

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/25/2013

1b. Department/Division: Anthropology

1c. Contact Person

Name: Juliana McDonald

Email: jmcdo2@uky.edu

Phone: 7-2888

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ANT 335

2c. Full Title: Religion in Everyday Life

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

RECITATION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Directed at non-majors (with no anthropology prerequisite), this course is intended to introduce the student to the diversity and unity of religious beliefs and practices in everyday life throughout the world through the lens of the social science anthropology. This includes the study of religions both textual and non-textual, large-scale and small-scale. The course content will include ethnographic materials as well as an examination of various methods and theoretical approaches used in anthropology in the cross-cultural study of religion. Questions that are addressed in this course include: Why do humans have/need religion? What is "religion"? Where, when, and how did "religion" evolve as a cultural universal in the human species? We will examine the basic components of religious beliefs and practices and how they are integrated into human life both individually and in communities. Students will think critically about the social organization of religion and impact of religion on society. Other areas of discussion will include: religious specialists, sacred places, religion and adaptation, religion and gender, and politics and religion. This course is much more than a typical survey of world religions and will specifically encourage the cross-cultural comparative perspective of a significant feature of all human groups.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: At least every other year

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 90

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|ANT 335 NEW College Review|20130509

SIGNATURE|CPTHUR0|Christopher P Thuringer|ANT 335 ANT 335MINOR_TEXT_FOR_TITLEANT 335MINOR_TEXT_FOR_TITLE&|20131219

SIGNATURE|CPTHUR0|Christopher P Thuringer|ANT 335 NEW Undergrad Council Review|20140129

SIGNATURE|MANGLIN|Mary K Anglin|ANT 335 NEW Dept Review|20130425

SIGNATURE|PCOOK2|Patricia G Cook-Craig|ANT 335 NEW UKCEC Expert Review|20131216

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	1763	ANT 335 Intellectual Inquiry Social Science Form-3
Delete	1764	ANT335-XXX Religion in Everyday Life Syllabus-2.doc

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Directed at non-majors (with no anthropology prerequisite), this course is intended to introduce the student to the diversity and unity of religious beliefs and practices in everyday life throughout the world through the lens of the social science anthropology. This includes the study of religions both textual and non-textual, large-scale and small-scale. The course content will include ethnographic materials as well as an examination of various methods and theoretical approaches used in anthropology in the cross-cultural study of religion.

Questions that are addressed in this course include: Why do humans have/need religion? What is "religion"? Where, when, and how did "religion" evolve as a cultural universal in the human species? We will examine the basic components of religious beliefs and practices and how they are integrated into human life both individually and in communities. Students will think critically about the social organization of religion and impact of

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: At least every other year

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 90

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

We think this course will be a high demand course due to the fact that students have a strong interest in religion and there is no other course at UK like this at the 300-level.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

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- ❑ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - ❑ The chair of the cross-listing department must sign off on the Signature Routing Log.
 - ❑ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
 - ❑ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - ❑ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: ANT335: Religion in Everyday Life

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Wk. 2: Bowen, Ch. 1-"Studying Religion Through Practice"
Bowen, Ch. 2-"Social Theory in the Anthropology of Religion"

Brief Description:

This week's readings and discussions focus on what it means to study religion as an anthropologist and how certain important social scientists have developed theories to explain religion, e.g., Sir E. B. Tylor (anthropologist), and Durkheim (sociologist),

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Wk. 7: Bowen, Ch. 7, "Science & Religion"

Brief Description:

During this week, students will tackle the "conflict" of science and religion by digging deeply into the background of this conflict, why it has become such an issue and how we can bridge this conflict by understanding the relationship of science and religion, what both "ways of knowing" contribute to the human experience, and how a dialogue would be more useful than continuing an ongoing debate.

