstudents/judicial/Academic%20Integrity%20Resources.asp>

PENALTIES: (1) *The minimum penalty for academic dishonesty will be a “0” on the assignment without the possibility to re-do the work. In addition, the final course (semester) grade will be no higher than a “C” regardless of the final point total. (2) If the dishonesty involves either of the two Exams, or the Final Research Essay, a semester grade of “F” will be assigned. (3) In all cases of academic dishonesty, the Dean of Students Office will be notified in order to ensure the incident is recorded as part of your university record.*

MISSION AND GOALS OF THE DEPARTMENT OF RELIGIOUS STUDIES

A. Mission

To describe and interpret the developments, worldviews, and practices of religious traditions in a non-sectarian, academic manner for the benefit of students, faculty from other fields, and the greater Orange County community.

B. Goals

- To offer classes in the world’s religions within the General Education framework and for majors and minors;
- To teach in a scholarly and non-sectarian manner;
- To conduct scholarly research that contributes to an understanding of the varieties of religious thought and experience
- To investigate in a scholarly manner the impact of the varieties of religious thought and experience on contemporary society.

STUDENT LEARNING GOALS:

The learning goals for this course reflect the Student Learning Goals and Outcome established by the Department for its majors but in a manner appropriate for all students in this class.

These include the following:

- To acquire the research tools in order to collect and interpret information about the appropriate research topic(s) assigned in this course;
- To acquire knowledge provided in this course of the beliefs, practices, and texts of the Jain religion based upon readings and lecture-discussions in class;
- To communicate effectively in writing what students have learned about the subject matter in this course.

STUDENT LEARNING OUTCOMES:

- Students will be able to describe the basic teachings and practices of the Jain religion and its relevance and influence in India and the world.

- Students will develop methods of writing well-organized essays and paragraphs related to the topics discussed in this class.
- Students will have a better understanding of the connections between the Jain tradition and current issues in areas such as nonviolence, animals, ecological concerns, and gender issues.
- Students will be able to identify the history and development of Jainism from ancient until contemporary times, including its presence in the United States and Southern California.

DISABILITY STATEMENT

If you have a disability or special need for which you are or may be requesting an accommodation, please inform me and contact the Disability Support Services Office, located in University Hall 101, as early as possible in the term. For more information, the Disability Support Services Office can be reached by calling (657) 278-3117 or visit their website at www.fullerton.edu/disabledservices/. Confidentiality will be protected.

E-MAIL:

All students are required to have e-mail. You should use the @csu.fullerton.edu address or your own provider. When you create an account on Canvas, you will have to provide your e-mail address so be sure to keep it up to date.

EMERGENCY INFORMATION: In the event of a public emergency (e.g., earthquake), please continue to check Canvas as our course assignments will continue, even if on-campus classes are cancelled—provided there is electricity and internet connectivity. For more information, please see the following link. <http://prepare.fullerton.edu/>

SEE LAST PAGE OF THIS SYLLABUS FOR MORE DETAILS ON EMERGENCY PREPARAEDNESS AND RESPONSE. Also, see <http://prepare.fullerton.edu>

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

Campus Operation and Emergency Closure Line:

(657) 278-4444

University Learning Center

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center will assist students with their academic assignments, general study skills, and computer user needs. The ULC staff work with all students from diverse backgrounds in most undergraduate general education courses including those in science and math; humanities and social sciences; as well as other subjects. They offer one-to-one peer tutoring, online writing review, and many more services. More information can be found on the [University Learning Center website](#).

Writing Center

The Writing Center offers 30-minute, one-on-one peer tutoring sessions and workshops, aimed at providing assistance for all written assignments and student writing concerns. Writing Center services are available to students from all disciplines. Registration and appointment schedules are available at the [Writing Center Appointment Scheduling System](#). Walk-in appointments are also available on a first come, first served basis, to students who have registered online. More information can be found at the [Writing Center webpage](#). The Writing Center is located on the first floor of the [Pollak Library](#) their phone number is (657) 278-3650.

Technical Requirements for this Class

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

Software for Students: Did you know you can get FREE and low-cost software for being an active CSUF students? Software downloads and request forms can be found on the [CSUF Student Software website](#).

Synchronous/Asynchronous Instruction: Please note that there is no face-to-face or synchronous instruction in this class.

