



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from Class Search/Course Catalog.

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>Religious Studies</u>
Subject	<u>REL</u>	Number	<u>321</u>
Title	<u>Religion in America</u>		Units: <u>3</u>
Is this a cross-listed course?	<u>No</u>		
If yes, please identify course(s)	_____		
Is this a shared course?	<u>Yes</u>	If so, list all academic units offering this course	<u>SLS, NCIAS</u>
Course description:	_____		

**Requested designation:** Literacy and Critical Inquiry-L  
*Note- a **separate** proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

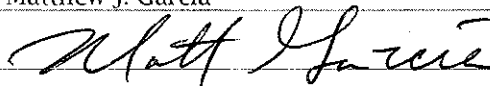
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name Cindy Baade Phone 5-7183  
Mail code 4302 E-mail: cynthia.baade@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Matthew J. Garcia Date: 2/2/15  
Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus, assigned readings
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
REL	321	Religion in America	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The final grade is based upon student's four papers required for the course. (Extra credit is given as well for class participation). Thus many students final grade is based totally upon the four papers, each of which counts for 25% of the final grade.	See page two of the syllabus, Course Requirements, and Rubrics for each of the papers.
2	The papers require identifying an issue discussed in the various readings for the particular section of the course, analyzing the various relevant material, critically evaluating the data and claims made in these works and writing a paper in which the student advances a claim, a thesis regarding the aspect of the topic covered in the section upon which they have focused. Their arguments must support their claim by appropriate, critically evaluated data.	See page two of the syllabus, Course Requirements and Rubrics for each paper; assigned readings.
3	Each paper as already noted requires students to analyze various relevant assigned material (and they may include additional materials not assigned in the class), identify relevant theoretical assumptions shaping the claims made in those works, identify and discuss strengths and limitations of methodologies used in gathering the relevant data in these works, critically evaluate the overall argument, assertion made in these works. Students then will draw upon at least several sources to advance their own well supported claims, theses, regarding a particular aspects of an issue covered in that section of the course. For	Again the evidence for the assignment is found in the syllabus under course requirements and in the rubrics.

	<p>example, in the section on Religion and Demographic Trends in American Religion, they may write upon the “religious nones,” individuals who claim not to identify with any particular religion) and situate this phenomenon within broader trends in American religious demography. Similarly in the section on Religion and Politics, they may write upon evangelical approaches to the issue of Church and State, identifying how such individuals and groups construe the meaning of the first amendment and also note how these views fit within the range of positions evident in American religious and political life.</p>	
<p>4</p>	<p>Instructor provides detailed feedback with one week of the paper’s submission that notes conceptual and writing strengths and areas for improvement. These range from comments on grammatical errors, to paragraphing to overall organization of the paper. Comments also discuss the clarity of the students writing. In addition, comments note the success of the students at critically analyzing the various relevant readings in terms of the concerns discussed above (e.g. theoretical (conceptual assumptions of the work), methodology, adequacy of data). Students are invited to submit thesis paragraphs before they submit their actual papers as well, and the instructor encourages students to meet with him while students are identifying the issue they will discuss and the thesis they will advance. After receiving papers back, students are again encouraged to meet with the instructor to review the evaluation of the work, in particular, to advance the students’ understanding of strengths of their thinking and writing as well as areas required improvement.</p>	<p>The syllabus notes the percentage of grade assigned for each assignment. The rubrics identify the factors that determine a student’s grade. In addition, the instructor devotes some class time going over the paper requirements, in particular, explicating how the assignments serve to achieve the learning outcomes for the course.</p>

REL 321 Religion in America

3 (L or HU) & C & H

History of religion in America with attention to issues of historiography, pluralism, gender, race, ethnicity, politics, and social reform.

