

**RS 304-01 Women and Religion (14171)**  
**Fall 2017**  
**T/TH 9:30AM-10:45AM**

**The Syllabus**

This document is your syllabus for the class. It is your “first stop” for this course; Canvas, is your *second* stop. It is required that you bring a hardcopy of this syllabus to all class meetings. We will actively refer to the syllabus as our working document.

**Contact Information**

**Instructor Webpage**

Xochitl Alvizo, Professor of Religious Studies  
Office Phone: (818) 677-2742  
Fax Number: (818) 677-7112  
Email: [xochitl.alvizo@csun.edu](mailto:xochitl.alvizo@csun.edu)

**Office Hours**

T/TH 11:00AM-12:00PM  
Location: SN 233

**Course Information Overview**

Women and Religion  
RS 304-01 (14171)  
T/TH 9:30AM - 10:45AM  
Traditional Classroom Meetings  
Sierra Hall 192 (SH)

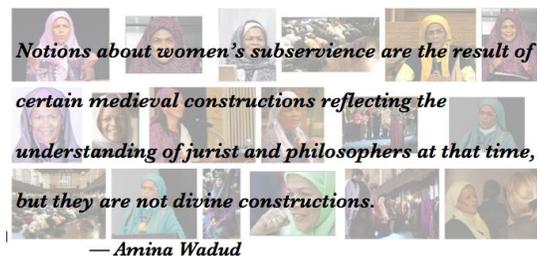
**Course Description**

From Course Catalog:  
Examination of religious views of women in oral and literary cultures, focusing on the roles, symbols and concepts of women within an international and historical framework. Also addresses women’s own perspectives on religion, as reflected in historical sources and in contemporary theology and religious life.

**Course Prerequisites**

Prerequisite Alert:

- Completion of the lower division writing.



**News and Resources**

- [Printing at CSUN](http://www.csun.edu/lab-printing) [http://www.csun.edu/lab-printing]
- [IT help](http://www.csun.edu/it/need-help) [http://www.csun.edu/it/need-help ]or call (818) 677-1400; Mon-Fri 8:00am-5:00pm
- University Emergency : (818) 677-2111
- %50 off [Parking](http://www.csun.edu/parking/student-parking-information) at F10 Lot (North Campus) [www.csun.edu/parking/student-parking-information]
- %10 off all food purchases when using [MataMoney Card](http://www.csun.edu/tuc/matamoney) [http://www.csun.edu/tuc/matamoney].

**Course Related Links**

- **Canvas:** <http://www.csun.edu/it/canvas>
- [Ask a Librarian](http://library.csun.edu/ResearchAssistance/AskUs) [http://library.csun.edu/ResearchAssistance/AskUs]
- [Oviatt Library online, \(Rel. Studies Librarian: Susanna Eng-Ziskin\)](http://library.csun.edu/smeng) [http://library.csun.edu/smeng]
- [Library Databases](#) (relevant to this course):
  - [ATLA Religion \(EBSCO\)](#)
  - [JSTOR](#)
  - [Project MUSE](#)
  - [Wiley Online Library](#)
- [Feminism and Religion \(FAR\)](https://feminismandreligion.com/) [https://feminismandreligion.com/]

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## What is this Class *Really* About?

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The topic of Women and Religion is wide ranging and, many times, controversial. Charges of patriarchal oppression have been raised of almost all religious traditions by women and men. In this class we will focus on investigating women's experiences, contributions, and participation across major religious traditions, along with newer religious movements.

We will investigate these using three orienting lenses: 1) Authority, 2) Women's Experience, and 3) Women's Contributions within each tradition. The course will take an interdisciplinary and critical studies approach to the study of religion and will emphasize feminist, womanist, mujerista, and intercultural methodologies. Class assignments are designed so that students may engage in their own particular areas of interests.

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## Our Golden Rules

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1. **Syllabus First:** the syllabus is your "first stop" for all things related to this class. It is also a "living document," meaning it will be added to and adjusted along the way. Bring your hardcopy of the syllabus to *all* class sessions.
  - a. **Canvas Second:** Canvas, our online teaching and learning platform, *supplements* the content found in the syllabus. Canvas does *not* contain all you need to succeed in this class. Thus, it is your "second stop."
2. **Gadget Free Zone:** our classroom is a gadget-free zone. Computers, tablets, phones, etc. must be put away and beyond reach at *all* times.
  - a. **Readings** and other course material should be brought to class in hardcopy form and cannot be accessed through the use of gadgets.
3. **Office Hours:** make use of office hours. This time exists for you to come ask your questions and address any class issues. Avoid using email to reach me – come see me in person instead.
  - a. **Appointments** – to make an appointment with me outside of my scheduled office hours, email me with your available time and days and include the subject line: "Need Appointment."
4. **Grades:** if at any point you want to discuss your grades, come see me during Office Hours. I do not discuss grades over email. Period.
5. **Bring Yourself:** bring your best self to class – whatever that might look like at the moment. The important thing is that you are present in every sense of that word, physically, intellectually, etc. That is your part of the work.
6. **Fostering a Culture of Learning:** in all things, aim to have your presence and participation contribute toward creating the best possible learning environment. Together we make the class experience what it is; let's each do our part to collectively foster a culture of learning.

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## Student Learning Objectives (SLOs)

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This course is an **Information Competence (IC)** course and is available for **General Education, Arts and Humanities**.

As a result of this course, students will:

- Be able to think logically and analytically;
- Grasp the historical and lived-religions approach (as exemplified in the textbook) to the study of religion
- Be able to demonstrate their basic use of strategies to analyze and interpret the roles, symbols and concepts of and about women in religion in oral and literary cultures;
- Demonstrate basic familiarity with select histories and contemporary experiences of women and religion in diverse global traditions;
- Be able to analyze, interpret, and reflect on the development of feminist theologies and theories in both the Western and Eastern religious traditions and societies;
- Produce essays (following IC guidelines) on women and religion that utilize one or more of the several methodologies introduced in the course and the reading.
- Become a more proficient and critical reader through careful study and discussion of primary texts and a written survey of selected religions.

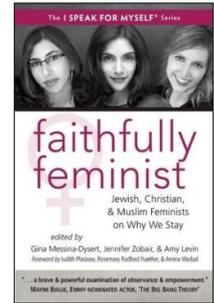
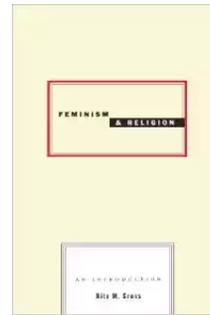
In other words, as you complete the various assignments, you will have the opportunity to showcase your ability to think logically and analytically about the development of feminist theologies and theories in both the Western and Eastern religious traditions and interpret and write about the roles, symbols and concepts of and about women in religion.

## Instructional Materials

These are the required materials for this class. They are available at the Matador Bookstore, on reserve at the Oviatt Library (confirm with the professor first). They can also be found for purchase online.

### Textbooks:

1. *Faithfully Feminist: Jewish, Christian, and Muslim Feminists on Why We Stay*, eds. Gina Messina-Dysert, Jennifer Zobair, Amy Levin, White Cloud Press, ISBN-10: 193595248X, ISBN-13: 978-1935952480
2. *Feminism and Religion: An Introduction*, Rita Gross, Beacon Press, ISBN-10: 0807067857, ISBN-13: 978-0807067857
3. Additional readings as indicated by professor (see Canvas)
4. A "Bluebook" is also required; bring one with you first day of class



## Attendance Policy

Attendance and participation is an important and required part of this course. Assignments (20% of total grade) are tied to student's physical, mental, and intellectual presence in class. Each absence impacts the overall grade.

## Academic Integrity Policy

**Do NOT Plagiarize**—An easy rule of thumb to remember is: if it didn't come from your brain, then give credit to the brain that is the source of information, concept, or idea. While we always relies on the work of others to shape our knowledge and interpretations, we must always acknowledge the source through footnotes and/or direct textual references, providing full bibliographic information in proper academic citation formatting. University policy on Academic Dishonesty here: <http://catalog.csun.edu/policies/academic-dishonesty/>

**Writing Standards**—All papers must be written according to basic scholarly standards appropriate for university level work. Not only does this include proper citation as well as grammar, punctuation, and syntax, but also serious reflection on the topic. There are many sources available to you for help with this—the most important is the Writing Program at CSUN's Learning Resource Center, 3rd floor/East Wing of the Oviatt Library: <http://www.csun.edu/undergraduate-studies/learning-resourcecenter/writing-center-and-freshman-writing-lab>

## Self-Assessment

Part of every assignment you turn in, you will be asked to assess your own work. This is an opportunity for you to reflect on how well you were able to meet your highest potential. For each assignment, on a separate sheet of paper, you will be asked to answer the following 3 questions:

- 1) How satisfied am I with the level of work I was able to give this assignment?
- 2) With what specific part of my work am I most satisfied and content?
- 3) What would I do differently next time or wish I'd had more time for?

