California Lutheran University

College of Arts & Sciences

RLTH 100-11 & 12 Religion, Identity & Vocation

Spring 2022
Mon Wed Fri

Professor: Julia L. Fogg (she/ ella)
Office: HUM 215
fogg@callutheran.edu

Office Hours:
Tues 1:00pm-4:00pm
Zoom by appointment

For semester holidays, and instructions/ deadlines on DROPPING a class, click here: https://earth.callutheran.edu/registrar/schedules/index.php

Welcome!

Course Description

This course introduces the study of religion. It pursues questions concerning the history, meaning, and interpretation of religious texts and actions, and the broader contexts in which religion evolves. In addition to selective focus on the Christian tradition, this course considers core values of Lutheran higher education such as pluralism, interfaith cooperation, and sustainability. Additional religious traditions may be included.

No pre-requisites: all students are welcome

3 Required Books

- Steven Charleston, *The Four Vision Quests of Jesus*, 2015. Moorhouse Publishing.
  - This book is not available at the CLU library. We will be reading the first 3 chapters. Please purchase this book, check it out of a local library, or share the book and cost with another student.
- Daisy Hernandez, *A Cup of Water Under My Bed: A Memoir*, 2014. Boston: Beacon Press.
  - This book has limited availability in the CLU library as an e-book. Please purchase if you are able.
- Eboo Patel, *Acts of Faith: The Story of An America Muslim, the Struggle for the Soul of a Generation.* Beacon Press, 2007, 2010. ISBN: 978-0807006221
  - This book is available in the CLU library as an e-book.

Additional Resources located on BlackBoard

Deborah Miranda, and Wendy Rose PDF on BB, *The Santa Barbara Mission*.
Malcolm X, in class film, or through CLU library DVD
The Mission, in class film, or through CLU library DVD
Luther, in class film, or through CLU library DVD
Kathleen Wallace on the networked self,
https://aeon.co/essays/the-self-is-not-singular-but-a-fluid-network-of-identities
Rebecca Adamson: "Enoughness: Indigenous Economics 101", Notre Dame 2016

https://www.globalacademy.media/rebecca-adamson-modern-society-can-learn-indigenous-economies/
Rebecca Adamson: Indigenous gift economies in the capitalist system:

Course Content

This course fulfills the **Lower Division Religion** requirement for CORE 21. The course will

1. Introduce students to the academic study of religion;
2. Introduce students to religious texts, with attention to questions of genre and interpretation;
3. Introduce students to religious actions, with attention to frameworks for ethical thinking;
4. Introduce students to Lutheran higher education, orienting students to Cal Lutheran and its larger tradition, identity, and vision.

Student Learning Outcomes

Students who successfully complete this course and so fulfill the Core 21 will be able to

1. Define basic concepts and methods for the study of religion;
    a. Through memorizing and applying key concepts in blogs, class discussion and on exams
2. Analyze religious texts in their contexts;
    a. Through group discussion and blogs
3. Analyze religious actions in their contexts;
    a. Through discussion and analysis of assigned memoirs, on-line videos, films and writings
4. Engage in personal reflection on questions of religion, identity and vocation;
    a. Through blog questions, group conversations, class discussion and exam questions around how we learn, how we self-identify in relation to the communities we belong to, and how we respond to others in their different contexts
5. Demonstrate foundational skills in information literacy, research, and critical reading and writing.
    a. Through completing 3 BlackBoard modules on information literacy

Classroom Policies

- **Welcome**
  We welcome your whole self to this class. Who you are, where you come from, how you learn, and any questions you have along the way are part of the work we are doing together. The course material and your fellow students will sometimes be easy and sometimes more difficult, and will definitely stretch you and invite you to look at the world differently if we are all doing our work well. The syllabus is designed to introduce you to voices that are unfamiliar and even uncomfortable for you as well as to other voices that resonate with you and your life experiences.
- **Invitation**
  As a member of this class, we invite you to develop **respect, compassion, and curiosity** for your fellow classmates and for yourself over the next 15 weeks. When learning is difficult for you, or for someone else, please ask yourself/them questions, reflect on what

help or space you/they need, and remember that learning new things and working with other people is not about being comfortable. Learning requires attention and intention. We attend to the course materials. We intend to remain open as best we can and to take risks by moving from what we know, to what we do not yet know.

