

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/School SHPRS
 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, 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>Assignments: Summary Paper 15%; Discussion Paper 25%; Final Essay Draft 10%; Final Paper 30%;</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 style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have)</p> </div> <p style="text-align: left; margin-top: 10px;">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>Assignments: Summary Paper; Discussion Paper; Final Essay Draft; Final Paper;</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 style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have)</p> </div> <p style="text-align: left; margin-top: 10px;">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>Assignments: Discussion Paper; Final Essay Draft; Final Paper;</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 style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have)</p> </div> <p style="text-align: left; margin-top: 10px;">C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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>	Assignments: Discussion Paper; Final Essay Draft; Student Oral Presentation; Final Paper;
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: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin: 10px 0;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have</div> C-4			

Course Prefix	Number	Title	General Studies Designation
REL	307	Religion:Theory and Practice	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 checklist)	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	The course educates students in the written (and spoken) analysis, discussion and presentation of conceptual and practical aspects of religion.	Exercises 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.
C2	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.	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).
C3	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 "We'd Be Better Off Without Religion"; 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.	Units involved with Discussion Paper are 9, 10, 11, 12, 13, 14; units involved in Final Essay are 15, 16, 17, 18, 19, 20.
C4	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.	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 & 28; finally submitted and assessed in and after unit 29.

SAMPLE SYLLABUS for GS Designation L

School of Historical, Philosophical and Religious Studies
REL 307

Religion: Theory and Practice



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

Commented [AH1]: C1

Commented [AH2]: C2

Commented [AH3]: C1

Commented [AH4]: C2, C3

SAMPLE SYLLABUS for GS Designation L

papers will be discussed in class and you will receive an assessment and critique of your written and oral presentation.

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- 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.

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Commented [AH7]: C2, C3

- 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. .

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Commented [AH9]: C3

- 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.

Commented [AH10]: C1

Commented [AH11]: C2, C3, C4

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

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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.

SAMPLE SYLLABUS for GS Designation L

Weekly Schedule

1		Technical Introduction	
I) Introduction			
2		Religion Here and There	Read: Winzeler, 21-35
3		LABOUR DAY – No Class	
4		How to Study Religion Today?	Read: Knott, 494-510
II) Classical Theories of Religion			
5		Introduction: Discussing the Classics	Read: Bowen, 9-29
6		Society and Religion: Durkheim	Read: Durkheim, 34-47
7		Myth and History: Eliade	Read: <i>Eliade</i> , 4-48
8		Classical Anthropological Theories of Religion	Styers, 315-326
III) Current Debates			
9		Religion as a Cultural System	Read: Geertz, 87-125 <i>Due Summary Paper</i>
10		Religion and Power	Read: Asad, 237-259
11		Debating the Notion of Belief	Read: Bell, 100-117
12		Religion and Violence	Read: Reader, 474-491
13		<i>We'd be better off without religion? A Debate.</i>	Video: 2007, 45 mins.
14		In-Class discussion of Video and Discussion Papers	<i>Due Discussion Paper</i>
IV) Religion in Practice			
15		Basic Genres of Ritual	Read: Bell, 102-137
16		Rites of Passage	Read: Bell, 94-102
17		<i>Hajj: The Pilgrimage</i>	Video 1999, 52 mins
18		Religion and Media	Read: Grimes, 219-234
19		Religion and Language	Read: Keane, 431-448
20		Religion and Materiality	Read: Cort 613-632
V) Modernity, Globalization, Gender			
21		Islam in the Modern Age	Read: Tayoub, 1-15 <i>Due Final Essay -DRAFT</i>
22		<i>Young, Muslim and French</i> , Islam in France	Video: 2004, 57 mins.
23		Religion and Gender	Read: Boyarin 117-135
24		Religious Pluralism	Read: Baumann, 101-121
26		Religious Nationalism	Sahliyah, 3-16
26		FALL BREAK / No Class	

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Commented [AH15]: C2

Commented [AH16]: C2

Commented [AH17]: C2

Commented [AH18]: C2

Commented [AH19]: C1; C2

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Commented [AH21]: C2; C3

Commented [AH22]: C2; C3

Commented [AH23]: C2; C3

Commented [AH24]: C1; C2; C3;C4

Commented [AH25]: C2; C3

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

27			Student Presentations
28			Student Presentations
29		No Class	Due Final Essay

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Commented [AH33]: C2; C4

Commented [AH34]: C1; C2; C3;C4

Readings

- Abdulkader I. Tayob, Defining Islam in the Throes of Modernity. Studies in Contemporary Islam 1/2 (1999): 1-15.
- Asad, Talal: Anthropological Conceptions of Religion: Reflections on Geertz, in: Man 1983/18:237-259
- 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, 104-121
- Bell, C. Chinese Believes in Spirits: Belief and Believing in the Study of Religion, Frankenberry, N. (ed). Radical Interpretation in Religion, New York 2002: Cambridge University Press, 100-117; 102-137
- Bell, C.: Ritual. Perspectives and Dimensions, New York / Oxford 1997: Oxford University Press, 94-102;
- Bowen, J. The Twin Transformation of Religion, in: Religions in Practice: An Approach to the Anthro-logy of Religion. Boston 2010: Prentice Hall, 9-29
- Boyarin, D. Gender, in: Taylor, M. (ed): Critical terms for religious Studies, Chicago 1998: University of Chicago Press, 117-135
- Cort, J. E. Art, Religion, and Material Culture: Some Reflections on Method, JAAR Vol. 64, No. 3 (1996): 613-632.
- Durkheim, E. The Elementary Forms of Religion, in: Lambek, Michael (ed). A Reader in the Anthro-logy of Religion. London 2008: Blackwell, 34-47
- Eliade, M. The Myth of the Eternal Return. Cosmos and History, Princeton [1954] 2005: Princeton University Press, 3-48
- Geertz, C. Religion as a Cultural System, in: Banton, M. (ed): Anthropological Approaches to the Study of Religion, London 1966: Tavistock, 87-125
- Grimes, Ronald. Ritual and the Media. In: Hoover, Stewart M. & Lynn Schofield Clark (Eds.): Practic-ing Religion in the Age of the Media. Explorations in Media, Religion and Culture. New York et al.: Columbia University Press, 219-234.
- Keane, W. Language and Religion, Duranti, A. (ed). A Companion to Linguistic Anthropology, Malden 2004: Blackwell, 431-48
- Knott, K. How to Study Religion, in: Linda Woodhead et al (eds). Religions in the Modern World: Traditions and Transformations, Routledge 2016, 494-510
- Reader, I. Religion and Violence, in: Linda Woodhead et al (eds). Religions in the Modern World: Traditions and Transformations, Routledge 2016, 473-491

SAMPLE SYLLABUS for GS Designation L

- Sahliyah, Emile (1990) 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
- Styers, Randall. Classical Anthropological Theories of Religion, King, Richard. Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies, New York 2017: Columbia University Press, 15-326
- Winzeler, Robert. Religion Here and there. Western Notions in Comparative Perspective Anthropology and Religion. What we know, think, and question, New York 2012: Altamira, 21-35

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.