



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/3/10

- 1. ACADEMIC UNIT: School of Social & Family Dynamics
2. COURSE PROPOSED: SOC 420 Sociology of Religion 3
3. CONTACT PERSON: Name: F. Scott Christopher Phone: (480) 965-0354
Mail Code: 3701 E-Mail: Scott.Christopher@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X] -MR
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

The majority of the course requirements (85%) is based on papers that students write using scholarly sources. In addition, the other 15% includes in-class writing assignments.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?: [X] No [ ] Yes; Is it governed by a common syllabus? \_\_\_\_\_

Richard Fabes
Chair/Director (Print or Type)

3-3-10
Chair/Director (Signature)

Date: \_\_\_\_\_

**SOC 420 – Sociology of Religion**

**Catalog Description:** Interrelationship of culture, society, and religion; religion and social stratification; religious, economic, and political institutions; social change and religion. Emphasizes American society and institutions.

Arizona State University Criteria Checklist for

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

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative 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 which have little to do with language in the usual sense (words), but the analysis of spoken and written 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 skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

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.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

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.

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

<b>ASU - [L] CRITERIA</b>			
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"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
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. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         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".                     </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         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".                     </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         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".                     </div> C-3			

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: 10px; 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-4".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
SOC	420	Sociology of Religion	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	<ul style="list-style-type: none"> <li>• 85% of the course grade is based on papers written for class (Syllabus - P. 4).</li> <li>• 15% comes from class participation, but this also is based in part on in-class written assignments (Syllabus - P. 4).</li> </ul>	Please see Page 4 of the syllabus.
2	<ul style="list-style-type: none"> <li>• The first two papers focus on The Elementary Forms of Religious Life (1st paper), The Protestant Ethic and Spirit of Capitalism (2nd paper) and require students to use scholarly sources and to cite these sources using APA formatting (Syllabus - P. 4).</li> <li>• The third paper involves a structured write-up of a field research study that students conduct with a partner in the course.</li> </ul>	Please see Page 4 of the syllabus.
3 & 4	<p>Criteria 3</p> <ul style="list-style-type: none"> <li>• There are three substantial writing assignments in the course (Syllabus – P. 4).</li> </ul> <p>Criteria 4</p> <p>Criterion 4:</p> <ul style="list-style-type: none"> <li>• Page 3 details the timeline of the course. The three written assignments are spaced in a manner that allows the instructor to provide critical feedback so that they can improve their subsequent papers.</li> </ul>	<p>Criteria 3: Please see Page 4 of the syllabus.</p> <p>Criteria 4: Please see Page 3 of the syllabus.</p>

Course Information

SOC 420: Sociology of Religion  
Semester: Spring 2005 (SLN: 00639)  
Time: T-Th 3:15 – 4:30 p.m.  
Building Room: SS 208  
3 credit hours

Instructor Information

Instructor: Paul C. Holley  
E-mail: paul.holley@asu.edu  
Phone: 480-727-6325 or 480-444-6790  
Office: Coor Bldg., Room 5590  
Hours: T-Th, 4:30 – 5:30 p.m.  
(or scheduled upon request)

Course Description

This course is designed to give you an introduction to the scientific study of religion. We will begin by examining the development of theories of religion in the social sciences and will complete the semester-long inquiry by conducting an observational field study of a religious group in their own setting. Although the course is largely influenced by religious affairs on a global scale, this course does not represent a survey of the world's major religions. Instead, we will be concerned with how various religious groups and organizations influence and participate in society. Moreover, we will attempt to decipher how religion constructs meaning and belonging for the individual in society.

Required Texts

McGuire, Meredith B. 2002. *Religion: The Social Context*. Fifth Edition. Belmont, CA: Wadsworth.

Durkheim, Emile. 2001 [1912]. *The Elementary Forms of Religious Life*. Translated by Carol Cosman. Oxford, U.K.: Oxford University Press.

Weber, Max. 2002 [1930]. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons. London and New York: Routledge.

Berger, Peter L. 1967. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. Garden City, NY: Doubleday.

Note. The readings may be purchased at the Student Book Store or other retail outlets; however, I suggest you obtain the editions cited above to avoid confusion when referencing specific pages in the text. In addition to the above readings, I may provide you with supplementary reading materials that will be helpful when writing the papers and/or assignments.

