

Term Information

Effective Term Autumn 2020
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Allow for distance learning sections of course to be taught.

What is the rationale for the proposed change(s)?

The department believes that we can more effectively meet students' needs if some sections of this course are offered online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3467
Course Title Sociology of Religion
Transcript Abbreviation Sociol of Religion
Course Description The social role of religious institutions and beliefs, with particular reference to the United States; the relation between religion and other aspects of society.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 467.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Baccalaureate Course

Intended Rank

Junior

Requirement/Elective Designation

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe and discuss classical sociological theories about religion and its role in society.
- Describe and critically evaluate how politics and religion have been intertwined throughout U.S. history.
- Discuss a variety of contemporary religious movements and issues.
- Critically evaluate the role and function of religion in society and in their own lives.

Previous Value

Content Topic List

- Sociological perspective of religion
- Overview of major religions
- Belief, ritual, and experience
- Meaning and belonging
- Social cohesion and conflict
- Gender, race, class, and religion
- Sexuality and religion
- Secularization
- Media
- Social change

Sought Concurrence

No

COURSE CHANGE REQUEST
3467 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/16/2020

Attachments

- 3467 DL syllabus.docx: Distance Learning syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3467 syllabus.docx: Face-to-face syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3467 Assessment plan.docx: GE assessment plan
(GEC Course Assessment Plan. Owner: Downey, Douglas B)
- 3467 Technical Review.docx: Technical review
(Other Supporting Documentation. Owner: Downey, Douglas B)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	06/09/2020 01:28 PM	Submitted for Approval
Approved	King, Ryan David	06/09/2020 02:14 PM	Unit Approval
Approved	Haddad, Deborah Moore	06/09/2020 02:29 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/09/2020 02:29 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: SOCIOLOGY 3467

SOCIOLOGY OF RELIGION

TERM 2020

COURSE OVERVIEW

Instructor

Dr. Michelle Oyakawa

Office: Townshend 169

Email: oyakawa.4@osu.edu or michelleoyakawa@gmail.com

Office Hours: By appointment (email me to schedule a time)

Course description

This course will survey the sociological study of religion. Students in this course will learn to understand religion as a complex and socially embedded phenomenon. We will consider religion from a variety of angles. For instance, religion is a meaning system with beliefs, rituals, symbols, values, and motivations; and it is also a social structure with organizations, hierarchies, and resources. Some questions that we will consider include: What are the social functions of religion? How does religion help people form social ties and a sense of belonging to their communities? Why is religion so important in a wide variety of human societies? Why are people religious or not religious? How does the sociological study of religion differ from a theological or psychological study of religion? Why and how do religious organizations grow and decline? Is the world becoming more secular or not and why? What are the religious and spiritual lives of young Americans today like?

In this course, we will explore contemporary issues such as secularization, fundamentalism, new religious movements, and race/gender dynamics in religious communities. We will also examine how religion and politics are related, particularly in the

US context. By the end of this course, students will have a better understanding of the importance of religion in society and in their own lives.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Describe and discuss classical sociological theories about religion and its role in society.
- Describe and critically evaluate how politics and religion have been intertwined throughout US history.
- Discuss a variety of contemporary religious movements and issues.
- Critically evaluate the role and function of religion in society and in their own lives.
- Find sources from academic journals and use in writing.

GE Course Information

This course fills the following GE requirement:

Diversity

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

- Social Diversity in the United States
 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

In this course, students will learn about religious diversity in the US. We will also discuss various types of diversity within religious institutions.

Course materials

American Grace: How Religion Divides and Unites Us by Robert Putnam and David Campbell

Other readings will be provided as links or pdfs on Carmen/Canvas

Other fees or requirements

- During the semester you may be asked to gain access to a streaming service like Netflix or Hulu for the purpose of watching a documentary or rent a documentary (usually around \$3-5) from a widely available platform like YouTube or Amazon.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

To instructor: Amend this list according to your course technology requirements

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- None

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Every Tuesday by 12 pm (noon), I will post a list of tasks for you to complete over the course of the week.

These tasks will generally include some combination of the following: 1) Reading articles and/or book chapters; 2) Posting on the Carmen discussion boards, 3) Listening to recorded lectures with power points, 4) Videos, 5) Writing assignments; 6) Quizzes.

