

## Term Information

Effective Term Autumn 2021  
[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
<a href="#">Previous Value</a>	<a href="#">No</a>
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

**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)*
- 3467 DL syllabus revision.docx: Revised DL syllabus  
*(Syllabus. Owner: Downey, Douglas B)*

**Comments**

- We believe the revised syllabus addresses the contingencies and recommendations from the e-mail 7.15.20. *(by Downey, Douglas B on 07/21/2021 11:08 AM)*
- See 7-15-20 email to D. Downey *(by Oldroyd, Shelby Quinn on 07/15/2020 04:51 PM)*

**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
Revision Requested	Oldroyd, Shelby Quinn	07/15/2020 04:51 PM	ASCCAO Approval
Submitted	Downey, Douglas B	07/21/2021 11:08 AM	Submitted for Approval
Approved	Downey, Douglas B	07/21/2021 11:09 AM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	07/21/2021 11:09 AM	College Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: SOCIOLOGY DL 3467**

## **SOCIOLOGY OF RELIGION**

### **TERM AUTUMN 2020**

## **COURSE OVERVIEW**

### **Instructor**

Dr. Michelle Oyakawa

Office: Townshend 169

Office Hours: By appointment (contact me via Carmen to schedule a virtual Zoom meeting)

### **Course description**

This 100% online 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 Readings

### Required Books

Price-Spratlen, Townsend. 2015. *Nurturing Sanctuary: Community Capacity Building in African American Churches*. New York: Peter Lang.

Roberts, Keith A. and David Yamane. 2016. *Religion in Sociological Perspective (6<sup>th</sup> Edition)*. Los Angeles: Sage.

### Required Carmen Readings

Reading #1 – Zuckerman, Phil. 2002. “The Sociology of Religion of W.E.B. Du Bois.” *Sociology of Religion* 63:239-253.

Reading #2 – Gervais, Will M., Aiyana K. Willard, Ara Norenzayan and Joseph Henrich. 2011.

“The Cultural Transmission of Faith: Why Innate Intuitions Are Necessary, But Insufficient, to Explain Religious Belief.” *Religion* 41:389-410.

Reading #3 – Trevino, A. Javier. 1992. “Alcoholics Anonymous as Durkheimian Religion.” *Research in the Social Scientific Study of Religion* 4:183-208.

Reading #4 – Fry, Louis W. and John W. Slocum, Jr. 2008. “Maximizing the Triple Bottom Line Through Spiritual Leadership.” *Organizational Dynamics* 37:86-96.

## 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](mailto: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>.

## How this Online course works

### **Mode of delivery:**

This course is 100% online. Distance Learning with weekly synchronous meetings. Join via the Zoom tab on CarmenCanvas. I kindly request that you turn your web camera on during these sessions in order to facilitate discussion with your classmates. I encourage you to use a virtual background in order to protect your privacy while using the camera (instructions on how to do that [here](#)).

### **Pace of online activities:**

This course is divided into **weekly modules** that are released one week at a time.

Every week, I will post a recorded lecture as well as a reading (may sometimes be a podcast or documentary instead of a reading). You will then complete a quiz on the lecture content. You will also write a weekly one-page response paper reacting to the week's reading. You will share your response paper with your discussion group, and are expected to read your fellow group member's response papers. On Fridays, we will synchronously discuss the readings and your response papers – both in your smaller discussion group and as a whole class. Here's what our weeks will typically look like:

Monday: lecture video, reading for the week are both posted in Canvas

Tuesday: lecture quiz due (11:59 pm)

Wednesday: my office hours (11:10 am – 12:30 pm), reading response due (11:59 pm)

Thursday: read through your group members' reading responses

Friday: synchronous class meeting on Zoom 11:10 am – 12:30 pm to discuss reading and other concepts from the week

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [go.osu.edu/credit hours](https://go.osu.edu/credit-hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of at least a C.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of academic success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance (e.g. quizzes): AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Synchronous Zoom class meetings: every Friday**

As part of your class participation, you are expected to attend our synchronous Zoom class meetings during our scheduled course time (Fridays 11:10 am – 12:30 pm). I kindly request that you turn your web camera on during these sessions in order to facilitate discussion with your classmates. I encourage you to use a virtual background in order to protect your privacy while using the camera (instructions on how to do that [here](#)).

