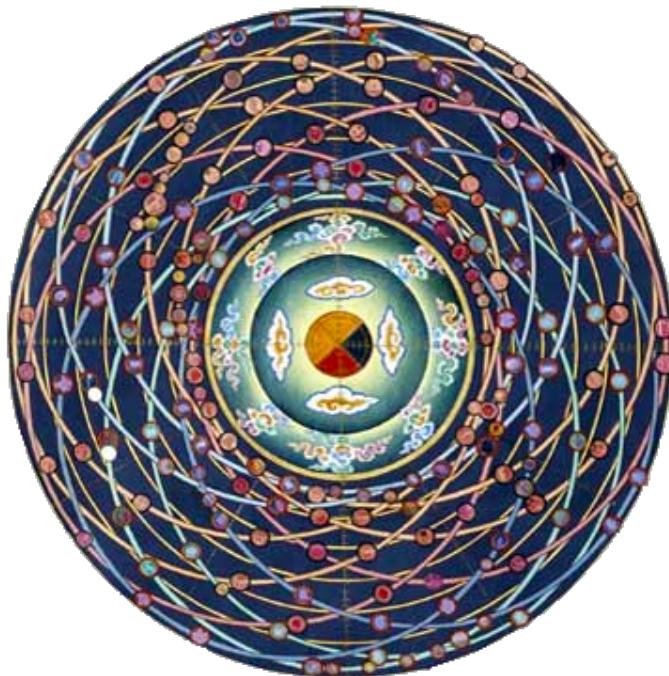


REL200 Thinking about Religion

Dr. Jue Liang | liangj@denison.edu | Knapp 310A
Department of Religion | Denison University

Class Meeting Time/Location:
TR 1:30-2:50pm | Fellows 208

Office Hour:
Tuesdays 4:30-5:30pm and Fridays 9:30-10:20am. Or by appointment.



Indra's net, a Buddhist metaphor for our interconnectedness and interdependence.

Course Description

“You might be done with religion, but religion is not done with you,” [claimed](#) Religious Studies scholars Ilyse Morgenstein Fuerst and Megan Goodwin. Understanding religion—both your own and those of others—is some of the most important work you will do in your college career. Religious ideas and practices have had a profound impact on world history and global development. Their effect continues to be seen and felt today.

A course on “thinking about religion” could have adopted myriad analytical categories – in fact, at the end of this semester, we will examine together a completely different path we could have taken. But we will be centering the following themes and queries relevant to the lived dimensions of religion in general and religious diversity in particular: the politics of religion and of the academic study of religion, the debate regarding objectivity in religious studies, the challenge in locating underrepresented voices, and a critical reflection on enlightenment values like equality, reason, and secularization that we take for granted.

Learning Objectives

As a result of this course, you as a learner will transform in a variety of ways that will benefit both your academic career and your life outside of class, including...

- Acquire and apply transferable critical thinking skills;
- Demonstrate basic religious literacy about the major contemporary theoretical approaches to religion, and gain insights into the most salient elements of religious traditions such as scripture, rituals, and institutions;
- Enrich your understanding and appreciation of the diversity of religious activities throughout the world, expand your awareness of diverse human practices, and facilitates your ability to better understand this diversity.
- Develops an entry-level proficiency in the vocabulary and interpretive methods in use by contemporary scholars who describe in a critically appropriate way human religious belief and behavior
- Reflectively consider how your own opinions on religion were formed while practicing intellectual and interpersonal risk-taking by discussing personal topics in public settings;
- Improve communication skills through thinking, writing, and speaking critically about your own historical, social, and cultural position(s) as it/they relate to religion(s).
- (add your own objectives here)
-
-
-

Textbook

There is one required textbook for this course, *Understanding Religion: Theories and Methods for Studying Religiously Diverse Societies* by Paul Hedges. It is available for purchase at the Denison Bookstore. The Religion Department has also purchased a few copies that you borrow for two-hour periods. Please see Jodi Weibel in Knapp 310 during business hours if you'd like to borrow a copy.

All other course readings will be uploaded to Canvas.

How This Course Works

Your success in this class means you do *all of the following*:

- Be consistent: have no unexcused absences;
- Be curious: come to each class meeting or office hour with question(s) ready to ask;
- Be kind: speak and help others speak in class;
- Be responsible: complete all the assignments in due time and meet all the requirements;
- Be your own advocate: communicate with me well and often, especially when you think you might need my help!