There will be 200 points up for grabs each week divided among the tasks above. Your final project will be worth 300 pts total. **You can miss up to 50 points without negatively impacting your final grade.**

Your work for each week is due by **Monday at 11:59 pm.**

COURSE GRADE BREAKDOWN:

Week 1: 100 pts
Week 2: 100 pts
Week 3: 100 pts
Week 4: 100 pts
Week 5: 100 pts
Week 6: 100 pts
Week 7: 100 pts
Week 8: Fall Break
Week 9: 100 pts
Week 10: 100 pts
Week 11: 100 pts
Week 12: 100 pts
Week 13: 100 pts
Week 14: 100 pts
Semester-long Project: 400 pts

Total points available: 1700

Final grade will be out of 1650

This means you have a bit of leeway, you **can miss up to 50 points and still get full credit** (this flexibility is in lieu of excused absences and dropped quizzes)

A:	1627+
A-	1575-1626
B+	1522-1574
B	1452-1521
B-	1400-1451
C+	1347-1399
C	1277-1346
C-	1225-1276
D+	1172-1224
D	1050-1171

E 1049 or less

Assignment information

Participation:

Course participation has two main components: 1) Class discussion and 2) Assignments. You can expect to do 500-1000+ total words worth of writing each week; this will vary depending on the particular assignment(s) for the week.

You will be evaluated on both completion and quality.

- Completion means meeting the stated requirements for the assignment discussion post (e.g. word count, did you answer all the questions?). This will be emphasized for discussion posts.
- Quality will be assessed according to the criteria listed in the Assignment Rubric that appears on Carmen. Your grade will be assessed in points according to the expectations assigned to each letter grade.
 - Grading example: If an assignment is worth 40 pts, the grading rubric is as follows: A= 36-40; B= 32-35; C= 28-31; D- 24-27; E= less than 24

Interaction with instructor:

If you are getting points taken off on assignments and discussion posts, I will do my best to communicate why via individual comments, but you can also reach out to me with any specific questions.

For each week's discussions, I will respond to selected student comments for the whole class (either through a video or written comments on the front page of Carmen). So, know that your comment may be highlighted.

Quizzes

Quizzes may include multiple choice, T/F and short answer questions.

The quizzes are 'open book,' you can use readings and notes. You may not work with others.

Semester-long project

Over the course of the semester, you will be tasked with researching a topic that is of interest to you and relevant to the course. By the end of the semester, you will be tasked with producing a 1000-1500 word blog post about your topic to be shared with the whole

class. Then, you will read and respond to your classmates work. More details about this assignment will be made available on Carmen.

Key Due Dates:

Monday October 7: Topic + annotated bibliography **(100 pts)**
 Friday December 5: Final blog post due **(200 pts)**
 Monday December 9: Responses to classmates' blog posts due **(100 pts)**
 (all assignments due at 11:59 pm)

Late assignments

Late assignments will be accepted without penalty for one (1) week after the due date. Any later than that and you must request special permission from the instructor.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70 –72.9: C-
 67 –69.9: D+
 60 –66.9: D
 Below 60: E

Faculty feedback and response time

What you can expect from me:

1. I care about teaching. I will put in my full effort and do my best to make the class interesting and engaging.
2. I will treat you with respect and as adults.
3. In creating assignments/quizzes/tests, my goal is to be challenging but fair. Thus, do not expect that this will be an 'easy' class, but my goal is never to trick you or force you to do busy work/memorize things that aren't useful.
4. I will be clear about my expectations of you and provide strategies to help you succeed in meeting course requirements.
5. I will be accessible and available to help you understand the material and address any concerns.
6. I will answer emails within 8 business hours of their receipt (business hours: 9-5 M-F). (please follow up with me if you haven't heard and remember emails sent to @buckeyemail.osu.edu do not reach me)
7. If changes are made to anything on the syllabus, an announcement will be made on Carmen.
8. I will complete all grading in a timely manner (goal: 14 days max).