This is an online course. There is no face-to-face or synchronous instruction. However, I will upload videos/audios illustrating the content materials from time to time. The best strategy for success in the class would be following: 1) listen to instructor’s video and/or any assigned videos; 2) read the assigned readings;

3. take notes; 4) write discussion board posting.

SHOULD TECHNICAL PROBLEMS ARISE

If you are not able to access the Canvas Website or cannot upload an assignment, you may send the assignment to my email at myeolekar@fullerton.edu. When you send the file, be sure that it is accompanied with the following information: **your full name, the class that you are enrolled in, and the Assignment number.**

Include a short explanation of the problem you encountered when you attempted to upload the file. The Subject of the email must include

“Submission of Assignment” **Once the problem is solved, you must upload the file onto the Website. This is for purposes of grading.**

W1:Jan 21-24	A .How to be successful in an online class: Challenges and advantages of online learning and teaching	A. Watch Professor’s Video	Discussion Board Posting (hereafter DBP) 1: Introduce yourself: who you are, where are you from, fun facts about you, your interest in taking this course. Post a picture of you, your favorite place, or animal. Additionally, respond to one classmate. Post in Canvas on Jan 22 by 11:59pm
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	B. Introduction to the course: What is religion? What to expect from this course?	B. Read the syllabus carefully and note each date for assignment in your calendar	DBP 2: List addresses and websites of two potential places of worship and note which one of those would you be interested in reviewing as part of your field visit assignment. Additionally, respond to one classmate. Post to Canvas on Jan 23 by 11:59pm
W 2: Jan 27-Jan 31	A. What is academic study of religion?	A. Bergunder, Michael. "What Is Religion?: The Unexplained Subject Matter of Religious Studies." <i>Method & Theory in the Study of Religion</i> 26, no. 3 (2014): 246-86. Accessed January 15, 2020. www.jstor.org/stable/26507448 . **Posted in readings folder for Week 2	Zoom Meeting 1 on Jan 28, from 6:00 to 6:30pm

	B. "Introduction" from Daniel Pals	Pals, Pgs: 1-14	DBP 3: Listen to the professor's recording in the discussion board posting area. How would you define religion? What are some of your expectations from this class? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Jan 30 by 11:59pm
W 3: Feb 3-7	A. What different methods and theories of studying religion?	A. Levine, Michael P. "Religion and Method in the Study of Religion: Introduction." <i>Method & Theory in the Study of Religion</i> 9, no. 4 (1997): 319-23. Accessed January 15, 2020. www.jstor.org/stable/23555117 . Posted in readings folder for Week 3	DBP 4: Is there any difference in studying religion and practicing it? Do these categories overlap? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Feb 4 by 11:59pm
	B. Various approaches to study of religion	B. <u>Watch</u> : Instructor's video on various approaches to study of religion C. <u>Read</u> : Religion Today: A critical thinking approach (Posted on Canvas)	DBP 5: Based on instructor's video, summarize two approaches to studying religion in your own terms (75 words). Additionally, respond to one classmate (50 words). Post in Canvas on Feb 6 by 11:59pm

W 4: Feb 10-14	A. Animism and Magic	A. Pals, Pgs: 15-44	DBP 6: What is the difference between magic and religion? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Feb 11 by 11:59pm
	B. Religion and magic	B. Styers, Randall. "Mana and Mystification: Magic and Religion at the Turn of the Twentieth Century." <i>Women's Studies Quarterly</i> 40, no. 3/4 (2012): 226-43. Accessed January 16, 2020. www.jstor.org/stable/23333495 . Posted in readings folder for Week 4	DBP 7: Summarize two insights about religion and magic based on the Styers article (75 words). Share your favorite magic trick (in words or by sharing a youtube link) with your classmates. Additionally, respond to one classmate (50 words). Post in Canvas on Feb 13 by 11:59pm
W 5: Feb 17-21	A. Psychological approach to studying religion (Part 1)	A. Pals, Pgs: 49-76 B. Watch https://www.youtube.com/watch?v=8barr3HpJeo (15 min)	DBP 8: What does the study of psychology of religion involve? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Feb 18 by 11:59pm