Grading System and Grade Breakdown

Grading System

Letter Grade	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

Grade Breakdown by Percentage

Your assessments for this class include the following:

#1 Your Presence in Class	20%
#2 Individual Writing Assignment: A Personal Statement on Religion	15%
#3 Co-Writing Assignment: 2023 Interfaith Calendar	15%
#4 Material Religion: Object Analysis	10%
#5 Group Project: Spiritual Life Program Proposal	25%
#6 Final Paper: Answering the Hard Questions	15%
#7 <i>*Extra token or credit: Office Hour of Another Religion Faculty</i>	0.5%

See "[Appendix I, Description of Assignments](#)" for details on how to complete each assignment.

Class Meeting Schedule

Unless otherwise noted, all readings are to be completed BEFORE our class meeting.

Week 1

Tuesday, January 17

Read: the syllabus.

Thursday, January 19 On “Thinking about Religion”

Read: (1)“[AAR Religious Literacy Guidelines: What U.S. College Graduates Need to Understand about Religion](#);” (You may skip Appendices A, C, and D) (2) “Introduction” in *Understanding Religion* (pp.1-15).

Week 2

Tuesday, January 24

Read: “Religion: Language, Laws, and Legacy” in *Understanding Religion* (pp.19-43).

Thursday, January 26

Read: *You will receive your reading assignment in class on Tuesday.*

Think: For your respective reading assignment, talk about the following questions with your partner and prepare to present your answer in class on Thursday:

- What is “religion” according to your author?
- What benefits does this definition of religion offer? What are some potential drawbacks?

Week 3

Tuesday, January 31

Read: “Method: Insider-Outsider Debates, Phenomenology, and Reflexivity,” in *Understanding Religion* (pp.44-66).

Thursday, February 2

Read: “Life: Lived Religion, Syncretism, and Hybridity,” in *Understanding Religion* (pp.67-89).

[Personal Statement on Religion due on Sunday, February 5, 11:59pm]

Week 4

Tuesday, February 7

Read: “History: Historical Methodology and the Invention of Tradition,” in *Understanding Religion* (pp.91-116).

Thursday, February 9

Read: Selection from Patton, *Who Owns Religion*.

Week 5

Tuesday, February 14

No class today, instead, you will attend the Goodspeed lecture by Dr. Laurie Patton on Wednesday, February 15.

Thursday, February 16

Guest visit: Dr. Laurie Patton.

Read: TBD.

Week 6 Gendering Religion

Tuesday, February 21

Read: "Gender: Feminism, Sexuality, and Religion," in *Understanding Religion* (pp.232-254).

Thursday, February 23

Read: *Religion News Service Series*, "[Women's Evolving Influence in Male-Led Faiths](#)" and "[LGBTQ Belief and Belonging Around the World](#)."

You will receive your individual reading assignment in class on Tuesday.

Week 7 Religious Diversity in a Secularizing World

Tuesday, February 28

Read: "Power: Social Construction, Habitus, and Authority," in *Understanding Religion* (pp.117-139)

Thursday, March 2

Read: "Identity: Social Identity Theory, In-Groups, Out-Groups, and Conflict," in *Understanding Religion* (pp.140-162)

Week 8

Tuesday, March 7

Read: "Colonialism: Postcolonialism, Orientalism, and Decolonization," in *Understanding Religion* (pp.163-187)

Thursday, March 9

Watch: [Same God](#), in class.

[Co-Writing Assignment - 2023 Interfaith Calendar: all five entries due Friday, March 10, 11:59pm]

Week 9

Spring break, no class this week.

Week 10

Tuesday, March 21

Reading by Dr. Maggie Kamitsuka, TBD.

Thursday, March 23

Guest visit: Dr. Maggie Kamitsuka.

Read: TBD.

Week 11 Religions, Embodied and Materialized

Tuesday, March 28

- Read: "Bodies: Material Religion, Embodiment, and Materiality," in *Understanding Religion* (pp.209-231)

Thursday, March 30

- Go: Denison Museum visit.

Week 12 Religious Diversity in a Secularizing World

Tuesday, April 4

- Read: "Diversity: Religious Borders, Identities, and Discourses," in *Understanding Religion* (pp.303-324).

Thursday, April 6

- Read: "Secularism: Secularization, Human Rights, and Religion," in *Understanding Religion* (pp.373-397).

