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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<tr>
<td>Prefix</td>
<td>REL</td>
<td>Number</td>
<td>101</td>
</tr>
<tr>
<td>Title</td>
<td>Religion, Culture, and Public Life</td>
<td>Units:</td>
<td>3</td>
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</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.

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. 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.edu Phone: (480) 727-0689

Department Chair/Director approval: (Required)

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

Chair/Director (Signature): 

Matthew Garcia

Rev. 4/2015
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:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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**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. *In-class essay exams may not be used for [L] designation.*

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.

2. Also:

   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".

**C-1**

**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   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".

**C-2**

**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.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

   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".
# ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<td>✗</td>
<td></td>
<td>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. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
</tr>
</tbody>
</table>

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.

2. Also:

   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".
<table>
<thead>
<tr>
<th>Course Prefix</th>
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<td>REL</td>
<td>101</td>
<td>Religion, Culture, and Public Life</td>
<td>L</td>
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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.

<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>
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</table>
| 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. |
<p>| C1 &amp; C2                   | gathering of evidence, critical inquiry                                 | Video Response: passive writing exercise, sightly creative, reproducing arguments, articulating oppinion,. Oral discussion of results in class. |
| C4                        |                                                                         | Final Paper, full-fletched 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. |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>REL 101</td>
<td>Religion, Culture and Public Life</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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<td></td>
<td>Offered by: College of Liberal Arts and Sciences -- Historical, Philosophical &amp; Religious Studies, Sch</td>
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</table>
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 88).
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 /
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 B8). 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.

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 (B8)
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

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<td>Session/Section</td>
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<td><strong>Section 1 ——— Introduction</strong></td>
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<td>Session 1</td>
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| Session 2 | How to Think About Religion | Readings:  
- Whitteker, pp. 21-35 (attached)  
- Lincoln, pp.1-8 (attached) |
| Session 3 | How to think about Religion and Modernity Due: Bibliographic Exercise | Readings:  
- Woodhead et al, pp. 1-15 |
## Syllabus marked for GS – L (Literacy and Critical Inquiry)

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<th>Session 4</th>
<th>Debating Religion</th>
<th>Video: We’d Be Better Off Without Religion: A Debate, 2007, 115 mins (partly shown in class, partly viewed at home).</th>
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<tr>
<td>Session 5</td>
<td>Due: Video Response Paper</td>
<td>Discussion of response paper</td>
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### Section 2 — Religion – Colonialism - Modernity

| Session 6 | Religion, Identity, and the State (Buddhism) | Readings:  
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<td>Massaki: Shinzo Rebellion, pgs. 365-370 (attached)</td>
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</tbody>
</table>
| 8 Session | Interaction with Modernity (Hinduism) | Readings:  
|           |                                              | Woodhead et al pp. 41-73 (book) |

### Section 3 — Religion as Cultural Practice

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

### Section 4 — Religion, Gender, and Body

| Session 15 | Religion, Ritual, and Healing | Readings:  
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<td></td>
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<td>Bowen, pgs. 67-82</td>
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| Session 16  | Religion, Gender, and Feminism | Readings:  
|             |                               | 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:  
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<td>Bowen, pgs. 205-218 (book)</td>
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<td></td>
<td>Zuhair: pgs. 83-98 (attached)</td>
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<td>Session 19</td>
<td>Muslims in Europe</td>
<td>Video: Young, Muslim and French, 2004, 57 mins.</td>
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| Session 20  | Syncretism in London | Readings:  
|             | Due: Final Paper Prospectus (plan) | Baumann, pgs. 104-121 (attached) |

### Section 6 — Secularism, Resurgence, and Violence

| Session 21 | Secularism | Readings:  
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<td>Bowen, pgs. 236-253 (book)</td>
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| Session 22  | Religious Resurgence | Readings:  
|             |            | Shah et al, pgs. 38-43 (attached)                |
Syllabus marked for GS – I. (Literacy and Critical Inquiry)

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<th>Session</th>
<th>Topic</th>
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| 23      | Violence | * Sahliyeh, pgs. 3-16 (attached)  
          |        | * Juergensmeyer, pgs. 121-166 (attached) |

**Section 7 — Religion, Media, and Popular Culture**

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<th>Session</th>
<th>Topic</th>
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| 24      | Virtual Religion | * Bowen, pgs. 219-236 (book)  
          | DUE: Final Paper Draft | * McWilliams, 315-335 (attached) |
| 25      | Religion and Popular Culture | * Woodhead et al., pgs. 511-549 (book) |
| 26      | Video: ibd. | |
| 27      | Revision / Dedicated Office Hours | |
| 28      | No Class / Dedicated Office Hours | |
| 29      | DUE: Final Paper | |

Readings:

Books to be purchased at ASU bookstore


Articles and Chapters attached on blackboard


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

Syllabus marked for GS - L (Literacy and Critical Inquiry)
Religions in the Modern World
Traditions and Transformations
Third Edition
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
Washington University in St. Louis

Pearson
Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam
Cape Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo
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