**Allow multiple**

**Primary course**

**enrollments: No**

**component: Lecture**

**Repeatable for credit: No**

**Grading method: Student  
Option**

**Offered by:**

New College of Interdisciplinary Arts and Sciences -- School of Humanities,  
Arts, and Cultural Studies

Pre-requisites: Minimum 24 hours; ENG 102, 105 or 108 with C or better

College of Letters and Sciences -- College of Letters and Sciences

Pre-requisites: Minimum 24 hours; ENG 102, 105 or 108 with C or better

College of Liberal Arts and Sciences -- Historical, Philosophical & Religious  
Studies, Sch

Pre-requisites: Minimum 24 hours; ENG 102, 105 or 108 with C or better



SCHOOL OF  
Historical, Philosophical  
& Religious Studies

ARIZONA STATE UNIVERSITY

REL 321

Religion in America  
Spring 2015 SLN 27681

Joel Gereboff  
COOR 6652  
Office Hours: Tues 10:30-12 and by appointment

480-965-7738  
Joel.Gereboff@asu.edu

**Course Description and Learning Outcomes**

This course analyzes several features of religion in contemporary America. In particular, it examines: 1. Sociological data and studies of religious identification in contemporary America, 2. Studies of the religious attitudes, practices and identities of the Millennial generation, especially those of college age, including their sexual activities and values and the connections between them and their religious-spiritual identities, 3. Interconnections between religious and spiritual views and practices and issues of health care and health related behaviors, and 4. Several aspects of the relationship between religion and politics in contemporary America.

The course satisfies learning outcomes S1-3 and K1-3 of Religious Studies.

**Required Books**

All of these books have been ordered through the ASU bookstore, are available electronically in the ASU library and can be purchased from Amazon or other booksellers.

Mark Chaves, *American Religion: Contemporary Trends* (Princeton: Princeton University Press, 2011) (pb 978-0-691-15966-9)

Christian Smith, *Souls in Transition: The Religious and Spiritual Lives of Emerging Adults* (New York: Oxford University Press, 2009) (hb 978-0-19-537179-6)

Donna Freitas, *Sex and the Soul: Juggling Sexuality, Spirituality, Romance, and Religion on American's College Campuses* (New York: Oxford University Press, 2008) (pb 978-0-19-974761-0)

Wendy Cadge, *Paging God: Religion in the Halls of Medicine* (Chicago: University of Chicago Press, 2012) (pb 978-0-226-92211-9)

Candy Gunther Brown, *The Healing Gods: Complementary and Alternative Medicine in Christian America* (New York: Oxford University Press, 2013) (hb 978-0-19-998578-4)

Kenneth D. Wald and Allison Calhoun-Brown, *Religion and Politics in the United States, Seventh edition* (Lanham: Rowman and Littlefield, 2014) (pb 978-1442225541)

L2



## Course Requirements

L1-4

I am dedicated to all students learning and see as primary outcomes of courses in the humanities the enhancement of students' skills in analytic reading, conceptual thinking and concise, clear and pointed writing. Of course learning key information, and more so, thinking about what are the types of broader issues a course raises are part of the knowledge outcomes I seek to have students attain. The requirements for this course include reading approximately 65 pages for each class meeting (130 pages per week), participating in class discussions and the submission of the following four papers, each of which relates to one of the four units of the course. All papers must be submitted in hard copy during the class session when it is due. No late papers will be accepted. If you have some exceptional circumstances that keep you from meeting this requirement, you need to contact me **before** the paper is due (unless some truly exceptional emergency precludes you from doing so.

The first paper (3-4 pages) is due on Feb. 3, and it should discuss trends in contemporary American religion. You are expected to integrate information gathered from the various readings, Chaves and the online assigned readings. You also should explore the limitations of research that is primarily of a quantitative nature.

The second paper (3-5 pages) is due on March 17 and should discuss aspects of the religion of the millennial generation, including those of that age who are college students. You must draw upon the various readings from this section of the course and include specific information from Smith, Freitas and some of the reports you have read online. You should also speak about the strengths and weaknesses of the various research methodologies employed by the different analysts.

The third paper (3-5 pages) is due on April 14 and should analyze aspects of the connections between religion and health as discussed in the books by Cadge and Brown. You are welcome to introduce additional information regarding religion and health care practices in contemporary America. You also should assess the methodological approaches of Cadge and Brown.

The fourth paper (3-5 pages) is due on May 5 and should discuss some issues relating to religion and politics in contemporary America drawing upon the work of Wald. You must include in this paper comments on recent decisions of the Supreme Court on cases related to Church-State (first ammendment) questions.