[Object analysis due Sunday, April 9, 11:59pm.]

Week 13

Tuesday, April 11

<https://denison.edu/campus/belonging-inclusion/celebrations-observances>

Go: Denison Spiritual Life Center Visit.

Thursday, April 13

- Read: "Ritual: Ritualization, Myth, and Performance," in *Understanding Religion* (pp.278-300).

Week 14 Group Project Presentations

Tuesday, April 18

Group Presentation: Spiritual Life New Program Proposal

Thursday, April 20

Group Presentation: Spiritual Life New Program Proposal

[Group project proposal due Sunday, April 23, 11:59pm.]

Week 15 Final Reflections

Tuesday, April 25

Special programming with PHIL296 Philosophy of Religion. Meeting time/location TBD.

- Read: PHIL 296 syllabus.

- Think: TBD.

Thursday, April 27

The Final Unmasking Ritual.

- Paint: Your own mask for the unmasking ritual. Feel free to paint the mask in any way you want (within reason, of course), you can also connect your design of mask to the “think” part below.
- Read: Jonathan Z. Smith, “The Necessary Lie: Duplicity in the Disciplines.”
- Think: What is one assumption you have about religion or the study of religion that was “unmasked” this semester?

[Your Presence in Class: self-grading and peer-grading due Sunday, April 30, 11:59pm.]

[Final paper due Wednesday, May 3, 11:59pm.]

Additional note on your final paper: to make sure I grade efficiently and submit your grade on time, I will not be giving comments unless you specify that you would like my feedback on your final paper in writing on the first page.

Appendix I Description of Assignments

Your assessments for this class include the following:

#1 Your Presence in Class	20%
#2 Individual Writing Assignment: A Personal Statement on Religion	15%
#3 Co-Writing Assignment: 2023 Interfaith Calendar	15%
#4 Material Religion: Object Analysis	10%
#5 Group Project: Spiritual Life Program Proposal	25%
#6 Final Paper: Answering the Hard Questions	15%
#7 *Extra token or credit: Office Hour of Another Religion Faculty	0.5%

****Unless otherwise noted, all written assignments should be uploaded to Canvas as a .doc or .docx document, using a 12-point standard font, and double-spaced.****

Late Policy

Without prior approval, late assignments will be accepted for up to one week after the due date at 80% of the original grade. After one week, late work will no longer be accepted.

#1 Your Presence in Class (20%)

#1.1 Attendance and participation (10%)

This part of your participation grade is determined by the following factors: attendance, class participation, and academic civility. You are expected to attend all class meetings and complete all assignments in due time. If you cannot come to class or are having difficulty completing assignments on time, please contact me before the meeting/assignment is due.

You will be allowed **two** unexcused absences each semester. Each unexcused absence after that lowers your participation grade by one percentage point. For an absence to be excused, I require evidence of serious illness (a doctor's note, for example) or evidence that the absence significantly benefits your future professional career (a selfie at a job fair or interview, etc.)

A rubric for attendance and participation:

- 9-10%: always attends class, submits all assignments on time, consistently and actively contributes to class discussions, and shows collegiality and professionalism to everyone;
- 7-8%: attends most class meetings, submits most assignments on time, makes contributions to class discussions, and/or shows some collegiality and professionalism;
- 0-6%: inconsistent attendances, does not submit assignments on time, limited participation in class, and/or lack of collegiality and professionalism.

#1.2 Self-Grading and Peer-Grading (10%)

To encourage active participation in the classroom and ensure everyone's voice is heard, at the end of the semester, you will be asked to grade yourself as well as your peers in terms of your collective presence in class.

For your self-grading (5%), you will give yourself a grade on your presence in class using the rubric above, and write a short (200-300 words) justification of the grade you've given yourself. For peer grading, you will give everyone else a grade on their presence in class using the rubric above, along with a one-sentence explanation of the grade given.

#2 Individual Writing Assignment: A Personal Statement on Religion (15%)

As a way to formally mark our starting point, at the end of Week 2, you will write a *personal* statement about "what religion is."

