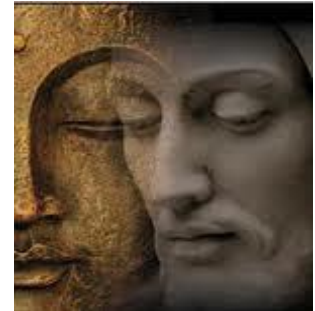


**CHAMINADE UNIVERSITY OF HONOLULU**  
**RE 35790-1: CHRISTIANS AND BUDDHISTS IN DIALOGUE (3)**  
Spring Day Term: January 8-April 27, 2024  
Classroom: Online



**Instructor: Dr. Malia D. Wong, O.P.**

Office: Henry 208A / Hours: Hours: T/TH: 9:45AM-10:45AM; W:8AM-12N;  
or by appointment  
Office Phone: (808) 735-4867  
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## COURSE OVERVIEW

*“The Catholic Church is aware of the importance of the promotion of friendship and respect between men and women of different religious traditions. I want to repeat this: the promotion of friendship and respect between men and women of different religious traditions...” Pope Francis to fraternal delegates, representatives of non-Christian religions, Vatican City, 3/20/2013*

**Course Description:** This course surveys both Christianity and Buddhism, their individual responses to questions of ultimate meaning, and their shared dialogues toward mutual understanding and challenges.

**Prerequisites:** RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement or the Global Awareness requirement. It is offered annually.

**Orientation:** As we look at current world challenges, we can find echoes of adversity and fear even among religious people of different traditions. In his Apostolic Exhortation *Evangelii Gaudium*, Pope Francis notes interreligious dialogue as the key towards “the coexistence of respectful diversity, and the fundamental right to religious freedom, in all its dimensions.” Dialogue, he went on to say, does not mean giving up your identity as a Christian. On the contrary, the Pope stressed “true openness means remaining firm in one’s deepest convictions, and therefore being open to understanding others.” In the tradition of great teachers from Christian and Buddhist lineages, we will explore how we can become better agents of respectful dialogue and thus peace in the world.

**Methodology:** This course will be delivered entirely online via the course management system Canvas (<http://chaminade.instructure.com>) The role of the instructor in a course that operates in an online environment is to facilitate and invite discussion. The instructor will present additional material not in the text or assigned readings, clarify material contained in the text and encourage students to engage in critical thinking.

### Required Texts:

- ❖ Hanh, Thich Nhat. *Peace is Every Step: The Path of Mindfulness*. ISBN: 0553351397
- ❖ The Dalai Lama Trust and Desmond Tutu, *The Book of Joy*. ISBN: 9780399185045
- ❖ Other materials, as posted on the Canvas board

### For Further Reading:

- ❖ Current Dialogue. Special Issue: Christian Self Understanding in the Context of Buddhism. Vol. 51, December 2011.  
<http://www.oikoumene.org/en/what-we-do/current-dialogue-magazine/dialogue-51>
- ❖ Dilatato Corde. [www.dimmid.org](http://www.dimmid.org)
- ❖ Pontifical Council for Interreligious dialogue, <https://www.pcinterreligious.org/>
- ❖ Scarboro Missions, Interfaith Dialogue. <https://www.scarboromissions.ca/interfaith-dialogue/principles-and-guidelines-for-interfaith-dialogue>

**Library:** Chaminade library ([www.chaminade.edu/library](http://www.chaminade.edu/library))

**Course Requirements:**

- ◆ Internet connection (DSL, LAN, or cable connection desired)
- ◆ Access to Canvas
- ◆ Familiarity with Microsoft Word and Microsoft Powerpoint

*In the event that technical difficulties disrupt access or utilization of the web board, the instructor may elect to utilize e-mail to conduct discussions and maintain dialogue.*

**Client Services/Technical Support:** For technical questions: contact the Chaminade Tech Support at [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu)

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**COURSE OBJECTIVES**

*“The mission of the Religious Studies discipline is to foster an understanding of human responses to the sacred that invite personal and communal commitment to faith in action and spiritual growth.”  
-Mission Statement, Religious Studies Department*

**LEARNING OUTCOMES**

**General Education Learning Outcomes (GELO’s)**

The Value Learning Outcome students will gain from this course lies under the category of Integral (Holistic) Education/Global Awareness, of the Marianist Values.