### Grading Scale

98-100 = A+

93-97 = A

90-92 = A-

88-89 = B+

83-87 = B

80-82 = B-

78-79 = C+

70-77 = C

65-69 = D

0-64 = E

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Student Code of Conduct:** Students must act in accordance with University and Arizona Board of Regents policies, including:

- ASU's Academic Integrity Policy
- Arizona Board of Regents (ABOR) Student Code of Conduct
- ASU's Computer, Internet, and Electronic Communications Policy, which governs the use of ASU-owned computers and ASU computer network

In short:

Do not cheat or use unattributed work (that is, not cited with footnotes, where appropriate).

Treat your fellow students and your instructor with respect.

Do not use an ASU computer or network to do anything illegal or against ASU's policies.

## Course Schedule and Assignments

**January 13** Introduction to the Course

### Unit I Contemporary American Religion—Sociological Trends and Analyses

**January 15** Pew Landscape Study of Religion in America

Read: <http://religions.pewforum.org/reports> and  
<http://www.pewforum.org/2009/04/27/faith-in-flux/>

**January 20** Research by Mark Chaves  
Read Chaves, 1-54

**January 22** Read Chaves, 44-114

**January 27** Research focused on particular groups and methodological challenges of survey research.

Read: <http://www.pewforum.org/2012/10/09/nones-on-the-rise/> ;  
[http://www.huffingtonpost.com/2014/03/14/religious-nones\\_n\\_4956733.html](http://www.huffingtonpost.com/2014/03/14/religious-nones_n_4956733.html) ;  
<http://www.pewforum.org/2012/01/12/mormons-in-america-executive-summary/> ;  
<http://www.pewforum.org/2014/05/07/the-shifting-religious-identity-of-latinos-in-the-united-states/> ;  
<http://www.pewforum.org/2013/10/01/jewish-american-beliefs-attitudes-culture-survey/> ;

Daniel Cox, Robert P. Jones and Juliem Navarro Rivera, "I Know What you did Last Sunday," access at: <http://publicreligion.org/site/wp-content/uploads/2014/05/AAPOR-2014-Final.pdf>

## Unit II Religion of American Millennials and College Ages Students

- January 29** Read: <http://www.pewforum.org/2010/02/17/religion-among-the-millennials/> ;  
[http://www.trincoll.edu/Academics/centers/issc/Documents/ARIS 2013 College %20Students Sept 25 final draft.pdf](http://www.trincoll.edu/Academics/centers/issc/Documents/ARIS_2013_College%20Students_Sept_25_final_draft.pdf) ;  
<http://www.pewresearch.org/fact-tank/2014/05/08/hispanic-millennials-are-less-religious-than-older-u-s-hispanics/>
- Feb. 3** Christian Smith's study of religion among college age students  
Read: Smith, 3-87
- Feb. 5** Read: Smith, 88-142
- Feb. 10** Read: Smith, 143-210
- Feb. 12** Read: Smith, 211-78
- Feb. 17** Read: Smith, 279-300, 309-20
- Feb. 19** Sexuality, Spirituality, Romance and Religion in American Colleges  
Read: Freitas, 3-71
- Feb. 24** Read: Freitas, 75-125
- Feb. 26** Read: Freitas, 126-94
- March 3** Read: Freitas 194-228, 243-52 and <http://publicreligion.org/research/2014/02/2014-lgbt-survey/> and <http://publicreligion.org/2014/03/leaving-religion-lgbt-issues/>
- March 5** Legislation on What constitutes rape and requirements for colleges to formulate policies  
Read: <http://www.latimes.com/local/lanow/la-me-ln-california-yes-means-yes-sexual-assault-bill-20140829-story.html>; <http://www.businessinsider.com/california-approves-yes-means-yes-law-for-college-campuses-2014-9>;  
<http://www.saveservices.org/2014/08/stop-abuse-for-everyone-opposition-to-california-sb-967/> and <http://www.thedailybeast.com/articles/2014/06/23/does-california-s-college-rape-bill-go-too-far-in-regulating-sex.html>

## Unit III Religion and Health Practices in the United Stated

- March 17** Read: Cadge, 1-76
- March 19** Read: Cadge, 77-151
- March 24** Read Cadge, 152-208, 209-29
- March 26** CAM among American Evangelicals  
Read: Brown, 1-44

**March 31** Read: Brown, 45-111

**April 2** Read: Jennifer Wilken, *Son Salutations: Christian Yoga in the United States, 1989-2014* (posted on blackboard)

