



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department SHPRS
Prefix REL Number 101 Title Religion, Culture, and Public Life Units: 3

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.

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. Chair/Director Initials (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 (SO/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.u.edu Phone (480) 727-0689

Department Chair/Director approval: (Required)

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

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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."	

Course Prefix	Number	Title	Designation
REL	101	Religion, Culture, and Public Life	Global Awareness (G)

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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1—study of the contemporary world outside US	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.	—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
2—in-depth study of religious cultures outside of US	the course addresses religion and culture of Buddhism in Asia, Hinduism in India, Islam in the Middle East and Europe, syncretism in Europe, and Christianity in Europe	—Buddhism in Japan: week 6. —Hinduism in India: weeks 7,8. —Islam in Middle East or Europe: weeks 10,11,18,19. —Syncretism in London: week 20. —Christianity in Europe: weeks 9,10.
3—study of the cultural significance of a non-U.S.-centered global issue	the course addresses modernity as historical process and cultural condition in non-US regions	—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 .

Course	Title	Units
REL 101	Religion, Culture and Public Life Explores how religions are conditioned by cultural values and operate in the political sphere. Allow multiple enrollments: Yes Primary course component: Lecture Repeatable for credit: Yes Grading method: Standard Grading Offered by: College of Liberal Arts and Sciences – Historical, Philosophical & Religious Studies, Sch	3

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)

Bibliographic 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)

stract (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 from whatever material or electronic source! 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

Session/Section	Topic	Readings / Resources
Section 1 — Introduction		
Week 1	Technical Introduction	
Week 2	How to Think About Religion	Readings: <ul style="list-style-type: none"> • Winzeler, pp. 21-35 • Lincoln, pp.1-8
Week 3	How to think about Religion and Modernity <u>Due: Bibliographic Exercise</u>	Readings: <ul style="list-style-type: none"> • Woodhead et al, pp. 1-15
Week 4	Debating Religion	Video: <i>We'd Be Better Off Without Religion: A Debate</i> , 2007, 115 mins (partly shown in class, partly viewed at home).

Commented [S1]: Rel and Culture in Global Context

Commented [S2]: Rel and Modernity in Global Context

Commented [S3]: Rel and Culture in Global Context

Syllabus marked for GS Credits G (Global Awareness)

Week 5	Due: Video Response Paper	Discussion of the Video
Section 2 — Religion – Colonialism - Modernity		
Week 6	Religion, Identity, and the State (Buddhism)	Readings: <ul style="list-style-type: none"> Bowen: Religion in Practice, (chapt. 3), pgs. 33-47 (book) Masaaki: Shinto Rebellion, pgs. 365-370 (attached)
7 Week	Religion, Nationalism, and Conflict (Hinduism)	Video: The Story of India: Freedom, 2008, 55 mins.
8 Week	Interaction with Modernity (Hinduism)	Readings: <ul style="list-style-type: none"> Woodhead et al pp. 41-73 (book)
Section 3 — Religion as Cultural Practice		
Week 9	Images and Relics (Catholicism)	Read: <ul style="list-style-type: none"> Bowen: pgs. 113-140 (book) Wolf: pgs. 31-39 (attached)
Week 10	Scriptures and Language (Protestantism and Islam)	Read: <ul style="list-style-type: none"> Bowen: pgs.154-173 (book)
Week 11	Rituals and Communities (Islam)	Readings: <ul style="list-style-type: none"> Bowen, pgs. 47-66 (book) Turner, pgs. 511-519 (attached)
Week 12		Watch Video: <ul style="list-style-type: none"> <i>Hajj, the Pilgrimage</i>, 1999, 52 mins.
Week 13	REVISION	
Week 14	Midterm Exam	
Section 4 — Religion, Gender, and Body		
Week 15	Religion, Ritual, and Healing	Readings: <ul style="list-style-type: none"> Bowen, pgs. 67-82
Week 16	Religion, Gender, and Feminism	Readings: <ul style="list-style-type: none"> Woodhead et al; 492-511 (book)
Week 17		Video: tbd.