Students will integrate their experience with global awareness in the context of the particular course and field/discipline within a diverse community of learners.

**Program Learning Outcomes (PLO’s)**

Students successfully completing the Religious Studies program will be able to:

1	Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2	Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3	Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4	Generate a substantive project that is animated by the Marianist Charism.

**Course Learning Outcomes (CLO’s)**

On completion of this course, students will be able to:

1	Analyze and compare theological and philosophical aspects of Christianity and Buddhism
2	Articulate one’s own value system with respectful willingness to engage in interreligious dialogue
3	Apply skills of interreligious dialogue towards promoting “the coexistence of respectful diversity, and the fundamental right to religious freedom, in all its dimensions” (Pope Francis)

**Characteristics of a Marianist Education**

The Characteristics of a Marianist Education as applied to this course.

1	<b>Formation in Faith</b> <i>‘Ike Kainu’u Ho’ola’a (Knowledge embodying a sanctifying spirit)</i>	Marianist spirituality deeply shapes the whole person while at Chaminade through engaging the heart and mind of faith. In this course, students will be led to understand and respect religious differences, while learning more about their faith tradition.
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2	<b>Provide an Integral, Quality Education</b> <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	Both knowledge and wisdom is necessary to fullness of being and becoming effective universal citizens. Blessed Chaminade looked to Mary for this delicate balance. In this course, students will be reflecting on Christian and Buddhist wisdom.
3	<b>Educate in Family Spirit</b> <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	From the first lay collaborators, the Marianist family grew. As members of the Chaminade family, collectively students will enter into the study of the subject matter to carry on the legacy.
4	<b>Educate for Service, Justice and Peace</b> <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	At the end of Matthew's Gospel, Jesus said, "Go out and make disciples of all nations..." (Matthew 28:19) Life is not to be lived in a vacuum, but the joy of life is to be shared. Through a semester of reflection and skills building, students will apply the Marianist principles towards dialogue in promoting understanding and peace.
5	<b>Educate for Adaptation and Change</b> <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	Given the restraints on religious freedom during the French Revolution, Blessed Chaminade needed to be adaptable in his ways of pursuing to share the gospel, lest he perish. Through self-knowledge, students will be led to respond for the greatest good.

### Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
<b>General Ed. Learning Outcome</b>		✓	✓
<b>Program Learning Outcomes</b>	1	2	2, 3, 4
<b>Marianist Values</b>	1	2, 4	4, 5

### Statement on Educator Ethics

As an educator, I am committed to fostering a respectful and inclusive learning environment, upholding academic integrity, and promoting the intellectual and personal growth of all students.

## COURSE EXPECTATIONS AND ACTIVITIES

### Regular Participation

**Attendance:** Attendance consists of weekly collaborative participation in the online learning experiences. Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor.

### Homework

**\*Introduction**— where you will find an introduction to the course content for the week, updates and other notices

**\*Interfaith Practice Experience Blog**- Each week you will be exposed to a practice from either the Christian or Buddhist tradition. The purpose of the practice is to put your feet into their shoes during the period of this course. After performing the practice, take a few moments to jot down on the post how your reflection practice went noting any difficulties, ease, or insights/feelings towards, and after the practice, etc. About a paragraph in length (not an essay) Credit will be given for simply pausing to experience the practice as noted in the blog.

**\* In the News...** - A place to analyze and compare theological and philosophical aspects of Christianity, Buddhism and one's own perspective in relation to current events.

**\*Discussion: Resources and Prompts** – where you will find supplementary resources such as powerpoints and video links, discussion prompters and where you will post your wisdom

response

**\*Prayer Corner** – a place to post prayer requests and show our common support

**Discussion Forums - 3 Responses/Week:** A substantial portion of the final grade is based on online participation on the Discussion board. Quality participation consists not in simply the number of times a note is posted, but by the overall degree of intellectual engagement demonstrated. Discussion forum posts must be completed by the dates outlined below. Points will be deducted for late posts.

**Overview of Course Week:** Our course week extends from Sunday through Saturday. Each Sunday, announcements and supplementary resources for the upcoming week will be posted. Course activities follow a recurring format throughout the term. Typically, weekly course activities adhere to this format:

Sunday	Weekly course content posted and criteria
by Thursday (midnight)	<b>First post due.</b> Students compose and post own in-depth response to the discussion.
by Saturday (midnight)	<b>Second post due.</b> Students build on class discussion by responding with an affirmation, agreement, request for clarification, or explanation of personal disagreement to at least one classmate's post.
by Saturday (midnight)	<b>Third post due.</b> Students share personal further insights, or respond to the questions, comments or observations other students have posted in response to their own contribution to the discussion.
by Thursday (midnight)	All other assignments, papers, etc. due as specified below.
<b>Due Date (four days later)</b>	Graded assignments (paper, projects) are scored and returned.

*In addition to checking at least once a day for notes, etc, the main days the instructor will be checking online are Sunday; Tuesday, Thursday and Saturday (for discussion forum, etc.)*

**Format for Written Assignments:** Written Assignments and papers, must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using a consistent style. **If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.**

**Reading Assignments:** It is expected that the assigned readings be completed during the time period indicated on the course schedule.

**Film Reviews:** There are two (2) required full-length film reviews for the course. Compare and contrast learnings gained from the reading assignments with the content of the film. What are some parallels from the readings found, quotes/scenes/stories that piqued your interest between the film and readings? Moved your sentiments? Or that you wish to further explore? Write up your Film Review in about 2-3 paragraphs posted on the Discussion board.



**Book Reviews:** Due Week 5 and Week 9. Two (2) Book Reviews over the book *Peace is Every Step* are to be submitted on the dates found on the Syllabus. 1 page, typed. Review is to include:

- Life applications: Share a few points of interest found in your readings from different chapters. Elaborate on how they may/may not apply to/enhance your life. Give examples.
- Quote: Share a favorite quote from the author.



### Interreligious Visit/Experience Project: Dialogue of Spiritual Experience – by Week 8

Compose a few questions that can be cross-examined by Buddhists and Christians regarding your area of interest. Visit a temple or church different from your own background or exposure. Find someone to answer your questions. In addition, include the following in your paper/ interview/video/etc. Your choice of format:

- When, where, and why did you choose this particular temple or church? (Scan in any handouts you may have from the place, in your entry)
- Discuss the occasion (if a special celebration, ritual, gathering, etc.). Describe the physical environment.
- Was there anyone to greet you there? How did the people respond to you?
- What new things did you learn?
- What was your opinion of what you saw and experienced, compared to what you ordinarily know? Why do you hold this/these opinions?
- Your own questions.

OR: Attend a temple or church visit arranged by your teacher; or cultural event. Write up your observations, reflective insights, applications of knowledge, etc. You may go in groups and submit one project for all.

**Extra-Credit:** Extra-credit opportunities will be announced. Check the Syllabus or Canvas Board.

**Final Integrated Project:** "WWJBYD\*: The Dialogue of Religious Experience." \**What Would Jesus and Buddha- YOU, Do?* Goal: To generate an engaging experience of Christian Buddhist Dialogue that evokes discussion. Students will create a multi-media presentation to expose others to the world of interfaith experience, Christians and Buddhists in Dialogue. See Canvas board for full details.

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## ASSESSMENTS AND GRADING

*Excellence in this course requires not only academic mastery of the course content and meeting the qualitative and quantitative criteria of participation, but also personal reflection upon the academic issues raised in the course.*

### Learning Outcome Assessment

Student's work will be evaluated for:

- ❖ knowledge of the subject matter from textbooks, discussions, videos, research and other class activities
- ❖ ability to critically apply content knowledge to current issues in society
- ❖ thoroughness of answers in quizzes, reflective assignments and research;
- ❖ understanding of the subject matter from different viewpoints
- ❖ demonstration of the following 5 Core Competencies:
  1. Written communication
  2. Oral communication
  3. Quantitative reasoning
  4. Critical thinking
  5. Information Literacy

### Grade Calculation

Core Competency	CLO Assessment	Item	Quantity	Points Available	% of Grade
1,3,4,5	1,2	Online Participation & Discussion	15 classes	1500	25%
1,2,3,4,5	1,2,3	Projects	2	200	15%
1,3,4,5	1	Film Reviews	2 reviews	200	15%
3,5	1,3	Practice Blog	10 entries	1000	10%
1,3,4	1,2	In the News...	10	1000	10%

1,5	2	<b>Book Reviews</b>	2 entries	200	15%
3,4,5	1,2,3	<b>Final Integrated Project</b>	1	100	10%
			<b>Total:</b>	4200	100%
		<b>Extra Credit</b>	1	100	5%

Your grade is calculated using the following scale:

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-60%

**A** = Outstanding scholarship and an unusual degree of intellectual initiative.

**B** = Superior work done in a consistent and intellectual manner.

**C** = Average grade indicating a competent grasp of subject matter.

**D** = Inferior work/the lowest passing grade, not satisfactory for fulfillment of course work.

**F** = Failed to grasp the minimum subject matter; no credit given.

*The instructor reserves the right to adjust the point scale in the event that fewer assignments are required of the students because of adequate demonstration of knowledge. The percentage will remain the same.*

**Late Work:** Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late posts and assignments (e.g. if the first post is not up by Thursday, 11:59PM, and the second and third post by Saturday (11:59PM) unless properly excused.

*It is the students' responsibility to provide the instructor with verifiable documentation for any extraordinary circumstances that prevent the submission of assignments on time, and to present a plan to complete missed deadlines and/or assignments missed to the instructor for approval.*

**Incompletions and Withdrawal:** Students who have more than two weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.

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## SYLLABUS

<b>Week</b>	<b>Topic</b>	<b>Reading and Assignments</b>
<b>Week 1</b> January 8-13	✘ <b>Welcome &amp; Introduction: What is Dialogue? *Sacred Stories- Gautama Buddha, Jesus Christ &amp; You</b>	<b>Textbook Readings:</b> 1. Hanh, Part I, p. 5-48 (*begin reading. To be completed by Week 5) <b>Assignment:</b> 1) Familiarize yourself with the course website which is organized by "Modules" 2) Read the "Welcome" on the "Home" page, find the readings and first video to be previewed under "Week 1" 3) Write an Introduction to yourself. (See <i>criteria above</i> ) Post under "Introductions" by January 13 <sup>h</sup> 4) Discussion 1: Post your individual response by January 13 <sup>h</sup> 5) Interfaith Experience Blog 6) Take pre-Self-Assessment quiz



<b>Week</b>	<b>Topic</b>	<b>Reading and Assignments</b>
<b>Week 2</b> January 14-20	<b>*Dynamics of Dialogue</b>	<b>Textbook Readings:</b> 1) Book of Joy, p. 11-24 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
<b>The Nature of Joy</b>		
<b>Week 3</b> January 21-27	<b>*Pleasure and Pain; the Bodhisattva and the Saint</b>	<b>Textbook Readings:</b> 1) BOJ, p. 29-57 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
<b>Week 4</b> January 28-Feb. 3	<b>*Concepts of Afterlife</b>	<b>Textbook Readings:</b> 1) BOJ, p. 59-78 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
<b>Obstacles to Joy</b>		
<b>Week 5</b> February 4-10 <i>*February 10- Lunar New Year</i>	<b>*Film Review</b>	<b>Textbook Readings:</b> 1) Complete readings by Hanh, Part I, p. 5-48 <b>Assignment:</b> 1) See Canvas board 2) Book Review, Hanh, part 1 due by Feb. 10 <sup>th</sup> 3) Film Review due on Discussion board by Feb. 10 <sup>th</sup> <b>*Sign-up for Midterm Groups</b>
<b>Week 6</b> February 11-17	<b>*Navigating Through Life's Challenges</b>	<b>Textbook Readings:</b> Everyone: 1) BOJ, p. 84-92 Groups: add on: A) Lily – BOJ, p. 93-108 B) Peony – BOJ, p. 109-123 C) Lotus – BOJ, p. 125 - 144 D) Rose – BOJ, p. 145 - 168 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion 4) Work on Midterm project
<b>Week 7</b> February 18-24	<b>*Helping to Heal the World: Catholic Social Service &amp; Engaged Buddhism</b>	<b>Textbook Readings:</b> 1) Begin reading: Hanh, Part II, p. 51-91 <b>Assignment:</b> 1) See Canvas board 2) Interreligious Visit/Experience Paper: Dialogue of Spiritual Experience
<b>Week 8</b> February 25-March 2	<b>* Interreligious Visit/Experience Paper: Dialogue of Spiritual Experience</b>	<b>Assignment:</b> 1) Review other's papers, and post your responses to a minimum of 3 others by March 2 <sup>nd</sup>

<b>Week</b>	<b>Topic</b>	<b>Reading and Assignments</b>
<b>Week 9</b> March 3-9	<b>*Film Review</b>	<b>Textbook Readings:</b> 1) Complete Hanh, Part II readings <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Book Review, Hanh, part II due by March 9 <sup>th</sup> 4) Film Review due on Discussion board by March 9 <sup>th</sup>
<b>Week 10</b> March 10-16	<b>*Sacred Space</b>	<b>Textbook Readings:</b> 1) BOJ, p. 171-188 <b>Assignment:</b> 1) See Canvas board 2) Reflect on the reading- create a sacred space for yourself to do the practices for this week 3) Practice some of the practices this week for at least 30 minutes/day for 5 days. Keep a personal log. Use information from that to share in your Reflective Paper #1, due by midnight March 16 <sup>th</sup> 2) There are no posts this week
<b>March 18-22</b>	<b>Spring Break</b>	
	<b>The 8 Pillars of Joy</b>	
<b>Week 11</b> March 24-30	<b>*Qualities of the Mind</b>	<b>Textbook Readings:</b> Everyone: 1) BOJ, p.193 Groups: to add on: A) Lily – BOJ, p. 194-201 B) Peony – BOJ, p. 203--213 C) Lotus – BOJ, p. 215-222 D) Rose – BOJ, p. 223-228 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
<b>Week 12</b> March 31-April 6 <i>*March 31- Easter</i>	<b>*Qualities of the Heart</b>	<b>Textbook Readings:</b> Groups: A) Lily – BOJ, p. 229-239 B) Peony – BOJ, p. 241-249 C) Lotus – BOJ, p. 251-262 D) Rose – BOJ, p. 263-275 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Discussion
<b>Week 13</b> April 7-13	<b>*Every day Journey: Interbeing</b>	<b>Textbook Readings:</b> 1) Begin reading Hanh, Part III, p. 95-134 <b>Assignments:</b> 1) See Canvas board 2) Interfaith Experience Blog



Week	Topic	Reading and Assignments
		3) Discussion
<b>Week 14</b> April 14-20	<b>*Final Integrated Project Brainstorming and Drafts</b>	<b>Textbook Readings:</b> 1) BOJ- p. 291-305 <b>Assignment:</b> 1) See Canvas board 2) Interfaith Experience Blog 3) Prepare for Final 4) Take post Self-Assessment quiz
<b>Week 15</b> April 21-27	<b>Final Integrated Project</b>	

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## POLICIES AND CONSIDERATIONS

*As subjects examined during this course may touch upon topics, beliefs, and/or issues considered sensitive by some students, it is imperative that all students demonstrate courtesy and respect concerning the views, opinions, and beliefs of others.*

**Academic Conduct Policy:** Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

## Academic Integrity

**Plagiarism:** If there is any doubt about whether or not the use or submission of a particular work constitutes plagiarism, refer to the Chaminade University General Catalogy, and/or contact the instructor for guidance and assistance.

This includes use of the text in responding to the questions based on readings from the text. In answering the questions you are expected to include citations for the text and indicate when you are using the words of the author. You are encouraged to read and summarize the text in your own words, connecting the reading to your own experience.

**Credit Hour Policy:** The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### *How This Course Meets the Credit Hour Policy*

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected:

- Reading and Lectures: 75 hours
- Reflective Exercises: 9 hrs
- Collaborative Project Work: 15
- Book Reviews: 12 hrs
- Film Reviews: 8 hrs
- Interreligious Experience: 6 hours
- Final Project: 10 hrs



**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

*The instructor reserves the right to make any adjustments to the course syllabus to accommodate any unforeseen circumstances. Changes will be announced on the Canvas board.*