Course information:

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>SHPRS</th>
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<tbody>
<tr>
<td>Prefix REL</td>
<td>Number 101</td>
<td>Title</td>
<td>Religion, Culture, and Public Life</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No
If so, list all academic units offering this course

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

(Mandatory Review: Required)

Course description:

Requested designation: Global Awareness-G

Mandatory Review: No

Note: a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

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 (NS/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☑ Signed course proposal cover form
☑ Criteria checklist for General Studies designation(s) being requested
☑ Course catalog description
☑ Sample syllabus for the course
☑ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Leslie Hughes E-mail: leslie.k.hughes@asu.edu Phone: (480) 727-0689

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew J. Garcia Date: 3.3.16

Chair/Director (Signature): [Signature]

Rev. 4/2015
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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**ASU--[G] CRITERIA**

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>Identify Documentation Submitted</th>
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1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):

   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.
   - [ ]
   - [ ]
   - [ ]

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
   - [ ]
   - [ ]
   - [ ]

   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
   - [ ]
   - [ ]
   - [ ]

   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.”
   - [ ]
   - [ ]
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1—study of the contemporary world outside US</td>
<td>the course addresses religion in multiple regions and global contexts in Asia, Europe, and America. regions and global contexts specify religious and cultural diversity as a major analytical subject of the course.</td>
<td>—Religion and culture in Asia: weeks 6,7,8,15,16. —Religion and culture in Europe: weeks 9,10,15,16,17,18,19,20 —Religion and culture in multicultural global contexts: weeks 3,4,5,18,19,20,21,22,23,24,25</td>
</tr>
<tr>
<td>3—study of the cultural significance of a non-U.S.-centered global issue</td>
<td>the course addresses modernity as historical process and cultural condition in non-US regions</td>
<td>—Religion in the context of colonialism, state formation and modernity in Asia: weeks 6,7,8. —Religious formations, secularism, nationalism and violence as 'responses to modernity' in global contexts: weeks 3,21,22,23</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Units</td>
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<tr>
<td>REL 101</td>
<td>Religion, Culture and Public Life</td>
<td>3</td>
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<tr>
<td></td>
<td>Explores how religions are conditioned by cultural values and operate in the political sphere.</td>
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<td>Allow multiple enrollments: Yes</td>
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<td></td>
<td>Primary course component: Lecture</td>
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<td>Repeatable for credit: Yes</td>
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<td></td>
<td>Grading method: Standard Grading</td>
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<tr>
<td></td>
<td>Offered by: College of Liberal Arts and Sciences – Historical, Philosophical &amp; Religious Studies, Sch</td>
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Syllabus marked for GS Credits G (Global Awareness)

School of Historical, Philosophical and Religious Studies
REL 101
Religion, Culture and Public Life
Fall 2016

Instructor: Alexander Henn
Office Location: Coor 6636
E-mail: alexander.henn@asu.edu

Day/Time:
Location: Tempe
Main Office: Coor SHPRS

Course Description
This course will explore how religions condition cultural values and operate in the public sphere. You will learn about the impact religions have on the human conditioning of gender, health, and the body. You will study how religions are involved in the perception and practices of cultural identities, traditions, and memories especially in the global context of multiculturalism, migration, and through the technology of digital media. We will discuss religions’ role in politics, conflict, violence, and the making of peace.

Resources of learning will be lectures, readings, videos, and communication media.
Modes of examination will be exams, quizzes, video analysis, and research papers.

Goals of the Course
To explore the role of religion in modern life.
To study religion as cultural value and social praxis.
To study religion in global contexts and politics.
To discuss the impact of modern media on religion.
To learn to write and speak about religion in a scholarly way

Assignments (percentages of total grade)
Biographical Exercise (5%) asks you to research, quote and list five different types of bibliographic reference (see detailed instructions on blackboard BB).
Video Response Paper (10%) asks you to write a 500-words paper in which you summarize the arguments and take and defend your own position in the video debate about religion screened in week 4. We will discuss the video and your response papers in week 5.
Midterm Exam (25%) asks you to answer bullet-point and essay question in a 60-minutes in class exam.
Media Research Paper (25%) asks you to write a 700-words paper based on 4 self-researched and critically analyzed mainstream print and/or digital media publications dealing with problems discussed in section 5. You will receive written on your media research paper by the instructor.
Final Paper Draft (5%) asks you present a one-page draft of your self-chosen topic of your final paper (see detailed instruction below and on BB). This draft must show a working title, a two-to-three paragraph ab-
Syllabus marked for GS Credits G (Global Awareness)

short description of the subject / problem and the method / argument and a provisional list of readings and resources you want to use. You will receive written feedback and advise on your final paper project by the instructor.

Final Paper (30%) asks you to write a 1000 to 1200-words paper. You may choose any topic that meaningfully contributes to the themes and problems discussed in the course. It is recommended that you choose a topic that has been discussed either in one of the sections or one of the weeks specified in the syllabus. You can use readings and sources dealt with in class, but are encouraged to add self-research sources (for details regarding valid scholarly sources, see instructions on BB). There will be dedicated office hours to discuss your final paper with the instructor in weeks 27 and 28.

NOTICE, except the Midterm Exam all assignments are to be submitted on blackboard assignments.

Blackboard (BB)

This course has an electronic website or blackboard which you can access through your myASU link. The blackboard contains announcements, syllabus, assignments and course readings. Blackboard literacy is required for all students and you are responsible for keeping up-to-date on announcements and assignments.

Attendance

YOU MUST ATTEND EVERY CLASS. If you are ill or have a family emergency that causes you to miss class, you must bring documentation of the illness or emergency.