Students will also be involved in discussions of ethical issues in conducting fieldwork in "sacred places" as preparation for the ethnographic project. References used will include the American Anthropological Association and the Society for Applied Anthropology statements on ethics in research.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Research Paper

Brief Description:

Students will complete a 12-15 page research paper with a thesis statement (either analytical or argumentative) and peer-reviewed academic sources related to the inquiry of religion in anthropology and sociology. The research paper and ethnographic project are strongly linked.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Wk. 14: Bowen, Ch. 14, "Religion, Radicalism, & Violence"; Kimball, Introduction and Ch. 1, "Is Religion the Problem?"

Video on the Ku Klux Klan

Wk. 15: Bowen, Ch. 15, "Secularisms & Religions in Modern States"

Wk. 16: Bellah, et al., Ch. 9, "Public Life-Religion"

Brief Description:

These chapters all pertain to how religion is used in society to either divide or unify humans and how we can better understand these actions in order to better think and act as members of society to prevent religious misunderstanding, conflict, and extremism including terroristic acts against others through the most radical forms of Christianity and Islam and other religions.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Ethnographic Project

Brief Description:

This assignment places students in a real life situation outside their own worldview where they can apply what they have gained from an anthropological point of view on religious difference and diversity in an unmediated experience. This seemingly simple exercise has a powerful and transformative effect especially on students who have never ventured outside their own religious settings. It encourages them to take an objective point of view on other beliefs and practices but also to be able to turn that objectivity toward their own system of beliefs and practices to compare and contrast. This ethnographic project and the research paper are strongly linked.

Reviewer's Comments

ANT335-XXX: Religion in Everyday Life
Dr. Juliana McDonald
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257-2888 (my office) / 257-2710 (main office)
jmcdo2@uky.edu
julianamcdonald@hotmail.com
Office Hours: TBA

Course Description: Directed at non-majors (with no anthropology prerequisite), this course is intended to introduce the student to the diversity and unity of religious beliefs and practices in everyday life throughout the world through the lens of the social science anthropology. This includes the study of religions both textual and non-textual, large-scale and small-scale. The course content will include ethnographic materials as well as an examination of various methods and theoretical approaches used in anthropology in the cross-cultural study of religion.

Questions that are addressed in this course include: Why do humans have/need religion? What is "religion"? Where, when, and how did "religion" evolve as a cultural universal in the human species? We will examine the basic components of religious beliefs and practices and how they are integrated into human life both individually and in communities. Students will think critically about the social organization of religion and impact of religion on society. Other areas of discussion will include: religious specialists, sacred places, religion and adaptation, religion and gender, and politics and religion. This course is much more than a typical survey of world religions and will specifically encourage the cross-cultural comparative perspective of a significant feature of all human groups.

Learning Outcomes, as related to the UK Core Intellectual Inquiry in the Social Sciences:

1. Students will develop a basic anthropological understanding of religion in cross-cultural perspective and how cultural differences influence how we understand religions and religious experiences.
2. Students will formulate proficiency in using anthropological methods and compare and contrast theoretical perspectives in the study of religion cross-culturally.
3. Students will demonstrate a basic understanding of different and diverse religions and be able to competently assess and discuss similarities and differences of religions.
4. Students will employ a critical perspective in thinking about religion as practiced in contemporary societies and the political dimensions of religious differences.
5. Students will be able to express an appreciation and sensitivity for our common humanity and the uniqueness of all religious beliefs and practices and be able to conduct himself or herself as a more informed person regarding religious differences in society.
6. Students will construct a critical awareness of the source of religious conflict in a global world and will be able to make more informed decisions about how to approach difference to prevent conflict.

7. Students will learn how to critically evaluate difference in beliefs systems in a more balanced and non-judgmental manner.

Required Textbooks:

Bowen, John R.

2008 **Religions in Practice: An Approach to the Anthropology of Religion.** Boston, MA: Pearson.

Additional Readings available on Bb:

Bellah, Robert N., Madsen, Richard, Sullivan, William M., Swidler, Ann, & Tipton, Steven

2008 **Habits of the Heart: Individualism and Commitment in American Life.** Berkeley: U. of California Press. (Selection).