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

1. Complete the required readings: Students who do the readings will get a lot more out of this class and will be more successful on exams and assignments than students who do not. I understand that you may not be able to carefully read every page of every reading assigned, but you should put in your full effort to read as much as possible and strategically skim what you can't read closely. *If you do not think you will be able to complete the majority of the readings assigned, you may want to consider dropping this course.*
2. Login to Carmen regularly and complete assignments on time: To maintain good standing in the course, you need to be following along with the class which means logging into Carmen regularly and completing readings and assignments by the due date.
3. Keep me informed about anything that may be affecting your performance in the course. I will be flexible about course requirements ONLY to the extent that I am informed of extenuating circumstances in a timely manner.
4. Follow Online Discussion Ground Rules: Details below

Discussion and communication guidelines

My goal is for online discussions in this class to be a space where we can come together to reflect, share and learn about course topics and how they relate to our experiences in society. We will not always agree, discussions will not always be comfortable, so we need to approach each other with respect and

Being part of this class means that you agree to abide by the following discussion guidelines:

1. Be respectful of others. This means no personal attacks, no excessive profanity, no mean-spirited comments.
2. Posts must be legible, meaning able to be understood by others. This means reasonably good spelling, grammar, punctuation. Try to write like you would speak in an academic or professional setting.
 - a. Posts do not need to read like a formal academic paper (unless specified otherwise in the prompt). It's ok to show your personality, just tread carefully with sarcasm and humor as those can be misread.
3. Stay on topic.
4. Don't repeat what others have said; instead add new thoughts/stories/ideas/questions to the conversation.
5. Do not share class discussion with people outside of the class.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes:** You must complete quizzes and assignments without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX (Recommended)

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor

of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Module 1: Intro to sociology of religion

- Davidson: "Religion in America" (Week 1)

Module 2: The classics

- Durkheim (Week 2)
 - Selections From The Elementary Forms of the Religious Life
- Marx (Week 3)
 - <https://www.thoughtco.com/religion-as-opium-of-the-people-250555>
 - Haines Introduction
- Weber (Week 4)
 - Protestant Ethic Ch. 2 and 5

Module 3: Religion in America

- American Grace (Week 5-11)
- Islam and Buddhism in America (Week 12)
 - Pew Research on Islam in America
 - Dixie Dharma by Jeff Wilson
- A comparison case: Religion in China (Week 13)
 - Yang 2006: The Red, Black and Grey Markets of Religion in China
 - Morning Sun documentary

Module 4: Contemporary spirituality and new forms of religious expression

- Witchcraft and Mindfulness (Week 14)
 - Berger 1999- A Community of Witches
 - Kucinkas 2018- The Mindful Elite
- Fandom as religion (Week 15)
 - Porter 2009- Implicit Religion in Popular Culture: The Religious Dimensions of Fan Communities
 - The People vs George Lucas or Trekkies

Assignment Rubric

Score	A – excellent	B – good	C- adequate	D – inadequate	E – needs work
Length	Meets length expectations	Meets length expectations	Meets length expectations	Not long enough	Not long enough
Answering the Question	You answer the question(s) fully. Analysis is unique and thought-provoking.	You answer the question(s) fully.	You mostly answer the question(s), but there are one or two major points missing.	You kind of answer the question(s), but you have overall missed the mark.	You do not answer the question(s).
Course Material	You demonstrate that you understand course material by thoroughly defining and summarizing necessary information, providing in-depth explanation, and correctly and creatively applying course concepts	You demonstrate that you understand course material by summarizing necessary information, providing some explanation and correctly applying course concepts.	You demonstrate that you somewhat understand course material but your answer is not fully correct.	You mischaracterize some course materials and/or do not apply them correctly.	You mischaracterize course materials and/or do not apply them correctly.
Organization	There is a cohesive, elegant argument, a narrative flow that makes sense.	There might be some flaws, but I can follow your argument.	Your argument is difficult to follow.	Your argument is difficult to follow or there is no argument.	Your argument is difficult to follow or there is no argument.
Writing style	Writing is clear, with correct spelling, grammar, and punctuation. Tone is professional and academic.	Writing is clear, with correct spelling, grammar, and punctuation. Tone is professional and academic.	Post is vaguely worded; a few grammar/spelling/punctuation errors. Tone is acceptable.	Contains numerous grammar/spelling/punctuation errors. Tone is unprofessional.	Contains numerous grammar/spelling/punctuation errors. Tone is unprofessional.

SOCIOLOGY 3467
Sociology of Religion
Spring 2020
Online

Instructor: Dr. Michelle Oyakawa

Office: Townshend 169

Email: oyakawa.4@osu.edu or michelleoyakawa@gmail.com
(Note- emails sent to @buckeyemail.osu.edu do not reach me, please use @osu.edu or Gmail)

Office Hours: T/R 3-5 pm and by appt.