Academic Dishonesty

DO NOT PLAGIARISE. Plagiarism is serious academic offense with serious consequences. All submitted papers are automatically checked for plagiarism. The Department of Religious Studies abides by ASU's Office of Student Life: “Student Academic Integrity Policy.” See http://provost.asu.edu/academicintegrity/students.

Syllabus

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<tr>
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<th>Topic</th>
<th>Readings / Resources</th>
</tr>
</thead>
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<td>Section 1 ------ Introduction</td>
<td></td>
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<tr>
<td>Week 1</td>
<td>Technical Introduction</td>
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</tbody>
</table>
| Week 2 | How to Think About Religion | Readings:  
  - Winzeler, pp. 21-35  
  - Lincoln, pp.1-8 |
| Week 3 | How to think about Religion and Modernity | Due: Bibliographic Exercise | Readings:  
  - Woodhead et al, pp. 1-15 |
| Week 4 | Debating Religion | Video: We'd Be Better Off Without Religion: A Debate, 2007, 115 mins (partly shown in class, partly viewed at home). |

Commented [94]: Rel and Culture in Global Context
Commented [92]: Rel and Modernity in Global Context
Commented [93]: Rel and Culture in Global Context
Syllabus marked for GS Credits G (Global Awareness)

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Due: Video Response Paper</th>
<th>Discussion of the Video</th>
</tr>
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</table>
| Week 6 | Religion, Identity, and the State (Buddhism) | Readings:  
  - Bowen: Religion in Practice, (chapt. 3), pgs. 33-47 (book)  
  - Massaaki: Shinto Rebellion, pgs. 365-370 (attached) |
| 8 Week | Interaction with Modernity (Hinduism) | Readings:  
  - Woodhead et al pp. 41-73 (book) |

Section 2 — Religion — Colonialism — Modernity

| Week 9 | Images and Relics (Catholicism) | Read:  
  - Bowen: pgs. 113-140 (book)  
  - Wolf: pgs. 31-39 (attached) |
| Week 10 | Scriptures and Language (Protestantism and Islam) | Read:  
  - Bowen: pgs. 154-173 (book) |
| Week 11 | Rituals and Communities (Islam) | Readings:  
  - Bowen, pgs. 47-66 (book)  
  - Turner, pgs. 511-519 (attached) |
| Week 12 | Watch Video: Hajj, the Pilgrimage, 1999, 52 mins. |
| Week 13 | REVISION |
| Week 14 | Midterm Exam |

Section 3 — Religion as Cultural Practice

| Week 15 | Religion, Ritual, and Healing | Readings:  
  - Bowen, pgs. 67-82 |
| Week 16 | Religion, Gender, and Feminism | Readings:  
  - Woodhead et al, 452-511 (book) |
| Week 17 | Video: tbd. |
### Section 5 — Religion, Migration and Diaspora

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<tr>
<th>Week 18</th>
<th>Muslims in Europe</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Bowen, pgs. 205-218 (book)</td>
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<tr>
<td></td>
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<td>• Zubaida, pgs. 88-98 (attached)</td>
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<table>
<thead>
<tr>
<th>Week 19</th>
<th>Muslims in France</th>
<th>Readings</th>
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<tr>
<td></td>
<td></td>
<td>• Video: Young, Muslim and French, 2004, 57mins.</td>
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<tr>
<th>Week 20</th>
<th>Syncretism in London</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Baumann, pgs. 104-121 (attached)</td>
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### Section 6 — Secularism, Resurgence, and Violence

<table>
<thead>
<tr>
<th>Week 21</th>
<th>Secularism <strong>DUE: Media Research Paper</strong></th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Bowen, pgs. 236-253 (book)</td>
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<tr>
<th>Week 22</th>
<th>Religious Resurgence</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Shah et al., pgs. 38-43 (attached)</td>
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<td></td>
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<td>• Sahliah, pgs. 3-16 (attached)</td>
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<tr>
<th>Week 23</th>
<th>Violence</th>
<th>Readings</th>
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<tr>
<td></td>
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<td>• Juergensmeyer, pgs. 121-166 (attached)</td>
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### Section 7 — Religion, Media, and Popular Culture

<table>
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<tr>
<th>Week 24</th>
<th>Virtual Religion <strong>DUE: Final Paper Draft</strong></th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Bowen, pgs. 219-235 (book)</td>
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<td></td>
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<td>• McWilliams, 315-335 (attached)</td>
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<table>
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<tr>
<th>Week 25</th>
<th>Religion and Popular Culture</th>
<th>Readings</th>
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<tr>
<td></td>
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<td>• Woodhead et al., pgs. 511-545 (book)</td>
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<tr>
<th>Week 26</th>
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<th>Video: tbd.</th>
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<tr>
<th>Week 27</th>
<th>Revision / Dedicated Office Hours</th>
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<tr>
<th>Week 28</th>
<th>No Class / Dedicated Office Hours</th>
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<table>
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<tr>
<th>Week 29</th>
<th><strong>DUE: Final Paper</strong></th>
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</table>

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**Readings**
Books to be purchased at ASU bookstore

Syllabus marked for GS Credits G (Global Awareness)


Articles and Chapters attached on blackboard


Winzeler, Robert. Anthropology and Religion. What we know, think, and question, New York 2012: Altamira

Relegions in the Modern World
Traditions and Transformations
Edited by Linda Woodhead, Christopher Partridge, Hiroko Kawanami
Religions in the Modern World

Traditions and Transformations

Third Edition

Edited by Linda Woodhead, Christopher Partridge, and Hiroko Kawanami
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