	B. Psychological approach to studying religion (Part 2)	C. Horton, Walter M. "The Psychological Approach to Theology." <i>The Journal of Religion</i> 9, no. 3 (1929): 337-56. Accessed January 16, 2020. www.jstor.org/stable/1196973 . Posted in readings folder for Week 5	DBP 9: Summarize two insights about intersection of psychology and religion as fields based on Horton article (75 words). Additionally, respond to one classmate (50 words). Post in Canvas on Feb 22 by 11:59pm
W 6: Feb 24- Feb 28	A. Society as Sacred	A. Pals, Pgs: 81-91	DBP 10: Listen to the professor's five-minute lecture about the sociology of religion and then answer the following question. What does the sociological study of religion entail? Summarize two key points from readings and videos for Week 6 (75 words). Additionally, respond to one classmate (60 words). Post in Canvas on Feb 25 by 11:59pm

	B. Sociology of Religion	<p>B. Watch Religion: Crash Course Sociology #39</p> <p>https://www.youtube.com/watch?v=pIgb-3e8CWA</p> <p>And Read O'Dea, Thomas F. "The Sociology of Religion Reconsidered." <i>Sociological Analysis</i> 31, no. 3 (1970): 145-52. Accessed January 16, 2020. doi:10.2307/3710641. Posted in readings folder for Week 6</p>	<p>**Instructions for Religious Scavenger Hunt assignment available online</p> <p>*Zoom Meeting Two Feb 27 from 6:00 to 6:30</p> <p>*Field report due by Mar 1, 11:59pm in assignments folder</p>
W 7:Mar 3-7	A. Religion as a Cultural System	A.Pals,Pgs: 293-321	DBP 11: What does the method of “thick description” entail? How would you use it in the study of religion? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Mar 4 by 11:59pm

	<p>B.Anthropological Study of religion</p>	<p>B.Geertz, Clifford. "Shifting Aims, Moving Targets: On the Anthropology of Religion." <i>The Journal of the Royal Anthropological Institute</i> 11, no. 1 (2005): 1-15. Accessed January 16, 2020. www.jstor.org/stable/3803986. Posted in folder for readings for week 7</p> <p>And watch the following video: Religion: 25 Concepts in Anthropology</p> <p>https://www.youtube.com/watch?v=CpgAtylzMQE</p>	<p>DBP 12: Summarize two key insights about anthropology of religion from the Geertz article (75 words). Additionally, respond to one classmate (50 words). Post in Canvas on Mar 6.</p>
<p>W 8: Mar 10-14</p>	<p>A.Concluding thoughts about classical theories of religion</p>	<p>A.Pals, Pgs: 325-352</p>	

	B. Chart for Religious Scavenger Hunt Due on Mar 18, by 11:59pm Online in Assignments		Chart for Religious Scavenger Hunt Due on Mar 14, 11:59pm
W 9: Mar 17-21	A. Two-page write up for “Religious Scavenger Hunt” assignment due on Mar 21, 11:59pm ONLINE in ASSIGNMENTS		Two-page write up for “Religious Scavenger Hunt” assignment due on Mar 21, 11:59pm ONLINE in ASSIGNMENTS
	B. Spiritual but not religious?	Online, Ammerman, Nancy T. "Spiritual But Not Religious? Beyond Binary Choices in the Study of Religion." <i>Journal for the Scientific Study of Religion</i> 52, no. 2 (2013): 258-78. Accessed January 16, 2020. www.jstor.org/stable/24644008 . Posted in folder for readings for week 9	DBP 13: Can we study religion “objectively?” If not, what can be different ways to communicate about our situated contexts and biases with the readers? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Mar 21 by 11:59pm