COURSE DESCRIPTION AND OBJECTIVES:

This course will survey the sociological study of religion. Students in this course will learn to understand religion as a complex and socially embedded phenomenon. We will consider religion from a variety of angles. For instance, religion is a meaning system with beliefs, rituals, symbols, values, and motivations; and it is also a social structure with organizations, hierarchies, and resources. Some questions that we will consider include: What are the social functions of religion? How does religion help people form social ties and a sense of belonging to their communities? Why is religion so important in a wide variety of human societies? Why are people religious or not religious? How does the sociological study of religion differ from a theological or psychological study of religion? Why and how do religious organizations grow and decline? Is the world becoming more secular or not and why? What are the religious and spiritual lives of young Americans today like?

In this course, we will explore contemporary issues such as secularization, fundamentalism, new religious movements, and race/gender dynamics in religious communities. We will also examine how religion and politics are related, particularly in the US context. By the end of this course, students will have a better understanding of the importance of religion in society and in their own lives.

REQUIRED TEXTS:

American Grace: How Religion Divides and Unites Us by Robert Putnam and David Campbell

You may be asked to rent a documentary (usually around \$3-5) or have access to a subscription service like Netflix or Hulu.

Other readings will be provided on Carmen/Canvas

COURSE REQUIREMENTS:

Every **Tuesday by 12 pm (noon)**, I will post a list of tasks for you to complete over the course of the week.

These tasks will generally include some combination of the following: 1) Reading articles and/or book chapters; 2) Posting on the Carmen discussion boards, 3) Listening to recorded lectures with power points, 4) Videos, 5) Writing assignments; 6) Quizzes.

There will be 200 points up for grabs each week divided among the tasks above. Your final project will be worth 300 pts total. **You can miss up to 50 points without negatively impacting your final grade.**

Your work for each week is due by **Monday at 11:59 pm**.

Participation

Course participation has two main components: 1) Class discussion and 2) Assignments

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- Completion means meeting the stated requirements for the assignment discussion post (e.g. did you answer all the questions?). This will be emphasized for discussion posts.
- Quality will be assessed according to the criteria listed in the Assignment Rubric that appears at the end of this syllabus. Your grade will be assessed in points according to the expectations assigned to each letter grade.
 - Grading example: If an assignment is worth 40 pts, the grading rubric is as follows: A= 36-40; B= 32-35; C= 28-31; D- 24-27; E= less than 24

If you are getting points taken off on assignments and discussion posts, I will do my best to communicate why, and you can also reach out to me with any specific questions.

Quizzes

Quizzes may include multiple choice, T/F and short answer questions.

The quizzes are 'open book,' you can use readings and notes.

Semester-long project

Over the course of the semester, you will be tasked with researching a topic that is of interest to you and relevant to the course. By the end of the semester, you will be tasked with producing a 1000-1500 word blog post about your topic to be shared with the whole class. Then, you will read and respond to your classmates work. More details about this assignment will be made available on Carmen.

Key Due Dates:

Monday March 2: Topic + annotated bibliography **(100 pts)**
Thursday April 23: Final blog post due **(200 pts)**
Monday April 27: Responses to classmates' blog posts due **(100 pts)**
(all assignments due at 11:59 pm)

COURSE GRADE BREAKDOWN:

Week 1: 100 pts
Week 2: 100 pts
Week 3: 100 pts
Week 4: 100 pts
Week 5: 100 pts
Week 6: 100 pts
Week 7: 100 pts
Week 8: Topic and Annotated Bibliography (no new material)
Week 9: 100 pts
Week 10: SPRING BREAK
Week 11: 100 pts
Week 12: 100 pts
Week 13: 100 pts
Week 14: 100 pts
Week 15: 100 pts
Semester-long Project: 400 pts

Total points available: 1700

Final grade will be out of 1650

This means you have a bit of leeway, you **can miss up to 50 points and still get full credit** (this flexibility is in lieu of excused absences and dropped quizzes)

A: 1534+
A- 1485-1533
B+ 1435-1484
B 1369-1434
B- 1320-1368
C+ 1270-1319
C 1204-1269
C- 1155-1203
D+ 1105-1154
D 990-1104
E less than 990

COURSE EXPECTATIONS:

What you can expect from me:

1. I care about teaching and will put in my full effort and do my best to make the class interesting and engaging.
2. I will treat you with respect and as adults.
3. In creating assignments/quizzes/tests, my goal is to be challenging but fair. Thus, do not expect that this will be an 'easy' class, but my goal is never to trick you or force you to do busy work/memorize things that aren't useful.
4. I will be clear about my expectations of you and provide strategies to help you succeed in meeting course requirements.
5. I will be accessible and available to help you understand the material and address any concerns.
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7. If changes are made to anything on the syllabus, an announcement will be made in class and on Carmen.
8. I will complete all grading in a timely manner (goal: 14 days max).