**April 7** Read: Brown, 112-78

**April 9** Read: Brown, 179-230

#### **Unit IV Religion and Politics in the United States**

**April 14** Read: Wald, 1-62

**April 16** Read Wald, 63-104 and access on line information on recent Supreme Court Decisions on Church State Matters

**April 21** Read: Wald, 105-78

**April 23** Read: Wald, 179-238

**April 28** Read: Wald, 239-308

**April 30** Read: Wald, 309-68

L1-4

Rubric for Paper on Demographic Trends of Religious Identification of Religion in America

Rel 321, Joel Gereboff

Name of Student \_\_\_\_\_

1. Paper contains a clear, succinct and nuanced thesis statement regarding demographic trends of religious identification of religion in America. The thesis makes note of broad trends as well as differences by religions, ethnic groups, racial groups, gender etc.
2. The paper explicates and supports the thesis statement.
3. The paper draws upon information from at least three different readings assigned for this section of the course.
4. The paper contains critical reflections on methodological and definitional issues relevant to how scholars study and acquire data regarding demographic trends. Students are also welcome to critique analyses of the data advanced by the reports as well as explanation propounded for the trends. But in doing so they should lay out carefully advanced arguments noting specific points in the analyses and explanations they find inadequate or erroneous and indicate what factors suggests alternative positions are more likely.
5. The paper is well written—grammatically correct with appropriate paragraphing and overall structure.

General Comment:

Grade \_\_\_\_\_

## Rubric for Paper on Religion of the Millennials

Rel 321, Joel Gereboff

Name of Student \_\_\_\_\_

1. Paper contains a clear, succinct and nuanced thesis statement regarding some important aspect or trend pertaining to religion of the millennial generation in America.
2. The paper explicates and supports the thesis statement.
3. The paper draws upon information from **both** Smith and Freitas and may use additional information assigned or located by the student.
4. The paper contains critical reflections on methodological and definitional issues relevant to scholarship on religion of the millennial generation. It should discuss the strengths and limitations of quantitative and qualitative research and challenges to integrating the two.
5. The paper is well written—grammatically correct with appropriate paragraphing and overall structure.

General Comment:

Grade \_\_\_\_\_

Rubric for Paper on Religion and Health

Rel 321, Joel Gereboff

Name of Student \_\_\_\_\_

1. Paper contains a clear, succinct and nuanced thesis statement regarding some important aspect or trend pertaining to religion and health (practices, institutional patterns) in America.
  
2. The paper explicates and supports the thesis statement.
  
3. The paper draws upon information from **both** Cadge and Brown and may use additional information assigned or located by the student.
  
4. The paper contains critical reflections on methodological and definitional issues relevant to scholarship on religion and health. (For example note how religion, spirituality, science are defined by Americans studied as well as by the researchers). It should discuss the strengths and limitations of quantitative (to the extent statistics are cited) and qualitative research and challenges to integrating the two.
  
5. The paper is well written—grammatically correct with appropriate paragraphing and overall structure.

General Comment:

Grade \_\_\_\_\_

Rubric for Paper Religion and Politics in America

Rel 321, Joel Gereboff

Name of Student \_\_\_\_\_

1. Paper contains a clear, succinct and nuanced thesis statement regarding interconnections between aspects of religion and politics in the United States. Although the paper may focus on a variety of aspects, it must include among them a discussion of recent court cases dealing with the separation of Church and State.
2. The paper explicates and supports the thesis statement.
3. The paper draws upon information from Wald and additional information student gathers, including that dealing with the courts and Church and State (information is on the blackboard site, but students may gather additional information).
4. The paper contains critical reflections on methodological and definitional issues relevant to how scholars study and acquire data regarding interconnections of religion and politics. In doing so they should lay out carefully advanced arguments noting specific points in the analyses and explanations they find inadequate or erroneous and indicate what factors suggests alternative positions are more likely.
5. The paper is well written—grammatically correct with appropriate paragraphing and overall structure.

General Comment:

Grade \_\_\_\_\_



L2

**AMERICAN RELIGION**  
*Contemporary Trends*

MARK CHAVES

PRINCETON UNIVERSITY PRESS  
*Princeton and Oxford*

Copyright © 2011 by Princeton University Press

Published by Princeton University Press, 41 William Street, Princeton,  
New Jersey 08540

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press.princeton.edu

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Fifth printing, and first paperback printing, 2013

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Chaves, Mark.