Attendance is how we PRACTICE our learning in class

Our classroom is where we practice our learning together. Practice in class and out of class is critical to learning. There will be days or times when you cannot get to class (you are sick or have an emergency or critical obligation) and there will be times when you cannot focus in class (anxiety, lack of sleep, game day). **Please talk with/ email your professor about any absences before or after a missed class.** I will reach out to you as well to see what kinds of help CLU can offer (study buddies, financial help, student health services, mental health support, DACA/Dreamer support, Disability services, etc).

Here are my attendance policies and the reasons for them:

- I take daily attendance to learn your names, assist in learning support, and in case of a campus emergency or Covid tracing. By taking attendance in BlackBoard, you and I can see what class work you missed and what material you might need another student to help with, or to review on your own. (Please check your attendance on BB and make sure it is correct).
- **Your "attendance" is not graded, but it is ESSENTIAL.** In class we practice applying the concepts, analysis, and thinking skills in class that you will be evaluated on in BB homework and exams, attendance is foundational to your learning. **You will be evaluated on in-class learning.**

Missed Classes—make an appointment with me and plan how to make up your work!

- **Practice missed class material!** While you cannot fully "make-up" a missed live class, you CAN practice and learn missed material. Request (*before* a missed class) a recording; you may get notes from classmates; review the class topics with a classmate. These are all expected ways for you to engage the missed classroom material.
- **Take notes and Share notes with classmates!** Take the initiative to email your classmates for notes (use the BB email function). If something is still unclear, ask the professor to meet with you and come with prepared questions.
- **If you miss two weeks (6 class periods) total in one semester, you can fail the course.** You must make an appointment with the Professor. Make a plan to complete the missed work.

Assignment Deadlines/ Missed Completion

- Assignments are DUE by the start of class on the DUE date because this is the best way to prepare for our class. (see the weekly schedule on BlackBoard: "Due Wed" means complete the work by class time Wed.) Pre-class assignments prepare you for a deeper level of class discussion, engagement and learning.
- Exams require students to be in the classroom on the date of the scheduled exam. If you miss this exam time, it is your responsibility to contact the professor.
- Any assignments not indicated on BB are due by midnight. (for example, if pandemic protocols change our in-person class meetings).

- **Grace period.**
  In this course, learning the material is more important than deadlines. If you did not complete an assignment on time, you may still get full credit if you complete it by exam time. **Any missed assignment that was due before the midterm must be made up by the midterm for credit. Any missed assignment that was due between the midterm and the final exam must be made up by the last day of classes (the Friday before exam week).** Rationale: *Every assignment helps you learn the material and achieve the Student Learning Outcomes for the course, even if you complete the assignment late.*

Assignment Descriptions

BLOGS
Pre-class Blogs are all on BlackBoard. Students prepare for class discussion by writing a blog on the weekly reading assignments.

a. **Blogs** are short (about 200-300 words) writing assignments in BlackBoard. Read the assignment/ view the video first. Then answer the blog questions to analyze the reading and to begin engaging classmates on the reading/ video. Finally, read 2 blogs by your classmates and write a response to each classmate before class.
   Log on to our RLTH 100 course in BlackBoard, select the tab on the left hand side marked "BLOG" and click on the assignment title and date that correspond to the syllabus.
   Follow the prompts and submit your essay.
   (You may also download the prompts, write your Blog in a word document and then upload or attach that document. Be sure to respond to two other posts from colleagues.)
   If BB is not working or does not accept your submission, simply send it to me in an email.
b. **Blogs evaluated as follows:**
   Complete = 3 points
   - complete work on a blog answers the prompts for the blog in 300-400 words, offers comments on two other blog posts and **connects** the reading to class discussion, to another author's key concept, or to your own experience in an insightful way.