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1. Complete the required readings and assignments: Students who do the readings will get a lot more out of this class and will be more successful on exams and assignments than students who do not. I understand that you may not be able to carefully read every page of every reading assigned, but you should put in your full effort to read as much as possible and strategically skim what you can't read closely. *If you do not think you will be able to complete the majority of the readings assigned, you may want to consider dropping this course.*
2. Keep me informed about anything that may be affecting your performance in the course. I will be flexible about course requirements ONLY to the extent that I am informed of extenuating circumstances in a timely manner with proper documentation.
3. Follow Online Discussion Ground Rules: Details below

ONLINE DISCUSSION GROUND RULES

Please review the following rules for online discussions. I am open to suggestions for additions to this list.

1. Be respectful of others. This means no personal attacks, no excessive profanity, no mean-spirited comments.
2. Posts must be legible, meaning able to be understood by others. This means reasonably good spelling, grammar, punctuation. Try to write like you would speak in an academic or professional setting.
 - a. Posts do not need to read like a formal academic paper (unless specified otherwise in the prompt). It's ok to show your personality, just tread carefully with sarcasm and humor as those can be misread.
 - b. Can use emojis, images, gifs to help communicate if you would like
3. Stay on topic.
4. Don't repeat what others have said; instead add new thoughts/stories/ideas/questions to the conversation.
5. Don't write super long posts that no one will want to read.

CLASS SCHEDULE:

Module 1: Intro to sociology of religion

- Davidson: "Religion in America" (Week 1)

Module 2: The classics

- Durkheim (Week 2)
 - Selections From The Elementary Forms of the Religious Life
- Marx (Week 3)
 - <https://www.thoughtco.com/religion-as-opium-of-the-people-250555>
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 - Protestant Ethic Ch. 2 and 5

Module 3: Religion in America

- American Grace (Week 5-11)
- Islam and Buddhism in America (Week 12)
- A comparison case: Religion in China (Week 13)

Module 4: Contemporary spirituality and new forms of religious expression

- Witchcraft and Mindfulness (Week 14)
- Fandom as religion (Week 15)
 - The People vs George Lucas or Trekkies

OTHER SYLLABUS STUFF

This course fills the following GE requirement:

Diversity

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

- Social Diversity in the United States
 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

In this course, students will learn about religious diversity in the US. We will also discuss racial diversity within religious institutions.

Statement regarding Academic Misconduct:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Disability Services Statement

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or slds@osu.edu.

Assignment Rubric

Score	A - excellent	B - good	C- adequate	D - inadequate	E - needs work
Length	Meets length expectations	Meets length expectations	Meets length expectations	Not long enough	Not long enough
Answering the Question	You answer the question(s) fully. Analysis is unique and thought-provoking.	You answer the question(s) fully.	You mostly answer the question(s), but there are one or two major points missing.	You kind of answer the question(s), but you have overall missed the mark.	You do not answer the question(s).
Course Material	You demonstrate that you understand course material by thoroughly defining and summarizing necessary information, providing in-depth explanation, and correctly and creatively applying course concepts	You demonstrate that you understand course material by summarizing necessary information, providing some explanation and correctly applying course concepts.	You demonstrate that you somewhat understand course material but your answer is not fully correct.	You mischaracterize some course materials and/or do not apply them correctly.	Your answer is wrong.
Organization	There is a cohesive, elegant argument, a narrative flow that makes sense.	There might be some flaws, but I can follow your argument.	Your argument is difficult to follow.	Your argument is difficult to follow or there is no argument.	Your argument is difficult to follow or there is no argument.
Writing style	Writing is clear, with correct spelling, grammar, and punctuation. Tone is professional and academic.	Writing is clear, with correct spelling, grammar, and punctuation. Tone is professional and academic.	Post is vaguely worded; a few grammar/spelling/punctuation errors. Tone is professional and academic.	Contains numerous grammar/spelling/punctuation errors. Tone is unprofessional.	Contains numerous grammar/spelling/punctuation errors. Tone is unprofessional.