Commented [S4]: Rel and Culture in Global Context

Commented [S5]: Religion and culture in Asia

Commented [S6]: Religion and Modernity in Asia

Commented [S7]: Buddhism in Japan

Commented [S8]: Religion and culture in Asia

Commented [S9]: Religion and Modernity in Asia

Commented [S10]: Hinduism in India

Commented [S11]: Religion and culture in Asia

Commented [S12]: Religion and Modernity in Asia

Commented [S13]: Hinduism in India

Commented [S14]: Religion and Culture in Europe

Commented [S15]: Christianity in Europe

Commented [S16]: Religion and Culture in Europe

Commented [S17]: Christianity in Europe

Commented [S18]: Islam in Europe and Middle East

Commented [S19]: Islam in Europe and Middle East

Commented [S20]: Religion and culture in Asia

Commented [S21]: Religion and Culture in Europe

Commented [S22]: Religion and culture in Asia

Commented [S23]: Religion and Culture in Europe

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Section 5 — Religion, Migration and Diaspora		
Week 18	Muslims in Europe	Readings: • Bowen, pgs. 205-218 (book) • Zubaida, pgs. 88-98 (attached)
Week 19	Muslims in France	• Video: <i>Young, Muslim and French</i> , 2004, 57mins.
Week 20	Syncretism in London	Readings: • Baumann, pgs. 104-121 (attached)
Section 6 — Secularism, Resurgence, and Violence		
Week 21	Secularism DUE: Media Research Paper	Readings: • Bowen, pgs. 236-253 (book)
Week 22	Religious Resurgence	Readings: • Shah et al, pgs. 38-43 (attached) • Sahliyeh, pgs. 3-16 (attached)
Week 23	Violence	Readings: • Juergensmeyer, pgs. 121-166 (attached)
Section 7 — Religion, Media, and Popular Culture		
Week 24	Virtual Religion DUE: Final Paper Draft	Readings: • Bowen, pgs. 219-235 (book) • McWilliams, 315-335 (attached)
Week 25	Religion and Popular Culture	Readings: • Wodhead et al, pgs. 511-549 (book)
Week 26		Video: tbd.
Week 27	Revision / Dedicated Office Hours	
Week 28	No Class / Dedicated Office Hours	
Week 29	DUE: Final Paper	

- Commented [S24]: Religion and Culture in Europe
- Commented [S25]: Islam in Europe and Middle East
- Commented [S26]: Rel and Culture in Global Context
- Commented [S27]: Religion and Culture in Europe
- Commented [S28]: Islam in Europe and Middle East
- Commented [S29]: Rel and Culture in Global Context
- Commented [S30]: Religion and Culture in Europe
- Commented [S31]: Syncretism in London
- Commented [S32]: Rel and Culture in Global Context
- Commented [S33]: Rel and Culture in Global Context
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- Commented [S35]: Rel and Culture in Global Context
- Commented [S36]: Rel and Modernity in Global Context
- Commented [S37]: Rel and Culture in Global Context
- Commented [S38]: Rel and Modernity in Global Context
- Commented [S39]: Rel and Culture in Global Context
- Commented [S40]: Rel and Culture in Global Context

Readings

Books to be purchased at ASU bookstore

John R. Bowen. *Religions in Practice: An Approach to the Anthropology of Religion*. Boston 2013: Prentice Hall

Syllabus marked for GS Credits G (Global Awareness)

Woodhead, Linda, Christopher Partridge, and Hiroko Kawanami (eds). *Religions in the Modern World: Traditions and Transformations*, Routledge 2016

Articles and Chapters attached on blackboard

Baumann, Gerd: 'The Lamps Are Many but the Light is One ?' Processes of Syncretization in a Multi-ethnic Suburb of London, in: G. Aijmer, (ed.): *Syncretism and the Commerce of Symbol* Göteborg 1995: Institute for Advanced Studies in Social Anthropology, pgs. 104-121

Juergensmeyer, Mark: *Terror in the Mind of God. The Global Rise of Religious Violence*, Berkeley 2000: University of California Press

Lincoln, Bruce, *Holy Terrors. Thinking About Religion After September 11*, Chicago 2006: University of Chicago Press

Masaaki, Sugata. *Shinto Resurgence*, *Japan Quarterly* 1988/ Oct.-Dec. 365-370

McWilliams, Mark. *Virtual Pilgrimages on the Internet*. *Religion* (2002) 32, 315-335

Sahliyeh, Emile, *Religious Resurgence and Political Modernization*, in: Sahliyeh, Emile (ed): *Religious Resurgence and Politics in the Contemporary World*, New York 1990: State University of New York Press, pgs. 3-16

Shah, Timothy Samuel and Monica Duffy Toft: *Why God Is Winning*, in: *Foreign Policy* 2006, July -August: 38-43