   Partially complete = 2 points
   - incomplete work on a blog is missing one or two components: full response to questions or no connection to course, or doesn't meet word minimum, or lacks comment/s on other blog posts.

   Incomplete = 1 point
   - incomplete work on a blog is missing more than two components: lacks full response to questions and connection to course, doesn't meet word minimum, lacks comment/s on other blog posts.

   Not turned in = 0.

JOURNALS

On BB, students will have opportunities to "reflect" or "free write" for a minimum of ten minutes in response to a prompt, or choice between prompts. Journals are **only** viewable by the instructor and the student writing them. **Journals evaluated simply "complete" (1 point) or "incomplete" (0 points).**

GROUP WORK

- Students will be assigned group work in class during the semester to do concentrated study and brief research work, or exploration of a topic chosen from the weekly material. The aim of this work is to practice building knowledge through sharing, listening and revising one's own understanding in conversation.

EXAMS

In the exams, students demonstrate to what level they have achieved the course Student Learning Outcomes. This means demonstrating the conceptual, analytical and comparative skills they have learned at three levels:

1. **Articulate**
   Articulate definitions, methods and key concepts that are integral to the study of religion, and the material in this class
2. **Apply and analyze**
   Apply these definitions, methods and concepts to analyze course materials, offering narrative and historical examples from class and discussing how these fit or don't fit the methods and concepts
3. **Synthesize applications and analysis** among multiple examples
   Compare and contrast narrative and historical examples from the course materials using the definitions, concepts and methods to analyze and offer new insights

Carnegie (Required) Hours

Consistent standards for marking student progress are essential for maintaining academic excellence. As part of our commitment to this goal and for accreditation purposes, course syllabi must demonstrate compliance with the definition of Carnegie Instructional Hours as well as the out-of-class hours (student preparatory hours).

Each credit of a course consists of 1 instructor-led hour a week and 2 student preparatory hours a week, for 15 weeks.
CLU follows the WASC Credit Hour Policy https://www.wscuc.org/content/credit-hour-policy

CARNEGIE HOURS CHART

Activity	Instructor led hours		homework hours	
	per week	per course	per week	per course
Reading for class			3	45
Blogs, group work, assignments			3	45

weekly class / exams	4	60		
student initiated office hours				10
TOTALS (average per student)		60		100

Course Schedule by Week

Please See BlackBoard weekly schedule. Weekly schedule is subject to change. All updates and reminders will appear there.

Grading, Evaluation, Feedback to Students

Individual homework assignments are evaluated on a 4 point scale: A=4/ B=3/ C=2/ D=1/ F=0

FINAL GRADE CALCULATION by PERCENTAGE not by points	PORTION	FINAL GRADE
1. Weekly class preparation & in class practice (class discussion, completion of weekly readings demonstrated through blogs, journals, and group work)	40%	A 95-100 A- 90-94.9 B+ 87-89.9 B 83-86.9 B- 80-82.9 C+ 77-79.9 C 73-76.9 C- 70-72.9 D+ 67-69.9 D 55-66.9 F 0-54.9
2. Exams Exam I (20%) = 60 min. in class exam with short answer & essay questions covering **first half** of semester Exam II (30%) = 120 min with short answer from **second half** of semester and **cumulative essay** questions from whole semester)	50%	
3. Research Modules	10%	

University Policies

For University-wide policies, such as the Course Evaluations Statement and the Disability Statement, please log onto any Blackboard course and view the information under “University Policies”.

Final Note

Sometimes we must adjust the syllabus (if pandemic conditions move our classroom work to on-line or a hybrid model, for example). I will make every effort to convey the reasons for each

change and to consult with students, or at least give all of us enough time to adapt. I will do my best to let you know of any changes in a timely manner.

Course Schedule is located on BlackBoard. Please consult the weekly BB tabs for information, updates and assignments.