Geertz, Clifford

1973 **The Interpretation of Cultures** (pg. 87-125). NY: Harper. (Selection).

Kimball, Charles

2002 **When Religion Becomes Evil: Five Warning Signs.** San Francisco, CA: Harper. (Selection).

Rachid, Ahmed

2000 **The Taliban.** New Haven, CT: Yale. (Selection).

Smout, Kary D.

1995 **Religion in the Contemporary South: Diversity, Community, and Identity.** O. Kendall White, Jr. and Daryl White (Co-Editors). Southern Anthropological Proceedings, No. 28. Athens, GA: U. of Georgia Press. (Selection).

Stoller, Paul and Okes, Cheryl

1987 **In Sorcery's Shadow: A Memoir of Apprenticeship among the Songhay of Niger.** Chicago: U. of Chicago Press. (Selection).

Course Contents: The final grade is based three exams, a formal writing assignment, one ethnographic class project, and a final exam with points distributed as follows:

Exam 1	=	150 points (15%)
Exam 2	=	150 points (15%)
Exam 3	=	150 points (15%)
Research Paper	=	150 points (15%)
Ethnographic Project	=	150 points (15%)
Final Exam	=	<u>200 points (20%)</u>
Total Points Possible:		1000 points (100%)

Final Letter Grade Scoring:

895 - 1000 points = A
795 - 894 points = B
695 - 794 points = C
595 - 694 points = D
000 - 594 points = E

E.g., 894 points is a B; 895 points is an A.

A “zero” for any of the above individual components will result in automatically failing the class.

No curve and no extra credit.

Exams: Exams are essay/ short answer and cover lectures, readings, videos, and discussion materials. Exams are given during lecture times. The final exam is not comprehensive.

Attendance: Students must attend **all class sessions** in order to do well in this class. Even if you think you are not prepared, come to class! You will not be allowed to make up any in-class quizzes/exercises for unexcused absences. Excused absences must have appropriate verification: written doctor’s excuse, obituary notice for immediate family members only, University-related trips with documentation, or major religious holidays (for which you must notify me in writing at least 2 weeks in advance). With excused absences, TAs and instructor will help students stay caught up with class materials. Extended absences will be dealt with as an academic issue. **Poor attendance is the #1 reason for poor class performance/grades.**

Research Paper: The formal term paper will be a 12-15 page (typed, double-spaced 1 inch margins) research paper on a subject of your choice (linked to your Ethnographic Project-see below) which reflects an analytical grasp of concepts and issues. At least 4-5 academic sources are required. Writing must be original, clearly thought out and articulated and organized with a clear argument or thesis. All relevant bibliographic citations, including Internet sources, must be cited in AAA Style (link on Bb). You must meet with the instructor to discuss the research paper and ethnographic project at length before Week 2 of the semester.

Ethnographic Project: You will select a place of worship different from your own faith or beliefs to visit and prepare a concise 3 page maximum (typed, double-spaced, 1 inch margins) paper describing original ethnographic research. Students will be fully instructed in this type of observation and the ethics of doing ethnographic research in “sacred places.” You must meet with the instructor to discuss the research paper and project at length before Week 2 of the semester.

Note: Late papers will be graded minus one letter grade if not turned in during the lecture class in which it is due. For each 24 hr. period after the due date, an additional letter grade will be deducted. For example, if you turn the paper in after the class time in which it is due, your “A” is a “B” before it is formally graded. If you turn it in the next day after it is due, it is automatically a “C” before it is formally graded, and so forth. PAPERS ARE NOT ACCEPTED BY E-MAIL. They must be turned in during your lecture class time.

Extracurricular Activities: If you have any extracurricular activity (e.g., band, team sports) that requires you to be absent from this class, written documentation in the form of letters from the instructors, coaches, etc. must be turned in and approved at during the first few weeks of class.