<p>W 10 Mar 24-Mar 28</p>	<p>A.Religious Practices</p>	<p>A.Deflem, Mathieu. "Ritual, Anti-Structure, and Religion: A Discussion of Victor Turner's Processual Symbolic Analysis." <i>Journal for the Scientific Study of Religion</i> 30, no. 1 (1991): 1-25. Accessed January 16, 2020. doi:10.2307/13871 46. Posted in readings folder for Week 11</p>	<p>DBP 14: Summarize two insights about studying rituals from the assigned reading(75 words). Additionally, respond to one classmate (50 words). Post in Canvas on Mar 25 by 11:59pm.</p>
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	<p>A. Reinventing Ritual</p>	<p>Grimes, Ronald L. "Reinventing Ritual." <i>Soundings: An Interdisciplinary Journal</i> 75, no. 1 (1992): 21-41. Accessed January 16, 2020.</p> <p>www.jstor.org/stable/41178560. Posted in folder for readings of week 11</p> <p>and Watch Ronald L. Grimes Ritual Studies: Practicing the Craft</p> <p>https://www.youtube.com/watch?v=wsb5UwrjbII</p>	<p>DBP 15: What is Ronald Grimes's contribution to the field of studies of ritual? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Mar 26 by 11:59pm</p>
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W 12:Apr 7-11	A.Religious Journeys	<p>A.Karve, I. "On the Road: A Maharashtrian Pilgrimage." <i>The Journal of Asian Studies</i> 22, no. 1 (1962): 13-29. Accessed January 16, 2020. doi:10.2307/2049906. Posted in readings folder for week 12</p> <p>B.And Watch the following video: PANDHARPUR WARI A Story of 8 Centuries Old Tradition</p> <p>https://www.youtube.com/w</p>	DBP 16: What does the word “wari” mean? What are some distinctive features of the Hindu pilgrimage of Wari? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Apr 8 by 11:59pm.

		atch?v=7-Hhj DAZ2Vc	
	B. Shikoku Pilgrimage in Japan	<p>Watch the following video: Shikoku Henro PART ONE 発心 Awakening (1/4)</p> <p>A. https://www.youtube.com/watch?v=Wx2QGUxUjoM</p>	<p>DBP 17: Compare and contrast the two pilgrimages (Hindu Wari and Japanese Shikoku) this week (75 words). Additionally, respond to one classmate (50 words). Post in Canvas on Apr 10 by 11:59pm **Zoom meeting 3 on Apr 8 from 6:00 to 6:30pm</p>
W 13: Apr 14-18	A Religion and Arts	<p>A.Beck, Pgs: 1-34 Posted in readings for Week 13 folder</p>	

	<p>B. Religion and Arts</p>	<p>C. Laack, Isabel. "Sound, Music and Religion: A Preliminary Cartography of a Transdisciplinary Research Field." <i>Method & Theory in the Study of Religion</i> 27, no. 3 (2015): 220-46. Accessed January 16, 2020. www.jstor.org/stable/43907198. Posted in readings for Week 13 folder</p>	<p>DBP 18: Reflect on two salient insights about religion and music from the assigned readings and videos (75 words). Additionally, respond to one classmate (50 words). Post in Canvas on Apr 15 by 11:59pm **Annotated Bibliography due by Apr 18 by 11:59pm in Assignments folder</p>
<p>W 14 Apr 21-25</p>	<p>A. Religion and Ecology</p>	<p>A. Tucker, Mary Evelyn, and John A. Grim. "Introduction: The Emerging Alliance of World Religions and Ecology." <i>Daedalus</i> 130, no. 4 (2001): 1-22. Accessed January 16, 2020. www.jstor.org/stable/20027715. Posted in readings folder for week 14</p>	

	<p>B. Religion and worship of trees</p>	<p>A. Narayanan, Vasudha. "'One Tree Is Equal to Ten Sons": Hindu Responses to the Problems of Ecology, Population, and Consumption." <i>Journal of the American Academy of Religion</i> 65, no. 2 (1997): 291-332. Accessed January 16, 2020. www.jstor.org/stable/1465767. Posted in readings folder for Week 14</p> <p>And watch the following video: Hinduism and Ecology</p> <p>https://sites.up.edu/envscit</p>	<p>DBP 19: In what ways have the fields of religion and ecology aligned in the recent decades? (75 words) Additionally, respond to one classmate (50 words). Post in Canvas on Apr 24 by 11:59pm.</p> <p>*Zoom meeting Four Apr 22 from 6:00 to 6:30pm</p>
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W 15 Apr 28-May 2	A. Review for Exam B. Exam will be open on April 29 from 8:00am to May 3, 11:59pm	A. Set up a 10 min optional meeting with professor	Exam Due on May 2 at 11:59pm
W 16: May 5-9	A. Religion and Everyday Life B. Final Reflections and Review	A. Reading posted in folder for readings for Week 16	DBP 20: Post your reflection about three takeaways from this class in the context of your career planning (75 words). Additionally, respond to one classmate (50 words). Post in Canvas on May 9 by 11:59pm ***Final Critical Reflection Paper due in assignments folder by May 10, 11:59pm