

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: ___ ReL 3140 Religion and Society

B.) Credit Hours: ___ 3 _____

C.)

Prerequisites: ___ None _____

D.) Current Classification

1. General Education Code: B C D H M N P x S None

2. Gordon Rule (Writing): E2 x E4 E6 None

3. Gordon Rule (Math): M x None

Requests:

II. General Education

A.) Requested Classification: B C D x H M N P S

B.) Effective Date: Fall x Spring 2011
Summer _____ (year)

Or

1-time Approval _____ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.] See Attached syllabus

III. Gordon Rule

A.) Requested Classification for course E2 E4 E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

2.) Due Dates? Returned with feedback dates?

3.) What type of feedback will be provided the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

4.) Assessment

- a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?
- b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?
- c.) Will a published rubric be used?

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.
- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): Amy L Brown
 Date 1/4/11

B.) Department Approval: Vasudevan

C.) College Approval: SHAPL

Religion and Society Syllabus
REL3140, Sec 0083
Spring 2011
Gordon Rule 4

Class Location: McCarty Hall, Bldg B, Room G086
MWF 11:45-12:35 am
Department of Religion (352-392-1625)
University of Florida

Instructor: Amy L. Brown, PhD Student, Department of Religion
Email: amylbrown@ufl.edu
Office Location: 119 Anderson Hall
Office Hours: Mon, Wed 12:45-2:00pm or by appointment

Course Description:

This course sets out to answer the following questions: What is the relationship between religion and society? Does religion help with social cohesion or does it bring about social strife? Does religion act as an opiate of the masses, or does it inspire social change? Does religion reinforce racism, sexism and classism, or does it help break down discrimination? Does religion help humans evolutionarily to adapt to certain locations? Or is religion maladaptive or a sheer by-product of evolution?

This course will provide a broad introduction to the study of religion as a social phenomenon. While the term "religion" is often associated with personal feeling and belief, in this class students will be asked to examine religion from the outside by exploring its connection to other aspects of cultural, economic and political life. While the focus will largely be in the West and the United States, we will also focus some on religion in indigenous societies.

Course Objectives/Learning Goals:

- To gain an introduction to classic and contemporary sociological approaches to the study of religion
- To better understand the relationship between religion and social change
- To explore how religion intersects with ethnic, racial and gender identity
- To analyze the relationships between religion and human evolution
- To develop critical reading and writing skills.

Required Texts:

1. Monahan, Susanne C., William A. Mirola and Michael O. Emerson. *Sociology of Religion: A Reader*. Upper Saddle River, New Jersey: Prentice Hall, 2010. (MME)
2. Marsh, Charles. *God's Long Summer: Stories of Faith and Civil Rights*. Princeton: Princeton University Press, 1997.

3. Wilson, David Sloan. *Darwin's Cathedral: Evolution, Religion, and the Nature of Society*. Chicago: University of Chicago Press, 2002.
4. Additional readings posted on E-learning (Sakai)

Course Requirements:

1. **Attendance and Participation (10% of final grade):** This course will be fairly reading intensive, and students are expected to come to class having read the material listed for that day, ready to ask questions and participate in discussion. Failure to show up to class or be actively engaged will result in a lowered grade. Students are allowed up to 3 unexcused absences, though it is best to always inform the professor when you know you will not be present and explain why. This portion of students' grades will mainly be based on attendance records and the instructor's observations, but if students consistently come to class unprepared, the instructor reserves the right to administer pop quizzes that could affect your grade.
2. **Midterm Essay (20% of final grade):** For this essay, you will be given a topic to write on related to the course readings, lectures and discussions from the first half of class. This essay should be **approx. 1000 words** and the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. The essay topic will be distributed to students on Monday, Feb 21 and the essay will be **due Monday, March 4 before class**. Essays should be e-mailed to the instructor (as a Microsoft Word attachment) and will be returned electronically with feedback.
3. **Final Essay (30% of final grade):** This essay will be similar to the midterm essay and the students will be given a topic to write on relating mainly to the course readings, lectures, and discussions in the 2nd half of class, though students will be asked to draw on earlier course information when appropriate. This essay should be **approx. 1500 words** and the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. The essay topic will be distributed to students on Monday, April 11 and the essay will be **due Monday, April 23 by 5:00 pm**. Essays should be e-mailed to the instructor (as a Microsoft Word attachment) and will be returned electronically with feedback.
4. **Research Paper-(40% of final grade):** This paper will be on a topic of the student's choosing but must be related in some way to the discussion of religion and society. For example, students may choose to do a case study of the way religion has prohibited or inspired social change in a specific context, or a more thorough review of literature on a topic discussed briefly in class (for instance,

secularization, civil religion, religion in civil rights, etc.). Other ideas are also welcome and all ideas must be approved by the instructor by March 16. Papers should be a **minimum of 1500 words** and should include at least 5 peer-reviewed or primary sources (NOTE: dictionaries and Wikipedia do NOT count as sources) citing appropriately and consistently in a standard citation style of your choice (*failure to cite properly could result in academic honesty issues, so familiarize yourself with the rules!*). The instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Papers are **due on Friday April 1** and should be e-mailed to the instructor before class. Papers will be returned electronically with comments.