Turner, Victor, *Liminality and Communitas*, in: Grimes, Ronald (ed): *Readings in Ritual Studies*, Upper Saddle River, NJ 1995: Prentice Hall, pgs. 511-519

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

Zubaida, Sami. *Islam in Europe*, *Critical Quarterly* 2003/ 45. 1-2: 88-98



ROUSSEAU
EDUCATION

Third Edition

Religions 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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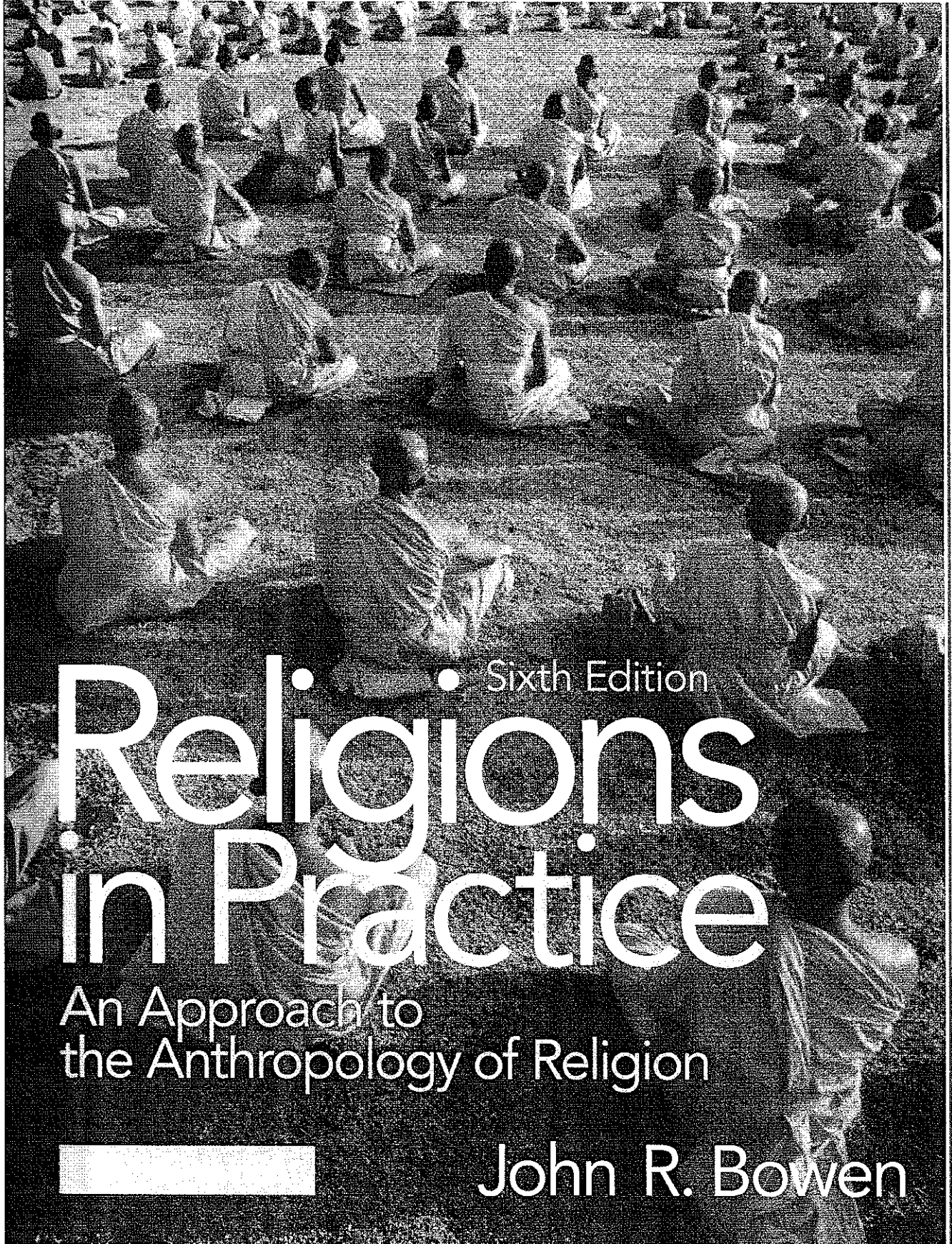
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• Sixth Edition

Religions in Practice

An Approach to
the Anthropology of Religion



John R. Bowen

Sixth Edition

RELIGIONS IN PRACTICE
AN APPROACH TO THE ANTHROPOLOGY
OF RELIGION

John R. Bowen
Washington University in St. Louis

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