Date	Week	Due MON for class	Due WED for class	Due FRI for class
Jan 19-21	1	**Mon:** MLK Day Holiday	**For Wed:** Introductions to the class & syllabus on Black Board (BB) **• In class discussion** What is religion? Class definition of religion using worldview, way of life and legitimation. (see slides on BB)	**For Fri:** **• Read *before* class:** Diana Eck's 3 page article (READER or BB) **• Blog before class:** What are Eck's definitions of diversity and pluralism (use page #s) and comment on two blogs by class time **• In class discussion** Eck's definitions of "diversity" and "pluralism,"
Jan 24-28	2	**For Mon:** **• Read before class:** Eboo Patel's "Introduction: The Faith Line" (READER or CLU ebook Library Link) **• Blog before class:** Answer questions in the blog on Patel and comment on two blogs by class time **• In class discussion** The "faithline"	**For Wed:** **• Read before class:** Patel ch 1 "The Crossroads of the Identity Crisis" READER or CLU ebook Library Link **• Blog before class:** Answer questions in the blog on Patel and comment on two blogs by class time **• In class discussion** What is the "crossroads"?	**For Fri:** **• Complete research module before class:** *Pretest* **(does NOT count toward final course grade)* **• In class discussion** How does our class definition of religion apply to Patel in Chap 1?
Jan 31-Feb 4	3	**For Mon:** **• Read before class:**	**For Wed:** **• Journal before class:**	**For Fri:** *updated 9/7* **• Complete Research Module before class:**

	Feb 1 last day to Drop/ Add (w/o a "W")	Patel ch 2 "Growing Up American, Growing Up Other" (READER or CLU ebook Library Link) **• Blog before class:** and comment on two blogs by class time **• In class discussion** What is DuBois "divided consciousness"?	Reflect on what it means to you to "be American" and what ways you experienced "growing up other," or, if you prefer, what "belonging" to a particular group of people feels like.	*The Role of the Scholarly Conversation* *(DOES count in final grades--please take notes)* **• In class view & journal:** Eboo Patel's Grandmother, 2012, TED Talk (15 min)
Feb 7-11	4	**For Mon:** **• Research *before* class:** Research one of the figures Patel mentions in Chap 2. Come to class prepared to share what you have learned in your research groups. **• In class discussion:** Describe your "research" process. What are the contours of the *scholarly conversation* on your topic?	**For Wed:** **• In class discussion:** Using the CLU library databases, add to the *scholarly conversation* on your topic.	**For Fri:** **• Complete Research Module before class:** *The Value of Information* **• In class discussion:** Apply what you have learned in "The Value of Information" to your research topic Brainstorm additional sources to broaden your understanding of the topic What kinds of sources would you seek if you are writing an OpEd or a historical piece or a report for your class?
Feb 14-18	5	**For Mon:** **• Complete Research Module before class:** *Information Creation as a Process* on BB **• In class discussion:** * Resources for scholarship	**For Wed:** **• Research before class:** Initiate research on Hajj What is it? What is the scholarly conversation on Hajj? How does Hajj fit our definition of religion? VICE video on Hajj	**For Fri:** **• Research before class:** The Nation of Islam Or Malcolm X **• In class discussion:** Malcolm X's Letter from Mecca

		* Analysis of information sources		
Feb 21-25	6	**For Mon:** President's Day No Classes CAMPUS CLOSED	**For Wed:** **• Complete Test Module before class:** **• View in class:** *Luther* (120 min)	**For Fri:** **• View in Class:** *Luther* (120 min) **• Discussion**
Feb 28-Mar 4	7	**For Mon:** **• Read for class:** Kleinhous, Kathryn. "The Work of A Christian: Vocation in Lutheran Perspective" (READER or link) **• Blog before class:** Identify and define the key terms in Kleinhous	**For Wed:** **• Read for class:** Martha Stortz. "Interfaith Because We Are Lutheran". (READER or link) **• Blog before class:** Analyze M. Stortz's sources using "the Value of Information" discussion **• In class** identify key concepts in Luther's theology Compare with Stortz's 3 fundamentals of Lutheran Higher Education	**For Fri:** REVIEW FOR EXAM
Mar 7-11	8	**For Mon:** EXAM	**For Wed:** **• Lecture** European Christianity, Roman-Christian Empire, Medieval Catholicism & Reformation **• View:** *The Mission* (125 min) CLU Library VIDEO STREAM.	**For Fri:** **• Read before class:** On line: the Doctrine of Discovery **• View:** *The Mission* (125 min) CLU Library VIDEO STREAM.
Mar 14-17	9 *Registration*	**For Mon:** **• Blog before class:**	**For Wed:**	**For Fri:**