Grading Scale

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

Note: The degree-granting college may require a minimum grade of C in particular courses.

Policies, Rules, and Resources:

This course satisfies a Humanities requirement and fulfills 4000 words toward the university writing requirement.

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Gordon Rule:

The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."

Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

1. *Handing in Assignments:* All papers should be e-mailed to the instructor (amylbrown@ufl.edu) by the due date. Assignments should be attached in a Word document. Please double-check that attachment works when sending.

2. *Late or Make-Up Assignments:* You may receive an extension on an essay assignment *only* in extraordinary circumstances *and* with prior approval from the instructor. If an

extension is not granted, the assignment will be marked down ½ grade (e.g., from B+ to B) for each day late.

3. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing any assignment or requirement.

4. *Attendance and Participation:* Class attendance is required. Do not register for this class if you cannot arrive on time. Students should arrive on time and prepared to discuss the day's readings. Tardiness harms your understanding of the material and disrupts the class. After the first late arrival, the instructor reserves the right to mark you absent. The instructor will *not* provide notes or discuss material that has already been covered for students who arrive late, barring extraordinary circumstances (which do not include failing to find a parking place or sleeping in).

5. *Common Courtesies:* Use of laptops in this course is considered a privilege, not a right. Students using laptops must sit in the front row and use is restricted to note-taking, classroom-related activities. If you are caught browsing the web, using facebook, e-mailing, playing games, etc. your privilege will be revoked for the rest of the course. The instructor may ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class. Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave. A student who is asked to leave will be marked absent for the day. Please also plan accordingly and do not leave the room during class time unless it is an emergency. Those students who leave class for more than 10 minutes will be marked absent.

6. *Honor Code:* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student(s) demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in *any assignment* for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.

7. *Accommodation for Disabilities:* Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please tell the instructor and teaching assistant at the beginning of the semester if you have a disability that requires accommodation (e.g., longer time for exams, note-takers, etc.).

8. *Counseling Resources:* Resources available on-campus for students include the following:

- a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

9. *Software Use:* All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Course Schedule:

Week 1-RELIGION AS A SOCIAL PHENOMENON

Wed 1/5: Introduction to course

Fri 1/7: Zinnbauer, et. al., "Religion and Spirituality: Unfuzzifying the Fuzzy" *MME* p 15-20
Berger, "The Sacred Canopy" *MME* p 7-12

Week 2-CLASSIC SOCIOLOGICAL DEFINITIONS OF RELIGION/FUNCTIONALISM

Mon 1/10: Durkheim, *The Elementary Forms of Religious Life* (selections) *E-learning*

Wed 1/12: Geertz, "Religion as a Cultural System" *E-learning* (*Lambek reader*)

Fri 1/14: Robert Bellah, "Civil Religion in America" *E-learning* (*Lambek reader*)

Week 3-THEORIES OF SOCIAL CONFLICT/INSTITUTIONALIZATION OF RELIGION

Mon 1/17: MLK HOLIDAY-NO CLASS

Wed 1/19: Victor Turner, Mary Douglas, *E-learning* (*Lambek reader*)

Fri 1/21: Weber-"Domination and Stratification" *E-learning*, "Selections from Sociological Writings"-*MME* p 285-287

Week 4-RELIGION AND CAPITALISM

Mon 1/24-Weber, selections from *The Protestant Ethic and the Spirit of Capitalism-E-learning* (*Lambek reader*)

Wed 1/26-Marx, selections-*E-learning*

Fri 1/28: Christian Smith and Robert Faris: "Socioeconomic Inequality in the American Religious System" *MME* p. 125-134

Timothy Nelson: "At Ease With Our Own Kind: Worship Practices and Class Segregation in American Religion" *MME*, p. 135-146

Week 5-RELIGION, POLITICS, AND SOCIAL CHANGE

Mon 1/31: Christian Smith: "Correcting a Curious Neglect, or Bringing Religion Back In" *MME* p. 338-345

Mary Patillo-McCoy: "Church Culture as a Strategy for Action" *MME* p. 346-353

Clyde Wilcox and Rachel Goldberg: "Public Opinion on Church-State Issues in a Changing Environment" *MME* p. 354-361

Wed 2/2: Micheal Taussig, "The Genesis of Capitalism amongst a South American Peasantry: Devil's Labor and the Baptism of Money" *E-learning (Lambek reader)*

Fri 2/4: Raymond J. DeMallie, "Lakota Ghost Dance: An Ethnohistorical Account" *E-learning (Hackett reader)*

Week 6-RELIGION AND CIVIL RIGHTS

Mon 2/7: Marsh, *God's Long Summer*, Intro, chpt 1

Wed 2/9: Marsh, *God's Long Summer*, chpt 2

Fri 2/11: Marsh, *God's Long Summer*, chpt 3

"Is Cross Burning a Form of Free Speech?" *E-learning*

<http://www.csmonitor.com/2002/1211/p01s01-usju.html>

Week 7-RELIGION AND CIVIL RIGHTS

Mon 2/14: Marsh, chpt 4

Wed 2/16: Marsh, chpt 5, conclusion

Fri 2/18: Blake, "Why many Americans prefer their Sundays segregated" *E-learning*

<http://www.cnn.com/2008/LIVING/wayoflife/08/04/segregated.sundays/index.html>

Week 8-RELIGION AND GENDER

Mon 2/21: Linda Woodhead, "Gendering Secularization Theory" *MME* p 96-100

Jeri Altneu Sechzer, "Islam and Woman: Where Tradition Meets Modernity" *MME* p 101-108

Midterm Essay topic distributed

Wed 2/23: Wendy Griffin, "The Embodied Goddess" *MME* p 109-118

Mary Daly, "After the Death of God the Father" in *Womanspirit Rising*, p 53-62. *E-learning*

Fri 2/25: Edward H. Thompson, Jr. "Beneath the Status Characteristic: Gender Variations in Religiousness" *E-learning*

Week 9-RELIGION AND SEXUALITY

Mon 2/28: James Hunter, "Culture Wars: The Challenge of Homosexuality" *MME* p 185-187

Laura R Olson and Wendy Cadge, "Talking about Homosexuality" *MME* p 188-202

Wed 3/2: Andrew K. T. Yip, "Dare to Differ" *MME* p 203-208

Krista McQueeney, "We are God's Children, Y'all" *MME* p 209-228

Fri 3/4: Discussion

Midterm Essay Due

Week 10

Spring Break, no classes!

Week 11-SECULARIZATION

Mon 3/14: Bryan Wilson, "Secularization and its Discontents" *MME*, p 229-238

Roger Finke, "An Unsecular America" *MME*, p 238-250.

Wed 3/16: Mark Chaves "Secularization as Declining Religious Authority" *MME* p 250-265

N. J. Demerath III, "Secularization and Sacralization Deconstructed and Reconstructed"

MME p 265-284.

Last day to inform instructor or topic for research paper!

Fri 3/18: David Loy, "The Religion of the Market", *E-learning*

Week 12-RELIGION, VIOLENCE AND ETHNICITY

Mon 3/21-Thomas J. Badey, "The Role of Religion in International Terrorism" *MME* p 374-378

Jonathan Fine, "Contrasting Secular and Religious Terrorism" *MME* p 378-388

Wed 3/23- Yinger, "Ethnicity: Source of Strength? Source of Conflict?" *E-learning*

Bowen, "The Myth of Global Ethnic Conflict" *E-learning*

<http://www.mtholyoke.edu/acad/intrel/bowen.htm>

Fri 3/25-Huntington, "Clash of the Civilizations", Said, "The Clash of Ignorance-*E-learning*

Week 13-RELIGION AND ENVIRONMENT

Mon 3/28: Lynn White-"The Historical Roots of Our Ecologic Crisis" *E-learning*

Wed 3/30: Roy Rappaport-"Ritual Regulation of Environmental Relations among a New Guinea People" in *Environmental Anthropology: A Historical Reader*.-*E-learning*

Fri 4/1: Gustavo Benavides "Ecology and Religion" in *The Encyclopedia of Religion and Nature* (548-554) *E-learning*. **Research Paper due**

Week 14-RELIGION AND EVOLUTION

Mon 4/4: David Sloan Wilson, *Darwin's Cathedral*, Introduction, chpt 1

Wed 4/6: David Sloan Wilson, Chapter 3

Fri 4/8: Discussion

Week 15-

Mon 4/11: David Sloan Wilson, chpt 4

Final essay topic distributed

Wed 4/13: David Sloan Wilson, chpt 5

Fri 4/15: David Sloan Wilson, chpt 7

Week 16-

Mon 4/18: Richard Dawkins, *The God Delusion*, chpt 5-*E-learning*

Wed 4/20: Discussion, course wrap-up

Mon 4/23: Final Essay due