Assessing the effectiveness of the course in meeting the expected learning outcomes (ELOs) will be evaluated through the following essays, multiple choice questions, and assignment.

ELO 1. Describe and discuss classical sociological theories about religion and its role in society.

- Assessment: Describe Emile Durkheim, Karl Marx, and Max Weber's theories
-

Which of the following statements is true of the 'spirit of capitalism'?

- It only impacts Protestants.
- Benjamin Franklin created the term
- It is a worldview that people in capitalist economies must adopt or be left behind
- All answers are correct

Which of the following is a statement made by Marx about religion:

The abolition of religion as the illusory happiness of the people is the demand for their real happiness.

○

Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions.

○

The struggle against religion is, therefore, indirectly the struggle against that world whose spiritual aroma is religion.

Durkheim argued that religion emerges from:

A need to organize society based on gender roles

The human need to explain natural phenomena (e.g. why does the sun rise every day?)

Peoples' experiences of collective life and a recognition of the power that moral expectations hold over them

Elites, who create and promote systems of belief that help them consolidate their power

ELO 2. Describe and critically evaluate how politics and religion have been intertwined throughout US history.

- Essay: How have religion and politics been connected throughout US history? What (if any) is the difference between religion and politics?
-
- Putnam and Campbell show how young Americans in the 1990s and 2000s became less religious in part as a reaction to:

Young people of color facing racism in religious institutions

Jesus Freaks

The Religious Right

The booming economy prior to 2008 meant there was less need for religion.

- Which of the following statements is NOT true?

People feel less warm toward people who differ politically than they do toward people who practice different religions.

Over 50% of Americans say that their 5 closest friends practice the same religion as them.

All the answers are correct.

Most Americans are comfortable with religion playing a role in public life.

ELO 3. Discuss a variety of contemporary religious movements and issues.

- Essay: What are possibilities for the growing segment of the population identifying with no religion? Is fandom religion?
-
- What were the most important factors Wilson identifies in determining American Buddhists' experiences in the South?

Whether or not they were from the area and had family in the area.

How long they had been Buddhist and strongly they identified with their religion.

All the answers are correct.

Which sect within Buddhism they were part of, with Tibetan Buddhists having the most difficult time

Based on the Pew study, which of the following is true about American Muslims?

Muslim Americans are about as likely as the general U.S. population to say they are proud to be American.

Roughly half of Muslims say they have experienced discrimination in the past 12 months.

Muslim women are more likely than Muslim men to experience discrimination

Muslims are just as, if not more, concerned about extremism than non-Muslim Americans

Which of the following is true about witchcraft and neo-paganism in the US?

The focus on goddesses can provide an empowering experience for women.

There is a movement of black witches who draw on African traditions.

Pagan rituals have both a mystical and a psychological component.

ELO 4. Critically evaluate the role and function of religion in society and in their own lives.

- Assessment: Each week I ask students to write about their relevant experiences with the topic at hand in class discussion.
- Find sources from academic journals and use in writing
 - Assessment: this is part of their semester long writing project
-

Student responses will be evaluated annually by the Director for Undergraduate Studies and the faculty who teach the course in the Department of Sociology. Multiple choice answers will be asked during the first and last weeks of the semester to allow for an assessment of change. The Director and instructors will confer to determine if students are meeting the learning outcomes and if improvements could be made to better the course or assignments on the learning outcomes. Two different reviews will be conducted, one for in-person and one for online offerings. These evaluations will be archived and evaluated for further review of both the online and the in-person courses to ensure learning outcomes are being met regardless of the method of delivery.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sociology 3467

Instructor: Dr. Michelle Oyakawa

Summary: Sociology of Religion

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.				<ul style="list-style-type: none"> • Class discussions via Carmen message boards. • Peer review of semester long project.
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are present.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links are provided for access to the accessibility services at OSU.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Links are provided with information on how to obtain alternative materials.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/5/20
- Reviewed by: Ian Anderson

Notes: Remove personal email address. Student information is S3 data and should not be stored in personal email accounts. Office hours must be virtual, please note that at the top with method (Zoom). It should be noted that the method of delivery is 100% online in the course description. Add dates to the weekly schedule breakdown.

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.