- Reflect on your understanding of religion. Who or what experience has influenced your understanding of religion? Give at least one concrete example. (~200 words)
- You have been asked to read one essay by a Religious Studies scholar on their definition of religion and have been taking notes on other definitions in class on Thursday. Now, write a summary of your assigned scholar's definition of religion plus two other definitions. (~450 words)
- In light of our class discussion on Thursday and your own analysis, which definition or concept of religion that you find in the readings represent or closely align with your understanding of religion? Why? (~150 words)
 - If the readings do not represent your understanding of religion at all, explain why. (~150 words)

#3 Co-Writing Assignment (15%)

Recognizing religious and holy days of various world religions is essential for building an inclusive and respectful community. In this co-writing exercise, each of you will log **five** days of importance across the Gregorian calendar year of 2023.

Your five entries need to (1) cover at least two different religious traditions; (2) be spread out throughout the calendar year and not all within a month or two. These entries will form a collective interfaith calendar that we will examine together and be used in the final group project.

For a sample entry and to add your own entry, see

<https://courses.denison.edu/courses/6582/pages/co-writing-assignment-2023-interfaith-calendar>.

#4 Material Religion: Object Analysis (10%)

This assignment takes you outside the classroom and away from the textbook: it asks you to look at and think about religious *things*.

For your object analysis, you will analyze (1) an object from our Denison Museum visit and (2) another sacred or religious object of your choosing. For the second category, think of things that you associate with the feeling of sacredness or with religious practices. It can be religious objects, natural objects, or something you have. Make sure you review the chapter from *Understanding Religion* titled “Bodies: Material Religion, Embodiment, and Materiality,” before writing your analysis, and include the following points in your analysis:

1. An image of the object (either a photo or a sketch would work) *and* a short description of where you found your object
 - a. You may choose to use the image caption to explain where you found your object;
 - b. For the description, a short, 1-2 sentence explanation of the origin of your object would suffice. For Denison Museum objects, note the title (if any), artist (if any), and the DU number. As always, be sure to footnote your sources.
2. Formal Analysis (your object might not fit into all fields listed below, choose the appropriate ones)
 - a. Physical qualities of the object: material, mode of production, date of production, texture, size, shape, color, pattern, stamps or inscriptions, other marks, whether it is a complete piece or a part of a larger work, ...
 - b. Subject matter: what is this object about? Who/what is represented in this piece?
 - c. Uses: functions, primary users, where/when it might be used;
 - d. Value and ownership: uniqueness, value (in different contexts), ownership, ...
3. Further Analysis (feel free to add, subtract, or edit the prompt questions as you see fit):
 - a. What does it tell us about the religious life of the people and the time in which it was used?
 - b. How does studying this object help us understand the religious traditions, teachings, or communities it is associated with?
 - c. What questions do you have about the object that you can't answer? How might you go about answer it?

Each object analysis should be 500-600 words in length, totaling 1,000-1,200 for your complete submission.

Feel free to also consult “Guidelines for writing an object analysis,” uploaded on Canvas-Modules-Useful Resources.

#5 Group Project (25%)

This group assignment asks you to put what you have learned throughout the semester in practice, by crafting a new program proposal for Denison's Center for Spiritual Life (<https://denison.edu/campus/spiritual>). The goal of the program should be celebrating and raising awareness about our religiously diverse community at Denison.

This project consists of the following parts:

1. A collectively written project proposal; (15%)
2. An in-class oral presentation of your project.(10%)

Your written project proposal should be uploaded to Canvas and contain the following sections:

- 1) Name of your proposed program/event;
- 2) Program overview (200 words);
- 3) Significance of the program (500 words);
 - a. How does your program respond to a gap in resources, knowledge, or opportunities in building a religiously diverse and inclusive community at Denison? Or, how does your program expand or enrich current resources, knowledge, or opportunities at Denison?
- 4) Project Narrative (800-100 words);
 - a. What are the goals of your proposed program? What will your project's outcomes be? Be SMART —specific, measurable, achievable, realistic, and timely;
 - b. How are you going to achieve those outcomes? What resources are available at Denison to help you achieve your goal? What additional resources might you need?
 - c. How will you measure or recognize your achievements?
 - d. How can you be sure that your project will productively respond to the need or problem you have identified?
 - e. What will the timeline for your project be?
- 5) Budget;
 - a. You have a \$500 budget.
 - b. There is no word limit, but be as specific and detailed as possible
- 6) Other supplementary information.

The group presentation should be 10-15 minutes in length, and cover all the important details outlined in your proposal. However, you might choose to use a variety of media to ensure an effective delivery.