- **Zoom Office hours and paper workshop: OPTIONAL**

My office hours and the paper workshop are both optional.

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Lecture quizzes (lowest one dropped)	25
Reading response papers (lowest one dropped)	25
Synchronous discussion participation (lowest one dropped)	25
Autobiographical paper (includes draft and final version)	25
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*



## Descriptions of major course assignments

### Lecture Quizzes

**Description:** After watching the week's lecture, you will take a short quiz which covers the lecture content consisting of true/false and multiple choice questions. If you have carefully watched the lecture video and taken good notes, you should do well on this quiz. All lecture quizzes are due by Tuesday at 11:59 pm.

**Academic integrity and collaboration:** All lecture quizzes are open book and open note. Since they are timed, however, you will not have adequate time to watch the full lecture video *during* the quiz. Quizzes are to be completed on your own. You may NOT ask for help or share the quiz questions or answers with anyone else.

### Reading Response Papers

**Description:** After reading or listening to the week's assigned text, podcast, or video, you will write a 300-500 word response paper. This paper should both summarize *and* discuss the reading by linking it to the lecture material as well as any other information from our course. See "Reading Response Paper Guidelines" document on the Carmen "Resources" section for more details. All reading response papers must be shared with your discussion group on the Discussion tab no later than Wednesday at 11:59 pm.

**Academic integrity and collaboration:** Anything you write should be written in your own words, except where you are quoting information from a source. In that case, you must include quotations and information about where your quote can be found.

### Synchronous Zoom Discussions

**Description:** You will be placed into a discussion group with a small number of your fellow classmates. You will share your weekly reading response paper with your group on the week's Discussion tab no later than Wednesday at 11:59 pm. You are expected to spend Thursday/Friday morning reading through your group members' response papers. Then during our Friday weekly synchronous Zoom discussion, you will discuss the readings and your response papers with your group, as well as with the entire class.

**Academic integrity and collaboration:** Anything you write or say should be written in your own words, except where you are quoting information from a source. In that case, you must provide quotations and information about where your quote can be found.

## Autobiographical Paper

**Description:** You will write a 4-6 page paper in which you think autobiographically about how social forces have acted on your own experience with religion. This is your chance to apply the material we have learned in the course to your own life's trajectory. (See "Autobiographical Paper Guidelines" and "Autobiographical Paper Rubric" on Carmen "Resources" section for further information about what is expected in this paper as well as resources for writing papers at Ohio State.)

**Academic integrity and collaboration:** Anything you write should be written in your own words, except where you are quoting information from a source. In that case, you must include quotations and information about where your quote can be found. You are allowed to receive feedback from classmates on paper drafts (during the workshop), but the final version you submit must ultimately be your own.

## Late assignments

Late assignments will be penalized 10 percent each 24-hour period they are late.

## 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.
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. 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

### Privacy and accessibility for outside services:

#### Amazon

Privacy: <https://www.amazon.com/gp/help/customer/display.html?nodeId=201909010>

Accessibility: <https://www.amazon.com/b?ie=UTF8&node=15701038011>

#### YouTube:

Privacy: <https://policies.google.com/privacy?hl=en>

Accessibility: <https://support.google.com/youtube/answer/189278?hl=en>

#### Hulu:

Privacy: <https://www.hulu.com/privacy>

Accessibility: [https://help.hulu.com/s/article/accessibility-features?language=en\\_US](https://help.hulu.com/s/article/accessibility-features?language=en_US)

#### Netflix:

Privacy: <https://help.netflix.com/legal/privacy>

Accessibility: <https://help.netflix.com/en/node/25079>

### 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](mailto: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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://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](http://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](http://suicidepreventionlifeline.org)