Course Schedule

Week	Date	Topic	Readings/Assignment
1	Tues., Jan. 18	The Sociology of Religion, An Introduction	McGuire p. 1-7; p. 22-24; Durkheim p. 3-21.
	Thurs., Jan. 20	Defining Religion in Sociological Terms	McGuire p. 8-15; Berger p. 175-177; Durkheim p. 25-46.
2	Tues., Jan. 25	Universal Characteristics of Religion	McGuire p. 15-22, 25-32, 37-39.
	Thurs., Jan. 27	The Elementary Forms of Religious Life	Durkheim p. 47-83.
3	Tues., Feb. 1	Elementary Forms (continued)	Durkheim, Book II, p. 87-218
	Thurs., Feb. 3	Elementary Forms (continued)	
4	Tues., Feb. 8	Elementary Forms (continued)	Durkheim, Book III, p. 221-343
	Thurs., Feb. 10	Elementary Forms (continued)	
5	<b>Tues., Feb. 15</b>	<b>Peer Review of Paper I</b>	
	<b>Thurs., Feb. 17</b>		<b>Paper I due</b>
6	Tues., Feb. 22	Official & Non-Official Religions	McGuire Ch. 4.
	Thurs., Feb. 24	Official & Non-Official Religions	McGuire Ch. 5.
7	Tues., Mar. 1	Individual Religion	McGuire p. 51-72; p. 84-95.
	Thurs., Mar. 3	Religious Collectivities	McGuire p. 149-194.
8	Tues., Mar. 8	Religion and Conflict	McGuire Ch. 6.
	Thurs., Mar. 10	Proselytization and Conversion	McGuire p. 73-83.
9	Tues., Mar. 15	No Class – Spring Break	
	Thurs., Mar. 17	No Class – Spring Break	
10	Tues., Mar. 22	The Protestant Ethic and the Spirit of Capitalism	McGuire Ch. 7 (esp. 245-256); Weber, Part I, p. 3-50
	Thurs., Mar. 24	Protestant Ethic (continued)	
11	Tues., Mar. 29	Protestant Ethic (continued)	Weber, Part II, p. 53-125
	Thurs., Mar. 31	Protestant Ethic (continued)	
12	<b>Tues., Apr. 5</b>	<b>Peer Review of Paper II</b>	
	<b>Thurs., Apr. 7</b>		<b>Paper II due</b>
13	Tues., Apr. 12	Religion and World Construction	Berger p. 3-52.
	Thurs., Apr. 14	Religion and World Maintenance	
14	Tues., Apr. 19	Religious Crises (Theodicy and Alienation)	Berger p. 52-101.
	Thurs., Apr. 21	Religious Crisis (continued)	McGuire p. 33-36
15	Tues., Apr. 26	Secularization Theory	Berger p. 106-171; McGuire p. 285-289.
	Thurs., Apr. 28	Religion and Modernity	McGuire Ch. 8.
16	<b>Tues., May 3</b>	<b>Peer Review of Paper III</b>	
	<b>Thurs., May 5</b>		<b>Paper III due</b>



### Grading Structure

Your final grade will be determined on the basis of three papers as well as class participation. The following point structure will be adopted:

**Paper I (due Thurs., Feb. 17) – 25 points**  
**Paper II (due Thurs., Apr. 7) – 25 points**  
**Paper III (due Thurs., May 5) – 35 points**  
**Class Participation – 15 points**

Once a final percentage is calculated, a letter grade will be assigned: A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, E = 59% or lower. The evaluation of work follows standard university definitions: A = Excellent, B = Good, C = Average, D = Passing, E = Failing.

### Class Papers

**There will be three class papers due during the semester (see course schedule for dates). They will consist of approximately 7-10 pages each and will include full citations and references, and will follow a pre-specified format (e.g., APA style). Specific instructions for these papers will be handed out with ample time to complete the assignment (at least 3 weeks in advance). The first paper will be related to *The Elementary Forms of Religious Life* and will be worth 25 points. The second paper will be related to *The Protestant Ethic and Spirit of Capitalism* and will also be worth 25 points. The third paper will involve a structured write-up of a field research study that you will conduct on your own or with a partner. This final paper will be worth 35 points.**

### Class Assignments

**There will be a series of brief written assignments due on a weekly or semi-weekly basis over the course of the semester. This will involve a single question based on the readings to which you may respond in a few short paragraphs. These assignments will constitute a large part of your class participation grade. Hence, there will often be time allotted during the class period to discuss your responses to these questions in small groups. Your responses, which should be typed, will be due by the following class period.**

### Course Policies

*Class Attendance.* Since this is a University and you are paying to take this course, I assume that you want to get the most for your money by attending each class. If you must be absent during a given class period, please let me know in advance. You will be responsible for obtaining any material you missed during class from your peers. Although attendance will not count directly towards your grade per say, a direct correlation is said to exist between class attendance and final grade performance.

*Missed Classes:* Academic Affairs Policy Manual, 304-02: “Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence...[s]tudents should inform their instructors early in the semester of required class absences.” There are only two exams during the semester.

*Late Papers/Assignments:* Papers and class assignments are to be turned in at the start of class on their due date. For each day your paper is late, two (2) points will be deducted from your paper’s score. To receive any credit for your class assignments, you will have to turn in responses by the next class period (i.e., the class period following the one in which it was assigned).

*Academic Dishonesty:* According to the ASU Student Code of Conduct, cheating is defined as the “intentionally using or attempting to use unauthorized materials, information or study aids” in any academic work. Plagiarism is a form of academic dishonesty.

*Extra Credit:* There will be no extra credit given in this course.

*Disability Accommodation:* In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, the Disability Resources for Students (DRS) at Arizona State University facilitates a number of academic support services and accommodations for students with disabilities. If you have needs outside of the classroom, you are encouraged to contact the DRS, which is located on the first floor of the Matthew’s Center on campus. Any students who require special accommodations for the classroom should personally contact the instructor so arrangements can be made.

*Syllabus Changes:* The syllabus is subject to change at anytime during the semester. Changes will be minor in nature and will be announced during class. You will be responsible for keeping track of any changes to the syllabus so please check with your classmates if you are absent on a given day for possible changes to the syllabus.

**\*Note: Course Withdrawal Deadline (In-Person) is on April 1, 2005; Course Withdrawal  
Deadline (Sun-Dial and ASU Interactive) is on April 3, 2005.**