You may propose a program that falls within the current dates celebrated and/or observed at Denison (<https://denison.edu/campus/belonging-inclusion/celebrations-observances>), you may also propose an event that is not included in the list above.

#6 Final Paper: Answering the Hard Questions

Choose **one** of the two questions below and write a thoughtful response (1200-1400 words).

In your response, you must clearly state your argument (i.e. pick a side!) and provide evidence to support your argument. To complete the response, you should make use of and cite properly (Chicago Author-Date format, see the [Denison Library citation guide](#)) (1) the supplied articles and resources and (2) readings we have discussed throughout the semester. You are *encouraged, but not required* to use additional sources.

You may consider the following template for your final paper:

1. *Title*
2. *Thesis (100-200 words)*
 - a. Pick your side and briefly state your argument.
3. *Background information (400-500 words)*
 - a. Summarize the case study.
 - b. Present both sides of the argument: what, in your opinion, is reasonable? What is not?
4. *Your argument (500-700 words)*
 - a. Use concrete supporting evidence (within and/or outside the resources given) to explain why you agree with one side of the argument and not the other.

Question 1. The insider/outsider debate.

- Question
 - o Can we study other people's religions? If not, why? If so, how can we do it responsibly?
- Case Study
 - o The controversy surrounding the book ban of Wendy Doniger's *The Hindus: An Alternative History*. Note that here I am not asking you to respond to the debate on freedom of speech, but to the three points raised by Doniger in "Why non-Hindus need to write on Hinduism," and the response to it by Vamsee Juluri.
- Resources:
 - o Background reading 1, "[Indian Publisher to Recall and Destroy Copies of American's Book on Hinduism](#);"
 - o Background reading 2, "[Penguin to Withdraw *The Hindus: An Alternative History*](#);"
 - o Opinion piece, Wendy Doniger, "[Why non-Hindus need to write on Hinduism](#);"
 - o Response to Wendy Doniger by Vamsee Juluri, "[Whose Dharma to Speak on Dharma?](#)"

Question 2. Which "religious freedom"?

- Question

- Between American's freedom *of* religion and France's freedom *from* religion, which definition of "religious freedom" do you prefer? Why?
- Case Study
 - Although religious freedom is affirmed in American and French constitutions, the execution of such freedom differs in both countries. Some scholars summarize the American way of religious freedom as "freedom of religion," that is, the positive freedom of religious expression in the public sphere, whereas the French *laïcité* is characterized as "freedom from religion," that is, the freedom that protects one from religious expression in the public sphere. Which freedom do you find preferable? Why?
- Resources:
 - *Constitution Annotated*, "[The First Amendment](#)"; (feel free to browse and only use the sections of interest to you)
 - (In French with serviceable Google translation) "[Law of December 9, 1905 concerning the separation of Church and State](#);"
 - Micheal Kelly, "[France's laïcité: why the rest of the world struggles to understand it](#);"
 - "[France, Islam and 'Laïcité'](#)," *The New York Times*;
 - "[INCORRECT! Hijab...](#)" (Keeping It 101)

*#7 *Extra token or credit: Office Hour of Another Religion Faculty*

I encourage you to reach out and chat with other Religion faculty throughout the semester, because the best thinking about religion rarely happens in isolation, and is never an individual pursuit. As a small incentive, after going to the office hour of another Religion faculty and obtaining their signature, you will earn either an academic token (see "Academic Tokens" below in Appendix II) or a 0.5% extra credit toward your final grade.

You can find the office hour worksheet in Appendix III, I will also hand everyone a hard copy at the beginning of the semester.

The office hour of Religion faculty this semester is as follows (subject to change):

- Dr. Kelsi Morrison-Atkins: Knapp 309B, Thursdays 2-4pm
- Dr. Trad Nogueira-Godsey: Knapp 310B, Thursdays 1-3pm
- Dr. Bethany Slater: Knapp 309, Tuesdays and Thursdays 10:30-11:30am, and Wednesdays 3-4pm
- Dr. David Woodyard: Knapp 310D, 8am-4pm most weekdays, with the exception of meetings/classes

Find out their areas of expertise here: <https://denison.edu/academics/religion/faculty-staff>

Appendix II Academic Support and Course Policies

Academic Tokens

We will use an academic token system to reduce anxiety, encourage trust within our learning community, build time management skills, and cultivate your role as an independent learner. You will be given two tokens at the beginning of the semester and can earn additional tokens by attending extra credit lectures or activities.