Student's Rights and Responsibilities: All rules and regulations set forth in the current edition of the University of Kentucky Code of Student Conduct will be followed in this course. It is the responsibility of the student to access or obtain a copy of this handbook on-line at: www.uky.edu/StudentAffairs/code.htm

There will be no make-up exams without a valid excuse. A valid excuse requires documentation (e.g., written medical excuse or obituary-Senate Rules 5.2.4.2). You may arrange for makeup work for excused absences in a timely fashion with the instructor. You must be on time for exams as well; being late will jeopardize you being able to take the exam.

Plagiarism and Cheating: The University of Kentucky and the Department of Anthropology take plagiarism and cheating very seriously. You are encouraged to consult the UK Code of Student Conduct for complete information related to these subjects (www.uky.edu/StudentAffairs/code.htm). If a student is caught cheating or plagiarizing on any assignment or exam as defined in the UK Code of Student Conduct, it will be pursued. Expulsion from the University is the maximum penalty. According to the UK Ombud's Office (www.uky.edu/Ombud/Plagiarism2.rtf) using someone else's work (texts, lectures, articles) without citing the source, passing off someone else's work as your own (e.g., borrowing a paper from another person who has handed it in another class previously), copying someone's answers during exams, and using materials from the Internet without properly citing the website/source/author are all examples of plagiarism/cheating. If you have ANY questions regarding this subject, please talk with me at anytime. It is always better to be overly cautious than risk destroying your university career. Intent is not always the issue, it is the result that is judged! Even suspicion of plagiarism/cheating is enough cause to begin an investigation so be careful to follow instructions at all times.

Learning Accommodations: All classes at UK comply with the American with Disabilities Act and Section 504 of the Rehabilitation Act. The request for learning accommodations MUST be accompanied with documentation from the Office of Disability Resource Center. Contact them at 257-2754, Room 2, Alumni Gym (www.uky.edu/StudentAffairs/Disability/ResourceCenter). If you have special needs or considerations in terms of lectures, assignments, or testing please notify the instructor at any time during the semester. **If you have a letter, please give it to Dr. McDonald as soon as possible!** **The University of Kentucky is an Equal Opportunity Employer.*

I-pad/Computer Use in the Classroom: Please limit your computer use to note-taking. You are allowed to use a computer in lecture only to take notes or to add to class discussion with online access to information as requested and/or needed.

Classroom Behavior: This class will be diverse (as are all classes at university). You should remember to be considerate of others in all classroom discussions. Talking about "religion" can be a sensitive topic and you are to be respectful of all opinions that are expressed in the context of class discussion. All discussions will be conducted in a civil tone of voice. Any behavior that is disruptive or disrespectful will be handled as an academic offense.

Withdrawal/Incomplete Policy: Official withdrawal from the class is required by the registrar's office to avoid a failing grade for this class.

****NOTE: *The instructor will not automatically withdraw a student from the class simply because he/she stops attending class.***

Important Dates: August XX: Last day to add a class
 September XX: Last day to drop a class without it appearing on transcript
 October XX: Midterm (grades will be on-line at 4:00 pm)

Bb 101 for First-Time Online Students: This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your Link Blue ID.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

FINAL EXAM: TBA

Course Outline and Reading Schedule:

Students must complete assigned readings *prior* to the class periods in which they are scheduled to be discussed. It is strongly recommended that you complete the Reading Questions provided for each reading prior to class as well. It is the student's responsibility to attend class regularly in order to remain completely informed of any changes in this schedule. The instructor reserves the right to alter the schedule as necessary.

<u>Topic:</u>	<u>Assigned Reading:</u>
Wk. 1: <i>Intro to Course: Why Study Religion?</i>	No reading assigned. Read Syllabus Thoroughly!
Wk. 2: <i>Theoretical Approaches</i>	<p>Bowen, Ch. 1, "Studying Religion Through Practice" -What is Religion? -An Anthropological Approach to Religion -Differences across Disciplines -Practices, Contexts, Diversity</p> <p>Geertz, "Religion as a Cultural System"</p> <p>Bowen, Ch. 2, "Social Theory in the Anthropology of Religion" -Religion as Intellectual Activity (Tylor, Levi-Strauss) -Religions in Social Life (Durkheim, Marx, Weber, Geertz)</p>
Wk. 3: <i>Other Approaches to the Practice of Religion</i>	<p>Bowen, Ch. 3, "Ideas & Practices of 'Religion' in Europe & Elsewhere" -Western Ideas of Religion -Other Religions, Other Models -Combining Religious Practices in Japan</p>