## Make Up Policy:

Reading and Bluebook assignments are designed to enrich class discussion and foster a culture of learning. Assignments are due as instructed on the specified date/time. There is no "make up" for these in case of an absence.

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## Late Assignment Policy

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Deadlines are stated clearly at the outset, I expect you to meet them. For that reason, I do not accept late work. However, if you have extenuating circumstances, please do talk to me as soon as possible, and as much in advance as possible, to arrange an extension. I will prefer late work to plagiarized work. Don't put yourself in that bind.

## Email Policy

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**The Syllabus is Your Friend!** And so is your Peer-Support buddy. They are your first resource; consult them first to find answers to your questions. If you still need help, come see me during office hours, before you consider emailing me. Messages sent over the weekend will be read on Mondays; on weekdays, I will do my best to respond within 24 hours—please plan accordingly. Messages sent at night will be read the next day at the earliest. If it's 3 AM and you're feeling panicked, angry, frustrated, or annoyed, that most likely isn't a good time to send an email – to anyone. Take this as an important life lesson. Further, *failure to plan on your part does NOT constitute an emergency on my part*.

## University Policies

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- [Academic Policy:](http://www.csun.edu/anr/soc/academicpolicies.html)  
<http://www.csun.edu/anr/soc/academicpolicies.html>
- [Student Conduct Code:](http://www.csun.edu/a&r/soc/studentconduct.html)  
<http://www.csun.edu/a&r/soc/studentconduct.html>
- [Academic Calendar:](http://www.csun.edu/facultyaffairs/calendar/index.html)  
<http://www.csun.edu/facultyaffairs/calendar/index.html>

## Peer Support

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Exchange contact information with two other students in case you miss something—connect with each other with questions and for collaboration.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Notes

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## Accommodations and Services

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Students with disabilities must register with Disability Resources and Educational Services (DRES) in order to receive accommodations. If you feel that you qualify for the services, contact them at (818)677-2684 or stop by the office in Bayramian Hall (BH 110). Faculty cannot provide assistance to students seeking disability accommodations unless they are registered with DRES and have disability documentation. Students in need of an accommodation based on the impact of a disability should contact me privately to discuss the specific needs.

1. [Disability Resources and Educational Services \(DRES\):](http://www.csun.edu/dres/index.php) <http://www.csun.edu/dres/index.php>
2. [National Center On Deafness \(NCOD\):](http://www.csun.edu/ncod/) <http://www.csun.edu/ncod/>
3. [Health Center:](http://www.csun.edu/shc) <http://www.csun.edu/shc>

## Grading\*

**Grades:** Grades will be calculated on a plus/minus scale. Together all the assignments add up to 100% of the final course grade. I do not curve grades.

### Grading Summary Table:

Assignments	Final Grade Calculations
Bluebook: Media Report, attendance, notes, and post-class reflections	20 %
Reading: quizzes, online discussion forums, and pre-class reflections	20 %
Site Visit and Observation Report	20 %
Précis Annotated Bibliography, Summary and Analysis, Thesis Précis Peer Review	15 %
Term Paper and Presentation	25 %
<b>Total 100%</b>	

\*Any issues or questions related to grading must be discussed *in person* with the professor.

### Grading Scale:

A	B	C	D	F
100 – 94 = A	89 – 87 = B+	79 – 77 = C+	69 – 67 = D+	59 or < = F
93 – 90 = A-	86 – 83 = B	76 – 73 = C	66 – 63 = D	
	82 – 80 = B-	72 – 70 = C-	62 – 60 = D-	

**Grading Rubrics:** Assignments will be graded according to the following scoring rubrics. Use them as guides as you complete the assignments for the course. \*\*

### Reading and Bluebook Assignments

These assignments require a substantive paragraph (or length *as specified*) critically engaging the prompt/s provided. Aim is to be prepared and able to contribute to class discussion based on your thorough engagement with the material. Thus, your responses must engage key points from the reading, reflect your understanding of the material, and include your critical analysis. Informed and prepared student participation is critical to fostering a culture of learning.