Each academic token will grant you one of the following:

- Up to a 72-hour extension of an assignment deadline;
- An opportunity to revise and resubmit an assignment (this only applies to assignments #2, #3, and #4).

To use your token, you will need to email me (1) before the deadline of a given assignment to request an extension; (2) within one week after a grade is published to request to revise and resubmit. When resubmitting your assignment, please make sure to include a scan of your original assignment with my comments. Note that due to time constraints, tokens cannot be used for the final project.

You can earn a token for attending extracurricular events like talks or webinars AND submitting (1) evidence of attendance (a photo of you at the event or a screenshot of a virtual meeting) and (2) a short, one-paragraph reflection on one thing you have learned from attending the event. These events will be announced as they come up during the semester. You will need to email me your evidence and reflection paragraph within 72 hours after the event has taken place.

Academic Integrity

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.

Note on Technology: Unauthorized use of technology (including, but not limited to, artificial intelligence sites and translation programs) in the preparation or submission of academic work

can be considered a form of cheating and/or plagiarism. Instructors may at their discretion create assignments that incorporate the use of supporting technologies and will inform students of acceptable uses of technology in their courses. It is the responsibility of the student to ask the instructor for clarification whenever they are unclear about the parameters of a specific assignment. Cases of suspected inappropriate use of technology may be submitted to the Academic Integrity Board to initiate an investigation of academic dishonesty.

Learning Accommodations

I am fully committed to Denison University's goal (and the mission of the Academic Resource Center (ARC) in particular) for accessible education and an equitable academic experience.

Students with a documented disability who wish to request reasonable academic accommodations based on the impact of a disability are strongly encouraged to complete a Request for Academic Accommodations/Faculty Notification form with the Academic Resource Center (ARC) located in 020 Higley Hall and contact me privately as soon as possible to discuss specific needs and arrangements. I rely on the Academic Resource Center (ARC) to verify the need for reasonable accommodations based on the documentation on file in that office. Reasonable accommodations cannot be applied retroactively and therefore ideally should be enacted early in the semester as they are not automatically carried forward from a previous term and must be requested every semester.

Writing Support

The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center welcomes student writers with all varieties of backgrounds and college preparation, including multilingual writers. Should a multilingual writer need writing assistance that exceeds the abilities of consultants, the writer can be referred to the Coordinator for Multilingual Learning. The Center is located on the fourth floor of Barney-Davis Hall. Please consult the Writing Center page on MyDenison for specific information regarding hours of availability.

In addition to the academic support services available to all Denison students, students who use English in addition to other languages can meet with Denison's Coordinator of Multilingual Learning, Kalynda Thayer. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Ms. Thayer offers a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), strategies to manage your reading assignments, assistance with class

conversation and presentations, and help devise ways to develop and effectively use all your skills in English. You can email her at thayerk@denison.edu to schedule an appointment.

[Appropriate Use of Course Materials](#)

As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, feel free to get in touch with me.

[Statement on Title IX Reporting](#)

Essays, journals, and other coursework submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required by University policy to report allegations of discrimination based on sex, gender, gender identity, gender expression, sexual orientation or pregnancy. This includes reporting all incidents of sexual misconduct, sexual assault and suspected abuse/neglect of a minor. Further, employees are to report these incidents that occur on campus and/or that involve students at Denison University whenever the employee becomes aware of a possible incident in the course of their employment, including via coursework or advising conversations. There are others on campus to whom you may speak in confidence, including clergy and counselors at the Whisler Center for Student Wellness. More information on Title IX and the University's Policy prohibiting sex discrimination, including sexual harassment, sexual misconduct, stalking and retaliation, including support resources, how to report, and prevention and education efforts, can be found at: <https://denison.edu/campus/title-ix>.

Appendix III Extra token or credit: Office Hour of Another Religion Faculty

Your name:

Name of Religion Faculty:

Date and Time of Office Hour Visit:

Notes: (this area is for you to take notes during your meeting)

Some suggested topics:

– How did you get into the study of Religion? – Why is the study of Religion important in a college education? – What course are you teaching now and what will you be teaching next semester? – Do you have questions about some readings? You can ask that too. – Or, ask about their research speciality!

Do you wish to receive an extra academic token or a 0.5% extra credit?

Extra academic token 0.5% extra credit

Signature of Religion Faculty: