GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>Course information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>Approaches to Religion</td>
</tr>
</tbody>
</table>

Prefix: REL  Number: 307  Title: Approaches to Religion  Units: 3

Course description: Examines the intellectual history of academic study of religion through various theoretical approaches, major themes, and thinkers.

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 MD (Required)

Requested designation: Literacy and Critical Inquiry–L  Mandatory Review: Yes

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 2018 Effective Date: October 1, 2017  For Spring 2019 Effective Date: March 10, 2018

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 (SQ/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 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 Marissa Timmerman  E-mail Marissa.R.Timmerman@asu.edu  Phone (480)727-0689

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew Delmont  Date: 3/5/18
Chair/Director (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, 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>
</tr>
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<tbody>
<tr>
<td></td>
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<td>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. <em>In-class essay exams may not be used for [L] designation.</em> Assignments: Summary Paper 15%; Discussion Paper 25%; Final Essay Draft 10%; Final Paper 30%;</td>
</tr>
</tbody>
</table>

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:

   **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. Assignments: Summary Paper; Discussion Paper; Final Essay Draft; Final Paper; |

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

2. Also:

   **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. Assignments: Discussion Paper; Final Essay Draft; Final Paper; |

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

2. Also:

   **C-3**
**ASU - [L] CRITERIA**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td>☑</td>
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<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.
<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>C1</td>
<td>The course educates students in the written (and spoken) analysis, discussion and presentation of conceptual and practical aspects of religion.</td>
<td>Exercizes that request scholarly writing amount to 80% of the assignments of the course. They are identified in the schedule under weekly units 9; 14; 21; 29.</td>
</tr>
<tr>
<td>C2</td>
<td>Assignments and exercises train and assess students' writing (and oral) skills in various capacities: gathering and interpretation of evidence; summary and comparison; critical analysis and debate, thesis-oriented argumentation and narrative.</td>
<td>Types of writing (and oral) skill assignments are identified in the schedule. They focus in particular on: gathering and interpretation of evidence (units 9;14;21; 27;28;29); summary and comparison (unit 9); critical analysis and debate (unit 14), thesis-oriented argumentation and narrative (units 21; 27; 28; 29).</td>
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<tr>
<td>C3</td>
<td>1) Discussion Paper (1000 words) asks the students to reflect the readings of the entire section III in order to critically discuss and assess the British Video Debate &quot;We'd Be Better Off Without Religion&quot;; 2) Final Essay (2000 words) asks the students to analyze in-depth the readings of section IV and to elaborate in detail how ritual, language, materiality, and modern media enhance and/or challenge the religious constitution of authority, social norms, and cultural identity.</td>
<td>Units involved with Discussion Paper are 9, 10, 11, 12, 13, 14; units involved in Final Essay are 15, 16, 17, 18, 19, 20.</td>
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<tr>
<td>C4</td>
<td>1) Students' Discussion Papers will be discussed in class after viewing the video and will receive oral and written instructor comments. 2) The Final Essay assignment foresees the written submission and oral presentation of a draft. Instructor comments and in-class discussion will, thereafter, guide the final elaboration of the students' Final Essays.</td>
<td>Discussion Papers will be orally discussed and commented in writing in and after unit 14. Final Essay Draft will be submitted in after unit 21; orally presented and discussed in units 27 &amp; 28; finally submitted and assessed in and after unit 29.</td>
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</tbody>
</table>
General Course Description
This course examines theoretical approaches to religion and analyzes the study of religion in practice.

Course Description
The study of theoretical approaches to religion looks at classical theories and contemporary discussions. Classical theories entail sociological and comparative approaches, contemporary discussions critically reflect the historical contexts and cultural conditions of the concept of religion. The study of religion in practice looks at fundamental forms of religious expression and action. It asks how religions constitute authority, communication, and knowledge and discusses how religion is involved in the formation of social norms and political power relations.

Goals of the Course. Students will learn
To discuss classical theoretical approaches to religion
To reflect on contemporary discussions about the concept of religion
To study the expressive and performative practice of religion
To scrutinize religion in modern and global contexts
To write and speak about religion in a scholarly way

Assignments and Grades
• Class Participation will count for 10% of your grade. Class participation is not the same as class attendance. You are expected to take an active role in this class by carefully studying the weekly readings and contributing meaningfully to in-class discussions. For each day, who contributes to the discussion will get one or more points, who does not contribute will get zero point, who does not attend class will get negative points.
• The Summary Paper Classical Theory will count for 15% of your grade. It should have 750 words. Based on the readings of section II, it should summarize and discuss how and to what extent the theories put forward by Durkheim, Eliade and the Social Anthropologists of the 20th century have helped in the establishment of the modern discipline of Religious Studies.
• The Discussion Paper will count for 25% of your grade. It should have 1000 words. It will be based on the readings and the video of section III and should discuss and assess the question debated in the video whether or not: “We’d Be Better Off Without Religion” today. Both the video and your
papers will be discussed in class and you will receive an assessment and critique of your written and oral presentation.

- The **Final Essay Draft** "Religion in Practice" will count for 10% of your grade. It should have 500 words presenting a working title, a conceptual draft, and a preliminary bibliography of your Final Essay "Religion in Practice". Based on the readings in section IV, the topic of the Final Essay may be selected by you, but needs to be approved by the instructor. You will receive your draft back in due time with detailed comments and critique by your instructor, based upon which you should elaborate your Final Essay.

- The **Oral Presentation** of your Final Essay in class will count for 10% of your grade. It should be based on your Final Essay Draft including the comments and critique of your instructor. The feedback from instructor comments and in-class discussion shall help you refine your draft.

- The **Final Essay** "Religion in Practice" will count for 30% of your grade. It shall have 2000 words in length. Based on the readings of section IV and the instructor comments on your draft you should elaborate how practical aspects such as ritual, language, materiality, and modern media enhance or challenge the religious constitution of authority, social norms, and cultural identity.

Technically, the final paper needs to have an introduction, elaboration, and conclusion of arguments. It should be formatted as a word document with fonts not larger than 12pts. All significant facts and arguments borrowed from bibliographic or electronic sources need to be referenced in the text by author name and year of the source. All figures and verbatim quotations need to be referenced in the text by author name, year and page number(s). All sources used in the text need to be evidenced in a bibliography at the end of the paper. The bibliography needs to follow an acknowledged academic style, for instance the Chicago Style. [www.chicagomanualofstyle.org/tools_citationguide](http://www.chicagomanualofstyle.org/tools_citationguide)

**Grading Scale**

less than 55 = failing; 56-66=D; 67-73=C; 74-76=C+; 77-79=B-; 80-86=B; 87-89=B+; 90-92=A-; 93-96=A; 98-100=A+

**Note:** All written assignments are to be submitted on blackboard assignments.

**Blackboard**

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.
## Weekly Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Read/Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technical Introduction</td>
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<tr>
<td>2</td>
<td>Religion Here and There</td>
<td>Winzeler, 21-35</td>
</tr>
<tr>
<td>3</td>
<td>LABOUR DAY – No Class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>How to Study Religion Today?</td>
<td>Knott, 494-510</td>
</tr>
<tr>
<td>5</td>
<td>I) Introduction: Discussing the Classics</td>
<td>Bowen, 9-29</td>
</tr>
<tr>
<td>6</td>
<td>II) Society and Religion: Durkheim</td>
<td>Durkheim, 34-47</td>
</tr>
<tr>
<td>7</td>
<td>II) Myth and History: Eliade</td>
<td>Eliade, 4-48</td>
</tr>
<tr>
<td>8</td>
<td>II) Classical Anthropological Theories of Religion</td>
<td>Styers, 315-326</td>
</tr>
<tr>
<td>9</td>
<td>III) Religion as a Cultural System</td>
<td>Geertz, 87-125</td>
</tr>
<tr>
<td>10</td>
<td>Religion and Power</td>
<td>Asad, 237-259</td>
</tr>
<tr>
<td>11</td>
<td>Debating the Notion of Belief</td>
<td>Bell, 100-117</td>
</tr>
<tr>
<td>12</td>
<td>Religion and Violence</td>
<td>Reader, 474-491</td>
</tr>
<tr>
<td>13</td>
<td>IV) We’d better off without religion? A Debate</td>
<td>Video: 2007, 45 mins.</td>
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<tr>
<td>14</td>
<td>IV) In-Class discussion of Video and Discussion Papers</td>
<td>Due Discussion Paper</td>
</tr>
<tr>
<td>15</td>
<td>IV) Basic Genres of Ritual</td>
<td>Bell, 102-137</td>
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<tr>
<td>16</td>
<td>IV) Rites of Passage</td>
<td>Bell, 94-102</td>
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<tr>
<td>17</td>
<td>V) Hajj: The Pilgrimage</td>
<td>Video 1999, 52 mins</td>
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<tr>
<td>18</td>
<td>V) Religion and Media</td>
<td>Grimes, 219-234</td>
</tr>
<tr>
<td>19</td>
<td>V) Religion and Language</td>
<td>Keane, 431-448</td>
</tr>
<tr>
<td>20</td>
<td>V) Religion and Materiality</td>
<td>Cort, 613-632</td>
</tr>
<tr>
<td>21</td>
<td>V) Islam in the Modern Age</td>
<td>Tayoub, 1-15</td>
</tr>
<tr>
<td>22</td>
<td>V) Young, Muslim and French, Islam in France</td>
<td>Video: 2004, 57 mins.</td>
</tr>
<tr>
<td>23</td>
<td>V) Religion and Gender</td>
<td>Boyarin 117-135</td>
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<tr>
<td>24</td>
<td>V) Religious Pluralism</td>
<td>Baumann, 101-121</td>
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<tr>
<td>25</td>
<td>V) Religious Nationalism</td>
<td>Sahliyeh, 3-16</td>
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<tr>
<td>26</td>
<td>V) FALL BREAK / No Class</td>
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**Commented [AH22]: C2, C3**
**Commented [AH23]: C2, C3**
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**Commented [AH26]: C2, C3**
**Commented [AH27]: C2, C3**
**Commented [AH28]: C2, C3**
**Commented [AH29]: C2, C3**
**Commented [AH30]: C2, C3**
**Commented [AH31]: C1, C2, C3, C4**
SAMPLE SYLLABUS for GS Designation L

<table>
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<tr>
<th>Page</th>
<th>Student Presentations</th>
<th>Due Final Essay</th>
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<tr>
<td>28</td>
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<tr>
<td>29</td>
<td>No Class</td>
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Readings

SAMPLE SYLLABUS for GS Designation L


**Videos:**
- We'd Be Better Off Without Religion: A Debate, 115 min, 2007
- Hajj: The Pilgrimage. 52 mins. 1999
- Young, Muslim and French: Stories of Assimilation and Defiance, 47 mins, 2006

**Plagiarism**
Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph—even an idea stated in your own words—from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. The consequences are severe including failure for the assignment, probable failure for the course, disciplinary referral to the Dean and possible expulsion from the University. Academic integrity is expected of every individual: https://provost.asu.edu/academicintegrity

**Disability Accommodations**
Qualified students who will require disability accommodations in this class are encouraged to make their requests either to me at the beginning of the semester or to the ASU Disability Resource Center https://eoss.asu.edu/drc. Disability information is treated as confidential.

**Classroom Recording**
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.