Wk. 4: <i>Ritual</i>	Bowen, Ch. 4, "Rituals and the Shaping of Emotions" -Rites of Passage -Initiation, Secrecy & Fear -Death Ritual & Social Order -Grief & Ritual Form
Wk. 5: <i>Individual Practice & Transformation</i>	Bowen, Ch. 5, "Transforming Selves" -Gender & Anthropology -Creating Gender Through Ritual -Producing a Pious Female Self -Converting to a New Faith
Wk. 6: <i>Magic & Healing</i>	Bowen, Ch. 6, "Extending Our Powers: Magic & Healing" -Magic, Patterns, & Causes -Prayer, Faith, & Healing -Trance, Possession, & Healing -Modern Magic in Japanese New Religions
Wk. 7: <i>The Clash of Cultural Systems</i>	Bowen, Ch. 7, "Science & Religion" -Does Prayer Heal? -Narrative & Pain Relief -Does Evolution Explain Religion? Smout, "Attacking Southern Creationists"
Wk. 8: <i>Social Control & Religion</i>	Bowen, Ch. 8, "Sorcery, Witchcraft, & Modernity" -La Sorcellerie in Cameroon -Azande Oracles -Sorcery & Modernity -Witchcraft as Satan vs. God Stoller & Olkes, Introduction
Wk. 9: <i>Social Organization & Religion</i>	Bowen, Ch. 9, "Worship, Hierarchy, Conflict: Focus on Hinduism" -Sacrifice, Offerings, & Deities -Bathing at Benares -Muslim-Hindu Violence
Wk. 10: <i>Spring Break</i>	NO CLASS

Wk. 11: *Crossing Cultural Boundaries*

Bowen, Ch. 10, "Imagery & Faith: Focus on Worldwide Catholicism"

- Relics & Images in Catholicism
- Mary & Marys in European Societies

Wk. 12: *The Power of the Word & Pilgrimage*

Bowen, Ch. 11, "Sacred Speech & Divine Power"

- The Qur'an as Recitation of God's Speech
- The Creative Power of Navajo Speech & Song
- Speech & Grace in Protestant Churches
- The Pilgrimage to Mecca

Video: "The Haj"

Wk. 13: *Transnationalism & Religion*

Bowen, Ch. 12, "Transnational & Diaspora Religions"

- The Jewish Diaspora-History & Ritual
- Transnational Religion: Africa & Brazil across the Atlantic
- Mary in Mesoamerica
- South Asians Overseas

Bowen, Ch. 13, "Focus on Muslims in Europe"

- Migration & Transnational Ties
- Transnational Islam in Three Senses
- Can European Societies Be Muslim?

Reading: Buddhism in the West

- Foundation for the Preservation of Buddhism (online)
- His Holiness the Dalai Lama (online)
- Shambhala International (online)

Wk. 14: *Religion & Society*

Bowen, Ch. 14, "Religion, Radicalism, & Violence"

- Cults, Sects, & Violence
- Struggle & Authority in Islam
- Recruitment to Terrorism

Kimball, Introduction, Ch. 1, "Is Religion the Problem?"

Video: "History of the Ku Klux Klan" (online)

Wk. 15: *Religions, States, & Pluralisms*

Bowen, Ch. 15, "Secularisms & Religions in Modern States"

-How to Think About 'Secular States'

-Secularism & Pluralism in the US

-Secularism & Public Religion: 3 European Variants

-When Religion Underlies the Law

-Secularism, Faith, and Toleration

Wk. 16: *Religion in American Life*

Bellah, et al., "Public Life-Religion"

Final Exam: TBA.