American religion : contemporary trends / Mark Chaves.

p. cm.

Includes bibliographical references and index.

ISBN 978-0-691-14685-0 (hardcover : alk. paper) 1. United States—  
Religion—1960- I. Title.

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British Library Cataloging-in-Publication Data is available

This book has been composed in Minion Pro and Friz Quadrata

Printed on acid-free paper. ∞

Printed in the United States of America

10 9 8 7 6 5

*For Matthew and Christopher*

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L2

# SOULS IN TRANSITION

The Religious and Spiritual  
Lives of Emerging Adults

CHRISTIAN SMITH

*with Patricia Snell*

OXFORD  
UNIVERSITY PRESS

2009

**OXFORD**  
UNIVERSITY PRESS

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Oxford University's objective of excellence  
in research, scholarship, and education.

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stored in a retrieval system, or transmitted, in any form or by any means,  
electronic, mechanical, photocopying, recording, or otherwise,  
without the prior permission of Oxford University Press.

Library of Congress Cataloging-in-Publication Data

Smith, Christian, 1960-  
Souls in transition : the religious and spiritual lives of emerging adults /  
Christian Smith ; with Patricia Snell.  
p. cm.

Includes bibliographical references and index.

ISBN 978-0-19-537179-6

1. Young adults--Religious life--United States.
2. Spiritual life.

I. Snell, Patricia, 1978-

II. Title.

BV4529.2.S64 2009

200.84'20973--dc22 2009004850

3 5 7 9 8 6 4

Printed in the United States of America  
on acid-free paper

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## SOULS IN TRANSITION

L2

DONNA FREITAS

SEX AND THE SOUL

*Juggling Sexuality, Spirituality,  
Romance, and Religion on  
America's College Campuses*



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SEX AND THE SOUL IS AFFECTIONATELY DEDICATED  
TO THE TWENTY-ONE STUDENTS WHO TOOK MY DATING C  
AT ST. MICHAEL'S COLLEGE AND, MOST ESPECIALLY,  
TO THOSE SEVEN WHO WENT ON TO BECOME MY RESEAR  
ASSISTANTS THE FOLLOWING YEAR: AMANDA, BECKY  
JOSIE, ORLA, MAUREEN, ROBYN, AND RYAN. YOUR COUR  
ENERGY, DEDICATION, AND, MOST OF ALL, BRILLIANC  
WERE NOT ONLY ESSENTIAL TO THIS PROJECT, BUT INSPI  
AND CHANGED ME AS A TEACHER AND SCHOLAR.  
I WILL BE FOREVER GRATEFUL.

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## Preface

*Extral Extral Read all about it!*  
*Dating 101*

We, the students of RS 350: Dating and Friendship, believe that an honest convr about sex, love, intimacy, hooking up, dating, and other relationships found on campus is both valid and necessary. Although these issues are widely discu post-weekend debauchery, they are rarely spoken of with depth and maturit We have benefited from addressing such issues in a spiritual context withi our classroom and want to extend the opportunity to the rest of our college community. We invite not only the students but the faculty, staff, and administration to participate as well. We hope you enjoy.

— *Student Mission Statement for Dateline SMC, April 28, 2005*

### GRASSROOTS REVOLUTION

On a cold March day in a tiny room in the basement of a class building, 21 college students began plotting a sexual revolutio campus. The unrest had been growing for a while, but the tipping ] sticks in my memory.

It was just after spring break. A few of my students had done the key, girlfriend road trip to somewhere local, or gone home for a week with family. One went to see a longtime boyfriend. But me

L2

# Paging God

RELIGION IN THE HALLS OF MEDICINE

Wendy Cadge

The University of Chicago Press CHICAGO & LONDON

WENDY CADGE is associate professor of sociology at Brandeis University. She is author of *Heartwood: The First Generation of Theravada Buddhism in America*, also published by the University of Chicago Press.

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# The Healing Gods

*Complementary and Alternative  
Medicine in Christian America*



CANDY GUNTHER BROWN

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*For Josh, Katrina, and Sarah*

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# Religion and Politics in the United States

Seventh Edition

Kenneth D. Wald and Allison Calhoun-Brown

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
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