- (10) Substantive response directly and critically engaging the material and addressing prompt/s in clear well-polished writing
- (9) Solid work addressing the prompt and engaging the class material in a thoughtful manner, w/ some refining necessary
- (8) Satisfactory engagement, though not substantive and/or sufficiently thoughtful
- (7) Effort made, but insufficient direct engagement with the material and/or prompt
- (6) Minimal effort present, prompt and material not well engaged
- (5) Incorrect engagement or requirement not present

### Written Paper Assignments

#### *Summary Descriptions*

- (A) Represents superior, well-polished level work that satisfies all assignment requirements.
- (B) Represents a commendable level work that satisfies all assignment requirements.
- (C) Represents adequate level work that satisfies basic assignment requirements only.
- (D) Represents inadequate level work that ineffectively and/or inappropriately satisfy basic assignment requirements.
- (F) Represents unacceptable level work that fails to satisfy core assignment requirements.

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### Detailed Descriptions

- (A) Papers: Represent a superior, well-polished level of writing that satisfies all assignment requirements
- Thesis is thoughtful, considerably clear, and skillfully supported.
  - Sentences are free of grammatical errors, careless mistakes, and exhibit noticeable variety.
  - Paragraphs are extremely well developed, organized effectively with a strong focus, and represent clear, connected units of thought.
  - Essay is rich in detail with exemplary rhetorical control, stylistic fluency, and a wealth of critical thinking.
- (B) Papers: Represent a commendable level of writing that satisfies all assignment requirements
- Thesis is thoughtful, clear, and well supported.
  - Sentences are free of major grammatical errors, careless mistakes, and exhibit sufficient variety.
  - Paragraphs are well developed, organized effectively, clearly focused, and represent complete, connected units of thought.
  - Essay contains noticeable detail, sufficient rhetorical control, and substantial evidence of critical thinking.
- (C) Papers: Represent an adequate level of writing that satisfies basic assignment requirements only
- Thesis is present, but possibly inadequate and/or ill-conceived.
  - Sentences demonstrate lapses in proofreading/editing with enough careless mistakes to significantly catch a reader's attention in a negative manner, and exhibit little or no variety. Grammatical and structural errors may affect readability.
  - Paragraphs are adequately organized, but contain only modest levels of focus and support necessary to effectively illustrate assertions, or represent clear, connected units of thought.
  - Essay contains a minimally acceptable level of detail, rhetorical control, and critical thinking.
- (D) Papers: Represent an inadequate level of writing that ineffectively and/or inappropriately satisfy basic assignment requirements
- Thesis is poorly conceived, ineffective, or absent.
  - Sentences demonstrate significant lapses in proofreading/editing, insufficient variety, and several grammatical and/or structural errors that significantly diminish readability.
  - Paragraphs are inadequately organized, and lack sufficient coherence, support, and focus necessary to appropriately illustrate assertions, or represent clear, connected units of thought.
  - Essay contains insufficient levels of detail, rhetorical control, and little or no evidence of critical thinking.
- (F) Papers: Represent an unacceptable level of writing that fails to satisfy core assignment requirements
- Thesis is absent, erroneous, or completely unacceptable.
  - Sentences demonstrate severe lapses in proofreading/editing, lack variety or appropriateness, and contain an abundance of grammatical and/or structural errors that significantly diminish readability.
  - Paragraphs are not organized, and lack any coherence, support, and focus necessary to appropriately illustrate assertions, and represent clear, connected units of thought.
  - Essay contains little or no detail, and exhibits a complete absence of rhetorical control and critical thinking.

### \*\*Self-Assessment

Don't forget to include your self-assessment with each assignment you turn in. On a separate sheet of paper, attached/staples to the back, answer the following 3 questions:

- 1) How satisfied am I with the level of work I was able to give this assignment?
- 2) With what specific part of my work am I most satisfied and content?
- 3) What would I do differently next time or wish I'd had more time for?

## Course Schedule

**Abbreviations:** Gross = Rita Gross, *Feminism and Religion*

FAR = [www.FeminismandReligion.com](http://www.FeminismandReligion.com)

CAN = see Canvas for relevant material/reading

QZO = Quiz on reading taken online *before* class

NOTES = Notes or reflections on reading (pre-class)

MR = Media Report

FF = ed. volume, *Faithfully Feminist*

BB = Bluebook

QZI = Quiz on reading taken *in* class

DF = Discussion Forum on Canvas (online)