	for classes	The Doctrine of Discovery & Christian Responses Today Discuss the differences you find between information on the Doctrine of Discovery website and the Santa Barbara Mission website **• Finish viewing in class:** *The Mission* (125 min) CLU Library VIDEO STREAM.	European Colonialization of the Chumash by the Spanish Missionaries **• In Class:** Discuss The Doctrine of Discovery & Christian Responses Today	Research the scholarly conversation around the California Missions
Mar 21-25	10 *Last day to with-draw from class (w/ "W")*	**For Mon:** **• Read before class:** "The Bones Speak: Excavation and Reunion" by Deborah A. Miranda And "Excavation at the Santa Barbara Mission" by Wendy Rose **• Blog before class:**	**March 23, Wed** **Dr. Fogg is attending a conference on Vocation for CLU.** **In class Writing Assignment:**	**March 25 Fri:** **Dr. Fogg is attending a conference on Vocation for CLU.** **• Please view on Friday for our class time:** Bishop Steven Charleston's talk "Honor Earth" in 2019 (65 min)
Mar 28-Apr 1	11	**For Mon:** **• Read before class** Steven Charleston: "The Quest," ch 1 of *The Four Vision Quests of Jesus* (13pp) **• Blog before class:**	**For Wed:** **• Research before class:** Using the CLU databases, do some research on the scholarly conversation around the California Missions **• Blog before class:** 1. Sketch the scholarly conversation around CA missions in the blog 2. Identify one article you would like to read. Why does this article sound interesting?	**For Fri:** **• Read for class:** 1884 Letter (READER) **• Journal before class:**

Apr 4-8	12	**For Mon:** **• Read before class:** Steven Charleston, (17 pp) ch 2 "The Vision," *The Four Vision Quests of Jesus* **• Blog before class:**	**March 6, Wed** **Dr. Fogg is speaking at Taylor University Global Christianity week.** **• View before class:** Vishavjit Singh, Sikh Captain America, Seattle Town Talk, Oct 2018 **• Blog before class:**	**March 8, Wed** **Dr. Fogg is speaking at Taylor University Global Christianity week.** **• View in class:** America Ferrera, My Identity is a Superpower, Not an Obstacle, TedTalk, April 2019 **• Blog before class:**
Apr 11-15		**Easter Break**		
Apr 18-22	13	**For Mon:** **• Read before class:** Daisy Hernandez, chap 1 "Before Love, Memory" from *A Cup of Water Under My Bed* (READER)	**For Wed:** Identity Journal Preparing stories to share	**For Fri:** Identity journal Listening & sharing stories
Apr 25-29	14	**For Mon:** **• Blog before class:** Daisy Hernandez, chap 3, "The Candy Dish" from *A Cup of Water Under My Bed* (READER)	**For Wed:** **• Read before class:** DATABASES Anita Maria Leopold , and Jeppe Sinding Jensen"Part I: General Introduction", *Syncretism in Religion: A Reader*. Taylor and Francis Group. 2004. pp 1-12. (Accessed via CLU PROQUEST)	**For Fri:** **• Research before class:** Santeria Or Virgin of Guadalupe
May 2-6	15 *Last week of class*	**For Mon:** **Exam Review** **• For class REVIEW** Prepare your notes and review sheets for final exam	**For Wed:** **• In class** write your *Vocation & Pilgrimage* essay during class—may be completed after class	**For Fri:** **Exam Review** **• For class REVIEW** Prepare your notes and review sheets for final exam

May 9-13	Finals Week	See Registrar for additional exam dates: https://www.callutheran.edu/students/registrar/FinalsSp20.pdf		**Final Exam** (120 min) Short answer section covers second half of semester; essay questions cover the whole semester