



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). Chair/Director Initials (Required)

Course description:

Requested designation: Literacy and Critical Inquiry-L 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.

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.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
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.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: 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>	
<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. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 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 this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 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 this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: 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>	
<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. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 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 this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left; margin-left: 20px;">C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: 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>	
<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: 10px 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 this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
REL	101	Religion, Culture, and Public Life	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)
C1	60% of the assignments depend upon writing	—25% for a 700-words self-researched media paper submitted in session 17. feedback and discussion in class — 5% for a one-page final paper prospectus. written feedback on topic and sources —10% for 500-words final paper draft. written feedback on structure, argument, and conclusion. —20% for 1000-words final paper. written feedback on all including expression, consistency, and format.
C1 & C2	gathering of evidence, critical inquiry	Video Response: passive writing exercise, slightly creative, reproducing arguments, articulating opinion., Oral discussion of results in class.
C1&C2&C3		Media Research Paper: active writing experience, moderately creative, self-researched research in circumscribed area, critical identification of problems, combining summary and argument. Oral discussion in class and written feedback by instructor.
C4		Final Paper, full-fledged active writing experience, strongly creative, gradually expanding from prospectus, through draft, to final version, based on self-chosen topic and self-chosen sources, guided and assessed by criteria of scholarly evidencing, critical analysis, , expressive clarity, persuasive argument, scholarly formatting.

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 – L (Literacy and Critical Inquiry)

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: MW 3.00-4.15pm
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 Session 4. We will discuss the video and your response papers in Session 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 a written feedback and we will discuss your research papers in class.

Final Paper Prospectus (5%) asks you present a one-page plan of the self-chosen topic of your final paper. This plan must include a working title, a two-to-three paragraph abstract (short description of the subject /

Commented [S1]: C1 Video Response, summary of arguments, articulation of opinion, oral discussion

Commented [S2]: C1 / C2 Media Research Paper, self-researched sources, summary of arguments, critical analysis, oral discussion, written feedback

Syllabus marked for GS – L (Literacy and Critical Inquiry)

problem and of the argument you want to make) and a provisional list of readings and resources you want to use. You may choose any topic for your final paper that meaningfully contributes to the themes and problems discussed in the course. It is recommended however that you choose a topic that has been discussed either in one of the sections or one of the sessions of the course specified in the syllabus. You can use readings and sources dealt with in class, but you are encouraged to add self-researched sources (for details regarding valid scholarly sources, see instructions on BB). You will receive written feedback on your final paper plan by the instructor.

Final Paper Draft (10%) asks you to write a 500-words draft version of your final paper structured along a four-sections-scheme: introduction, elaboration, conclusion, bibliography all in proper format. You will again get written feedback about your final paper draft by the instructor.

Final Paper (20%) asks you to write and submit the final 1000 to 1200-words final version of the paper. Criteria for the assessment of your paper will be: evidence of proper use of scholarly sources, evidence of critical analysis, clarity of expression, persuasiveness of your argument(s), purity of formatting. You will receive final feedback and comments by the instructor.

Commented [S3]: C1,C2,C3,C4 Final Paper, self-chosen topic and sources, scholarly evidence, self-constructed argument, compelling articulation, written feedback, individual discussion at progressing stages prospectus, draft, final version.

There will be dedicated office hours to discuss your final paper with the instructor in Sessions 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		
Session 1	Technical Introduction	
Session 2	How to Think About Religion	Readings: <ul style="list-style-type: none"> • Winzeler, pp. 21-35 (attached) • Lincoln, pp.1-8 (attached)
Session 3	How to think about Religion and Modernity Due: Bibliographic Exercise	Readings: <ul style="list-style-type: none"> • Woodhead et al, pp. 1-15

Syllabus marked for GS – L (Literacy and Critical Inquiry)

Session 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).
Session 5	Due: Video Response Paper	Discussion of response paper
Section 2 – Religion – Colonialism - Modernity		
Session 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 Session	Religion, Nationalism, and Conflict (Hinduism)	Video: The Story of India: Freedom, 2008, 55 mins.
8 Session	Interaction with Modernity (Hinduism)	Readings: <ul style="list-style-type: none"> • Woodhead et al pp. 41-73 (book)
Section 3 – Religion as Cultural Practice		
Session 9	Images and Relics (Catholicism)	Read: <ul style="list-style-type: none"> • Bowen: pgs. 113-140 (book) • Wolf: pgs. 31-39 (attached)
Session 10	Scriptures and Language (Protestantism and Islam)	Read: <ul style="list-style-type: none"> • Bowen: pgs.154-173 (book)
Session 11	Rituals and Communities (Islam)	Readings: <ul style="list-style-type: none"> • Bowen, pgs. 47-66 (book) • Turner, pgs. 511-519 (attached)
Session 12		Watch Video: <ul style="list-style-type: none"> • <i>Haji, the Pilgrimage</i>, 1999, 52 mins.
Session 13	REVISION	
Session 14	Midterm Exam	
Section 4 – Religion, Gender, and Body		
Session 15	Religion, Ritual, and Healing	Readings: <ul style="list-style-type: none"> • Bowen, pgs. 67-82
Session 16	Religion, Gender, and Feminism	Readings: <ul style="list-style-type: none"> • Woodhead et al; 492-511 (book)
Session 17	Due: Media Research Paper	Discussion of media research papers
Section 5 – Religion, Migration and Diaspora		
Session 18	Muslims in Europe	Readings <ul style="list-style-type: none"> • Bowen, pgs. 205-218 (book) • Zubaida, pgs. 88-98 (attached)
Session 19	Muslims in Europe	Video: <i>Young, Muslim and French</i> , 2004, 57mins.
Session 20	Syncretism in London Due: Final Paper Prospectus (plan)	Readings: <ul style="list-style-type: none"> • Baumann, pgs. 104-121 (attached)
Section 6 – Secularism, Resurgence, and Violence		
Session 21	Secularism	Readings: <ul style="list-style-type: none"> • Bowen, pgs. 236-253 (book)
Session 22	Religious Resurgence	Readings: <ul style="list-style-type: none"> • Shah et al, pgs. 38-43 (attached)

Syllabus marked for GS – L (Literacy and Critical Inquiry)

Session 23	Violence	<ul style="list-style-type: none"> • Sahliyah, pgs. 3-16 (attached) Readings: <ul style="list-style-type: none"> • Juergensmeyer, pgs. 121-166 (attached)
Section 7 — Religion, Media, and Popular Culture		
Session 24	Virtual Religion DUE: Final Paper Draft	Readings: <ul style="list-style-type: none"> • Bowen, pgs. 219-235 (book) • McWilliams, 315-335 (attached)
Session 25	Religion and Popular Culture	Readings: <ul style="list-style-type: none"> • Wodhead et al, pgs. 511-549 (book)
Session 26		Video: tbd.
Session 27	Revision / Dedicated Office Hours	
Session 28	No Class / Dedicated Office Hours	
Session 29	DUE: Final Paper	

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

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 Sycretization 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

Sahliyah, Emile, Religious Resurgence and Political Modernization, in: Sahliyah, 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

Syllabus marked for GS – L (Literacy and Critical Inquiry)



ROUSSEAU
EDGE

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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• 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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