ICA = In-Class Activity

**Bluebook** Assignments may take place, unannounced, on any given day. Attendance is key to this part of course grade.

	Date/s	Topics and In-Class Activities	Readings Due <i>before</i> class	Assignments
<b>Part I: Women and Religion – Surveying the Landscape</b>				<i>adjustments may occur</i>
1	8/29 8/31 MR:	Introduction Course Design Learning How to Learn ( <i>gadgets</i> ) Review Assignments; Media Report	TH: Syllabus; Gross Ch. 1	TH: QZI (Syllabus and Gross Ch. 1)
2	9/5 9/7 MR:	Women and Religion: Context and Social Change  Religious Studies, Feminism, and Women “A thing of the Past”?	T: Gross Ch. 2  TH: CAN – Hunt, “Gender & Sexuality in Religion”	T: QZO  TH: NOTES (BB)
3	9/12 9/14 MR:	Challenges, Methods, and Approaches  Intersectionality; “Mary Daly’s Letter to Audre Lorde”	T: Gross Ch. 3  TH: CAN – “Open Letter to Mary Daly”	T: QZO  TH: BB-ICA
4	9/19 9/21 MR:	Are World Religions sexist? <b>Site Visit prep</b>  Processions and Transformations Amina Wadud on Prayer	T: Gross Ch. 4  TH: CAN – Daly, “An Exodus Community”	T: QZO  TH: NOTES (BB)
5	9/26 9/28 MR:	New Visions <i>Pink Smoke Over the Vatican</i>  Gina Messina Video (apply methods) <b>Term Paper topics brainstorm</b>	T: Online Research “Women’s Mosque of America” <u>and</u> “Women’s Ordination Conference”	T: DF  TH: DF
6	10/3 10/5 MR:	Religion and Patriarchy – Has it always been this way? Rereading the Past  Site Visit <i>debrief</i>	T: Gross Ch. 5  TH:	T: QZO  TH: <b>Site Visit DUE</b>
<b>Part II: Diving Deep – Women’s Work in Religion</b>				
7	10/10 10/12 MR:	What Next? Postpatriarchal Religion  The Americas and Colonialism and its impact on Authority	Gross Ch. 6  CAN – Céspedes, “On the Production of Wisdom”	T: QZI (Gross Ch. 6)  TH: <b>Bluebook DUE</b> <i>*with self-assessment</i>

8	10/17 10/19 MR:	Postcoloniality, Hybridity, and Resistance  Narratives and Personal Experience; What's at stake? And Reading and Analyzing Experience	CAN – Chung, "Following Naked Dancing" <u>and</u> "Come Holy Spirit"  FF (3) Sayed, 1-7; Lieberman, 40-46; Williams, 217-222	T: DF  TH: NOTES (BB)
9	10/24 10/26 MR:	Reinterpretations, Re-imaginings (Restructurings and Rituals), and Plaskow, "The Coming of Lillith"  Précis Peer Review	FF – Ruttenberg, 144-149; CAN – Duderija, "Toward a Scriptural Hermeneutics" FAR – Grenfell-Muir, "Garden of Eden Retold"	T: QZI  TH: <b>Term Paper Précis DUE</b>
<b>Part III: Tradition and Traditioning</b>				
10	10/31 11/2 MR:	Epistemology; Staying or Going?  Three Lenses: Experience, Sources of Authority, Participation/Subversion	FAR (3) – E. Edwards (3/9/17) C. Christ (3/13/17); E. Nelson (3/27/17)  FF (4) – Yarber, 138-143; Edwards, 20-26; House, 188-193; Bailey, 259-263;	T: DF  TH: BB-ICA
11	11/7 11/9 MR:	Judaism: Leadership, Ritual, and Theology [Start with Judith Plaskow – 1 <sup>st</sup> reading informs others] <i>Queering Religion – PP</i>  Islam, Contested Identities , and Critique of Narratives [1 <sup>st</sup> reading informs others]	CAN – Plaskow, "Standing.." → FF (3) Leeman, 96-101; Richman, 90-95; Cooper, 252-258; Cohen, 121-126  Hidayatullah, "Speaking for Ourselves" → FF (4) – Kaukab, 109-114; Hasan, 182-187; Chaudry, 71-76; Dixon, 133-137.	T: DF  TH: NOTES (BB)
12	11/14 11/16 MR:	Hinduism, Activism, and Identity	CAN – Kishwar, "Why I do not call myself a feminist" <u>and</u> "Emergency Avatar"	T: DF  TH: <b>Revised Term Paper Précis DUE</b>
13	11/21-23	***** THANSIVING BREAK *****		
14	11/28 11/30 MR:	Clericalism and Women Religious On not clinging (wadud)  Goddess Spirituality	CAN – Hunt, "On Clericalism" <u>and</u> Gross, "How Clinging to Gender Subverts" <b>(or)</b> FAR – Gross, "Is Female Rebirth an Obstacle?"  CAN – Christ, "Why Women Need the Goddess" [and] Christ, "35 years later"	T: <b>Bluebook DUE</b> <b>*with self-assessment</b>  TH: Groups

15	12/5 12/7	Term Paper Presentations	<b>Attendance Required both days.</b>	
FW	Finals Week	Term Papers Due by <b>5:00PM Tuesday 12/12</b>		<b>T: Term Paper DUE</b>

## Additional Learning Outcomes

This course is also an Information Competence (IC) course and is available for General Education, Arts and Humanities. Learning Outcomes related to an IC and GE course follow.

**Student Learning Outcomes for RS 304 as an Information Competency Course—Goal**—Students will progressively develop information competence skills throughout their undergraduate career by developing a basic understanding of information retrieval tools and practices, as well as improving their ability to evaluate and synthesize information ethically.

**Outcomes**—Students will:

1. Determine the nature and extent of information needed.
2. Demonstrate effective search strategies for finding information using a variety of sources and methods.
3. Locate, retrieve and evaluate a variety of relevant information, including print and electronic formats.
4. Organize and synthesize information in order to communicate effectively.
5. Explain the legal and ethical dimensions of the use of information.

**Student Learning Outcomes for Arts and Humanities—Goal**—Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions and philosophy.

**Outcomes**—Students will:

1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures
2. Analyze, interpret and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities.
3. Produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms.
4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities.
5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged.
6. Describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

## Sexual Violence

In this class, the topic of sexual violence may emerge in readings, films, and class discussions. Making personal connections with the topics studied can be a meaningful and important project, but please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual violence.

In the event that you choose to write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a CSUN student, federal and state education laws require that, as your instructor, I notify the Campus Title IX Coordinator of such

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incident(s), including any identifying information. The Campus Title IX Coordinator will contact you to assist with on- and off-campus support services, and to let you know about your rights and options as a survivor, including possibilities for holding accountable the person who harmed you.

The Campus Title IX Coordinator is: Susan Hua, Director of Equity and Diversity; Phone: (818) 677-2077 E-Mail: [susan.hua@csun.edu](mailto:susan.hua@csun.edu); University Hall Room 285; Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday <http://www.csun.edu/eqd>

CSUN also provides confidential resources where you can speak with the following people on campus and in the community. The following resources, with limited exceptions, may not report information about the sexual violence incident without your consent.

**Campus Care Advocate:** Katie LaRue; Phone: (818) 677-7492; e-mail, [katelin.larue@csun.edu](mailto:katelin.larue@csun.edu); Klotz Student Health Center Room 140G

**Strength United 24/7 Crisis Hotline:** Phone: (818) 886-0453 or (661) 253-0258 <http://www.csun.edu/eisner-education/strength-united>

**University Counseling Services;** Phone: (818) 677-2366; Bayramian Hall Room 520; Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday; After hours, urgent care assistance (818) 677-2366, option 3; <http://www.csun.edu/counseling>

**Klotz Student Health Center;** Phone: (818) 677-3666 Located east of the bookstore, across from the National Center on Deafness; Hours: 8:00 a.m. to 5:00 p.m., Monday through Wednesday; 9:00 a.m. to 5:00 p.m., Thursday; 8:00 a.m. to 5:00 p.m., Friday <http://www.csun.edu/shc>

**CSUN Helpline;** (in conjunction with UCS and Associated Students, Inc.); Phone: (818) 349-HELP (4357) – ALL CALLS ARE CONFIDENTIAL; Hours: 6:00 p.m. to 12:00 a.m., Sunday through Thursday; 7:00 p.m. to 10:00 p.m., Friday and Saturday <http://www.csun.edu/helpline>

If it is determined that a perpetrator poses an imminent or immediate threat to you and/or the broader campus community or if person(s) under 18 years of age are involved, CSUN employees are required to notify the Campus Title IX Coordinator and/or **CSUN Police Services:**

Captain Scott VanScoy; Phone: (818) 677-5582; E-Mail: [scott.g.vanscoy@csun.edu](mailto:scott.g.vanscoy@csun.edu); Located on the corner of Darby Ave. & Prairie St.; Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday; 24 Hour Police Dispatch: (818) 677-2111; <http://www.csun.edu/police>

For more information regarding your rights and options as a victim/survivor of sexual violence, please visit the University's Title IX website: [www.csun.edu/shinealight](http://www.csun.edu/shinealight) or the Office of Equity & Diversity's website: [www.csun.edu/eqd](http://www.csun.edu/eqd)

~~~~~ End Syllabus ~~~~~