# Course schedule (tentative)

## COURSE SCHEDULE

<u>Dates</u>	<u>Question/Topic</u>	<u>Readings</u>
<u>Week 1</u>		
Wed., Aug. 26	Course Intro, What Do We Mean by the Term <i>Religion</i> ?	<i>Roberts and Yamane</i> , Ch. 1
Fri., Aug. 28	A Social Scientific Approach to Studying Religion	<i>Roberts and Yamane</i> , Ch. 2
<u>Week 2</u>		
Wed., Sept. 2	Religion in the Larger Society: Macro Perspectives	<i>Roberts and Yamane</i> , Ch. 3
Fri., Sept. 4	The Cultural Construction of Religion: Experience, Myth...	<i>Roberts and Yamane</i> , Ch. 4
<u>Week 3</u>		
Wed., Sept. 9	The Sociology of Religion of W.E.B. Du Bois (Part 1), and Becoming and Being Religious	Carmen Reading #1 – <i>Zuckerman (2002)</i> , Pp. 239-244, <i>Roberts and Yamane</i> , Ch. 5
Fri., Sept. 11	Becoming Religious, and Conversion and Switching	<i>Roberts and Yamane</i> , Chs. 5 and 6
<u>Dates</u>		
<u>Week 4</u>		
Wed., Sept. 16	The Sociology of Religion of W.E.B. Du Bois (Part 2), and Organized Religion: Churches...	Carmen Reading #1 – <i>Zuckerman (2002)</i> , Pp. 245-253, <i>Roberts and Yamane</i> , Ch. 7
Fri., Sept. 18	Organized Religion: Denominationalism, Congregationalism	<i>Roberts and Yamane</i> , Chs. 7 and 8
<u>Week 5</u>		
Wed., Sept. 23	The Cultural Transmission of Faith (Part 1), and Religion, Economics and Social Class	Carmen #2 – <i>Gervais et al. (2011)</i> Pp. 389-397, <i>Roberts and Yamane</i> , Ch. 9
Fri., Sept. 25	Religion, Social Class and Race	<i>Roberts and Yamane</i> , Chs. 9 and 10
<u>Week 6</u>		
Wed., Sept. 30	Cultural Transmission of Faith, and Religion/Gender/Sexuality	Carmen #2 – <i>Gervais et al. (2011)</i> , Pp. 397-410, <i>Roberts and Yamane</i> , Ch. 11
Fri., Oct. 2	Religion/Gender/Sexuality, and Religion/Inequality/Social Activism	<i>Roberts and Yamane</i> , Chs. 11 and 12
<u>Week 7</u>		
Wed., Oct. 7	Secularization: Religion in Decline or in Transformation?	<i>Roberts and Yamane</i> , Ch. 13

Fri., Oct. 9	Midterm Exam Review	<i>All Prior Course Readings</i>
<u>Week 8</u>		
Wed., Oct. 14	<b>Exam #1</b>	
Fri., Oct. 16	<b><u>NO LECTURE</u></b> , Autumn Break	
<u>Week 9</u>		
Wed., Oct. 21	A.A. and Durkheimian Religion, and Religion Outside the (God) Box	Carmen Reading #3 – Trevino (1992), Pp. 183-93, Roberts and Yamane, Ch. 14
Fri., Oct. 23	Religion Outside the (God) Box, and Religion and Globalization	<i>Roberts and Yamane</i> , Chs. 14 and 15
<u>Week 10</u>		
Wed., Oct. 28	A.A. and Durkheimian Religion, and Faith and Community Capacity Building	Carmen Reading #3 – Trevino (1992), Pp. 193-208, Price-Spratlen, Ch. 1
Fri., Oct. 30	Faith and Comm. Capacity Building and Srvc. Learning in Faith and Health	<i>Price-Spratlen</i> , Chs. 1 and 2
<u>Week 11</u>		
Wed., Nov. 4	Spiritual Leadership and the Triple Bottom Line, and Srvc. Learning in Faith and Health	Carmen #4 – Fry and Slocum (2008), Pp. 86-90, Price-Spratlen, Ch. 2
Fri., Nov. 6	Srvc. Learning in Faith and Health and Community-Engaged Pedagogy	<i>Price-Spratlen</i> , Chs. 2 and 3
<b><u>Dates</u></b>		
<u>Week 12</u>		
Wed., Nov. 11	<b><u>NO LECTURE</u></b> , Veteran's Day Holiday	
Fri., Nov. 13	Spiritual Leadership and the Triple Bottom Line, and The Erotic in Faith Socialization	Carmen #4 – Fry and Slocum (2008), Pp. 90-96, Price-Spratlen, Ch. 4
<u>Week 13</u>		
Wed., Nov. 18	The Erotic in Faith Socialization and I'generational Capacity Building	<i>Price-Spratlen</i> , Chs. 4 and 5
Fri., Nov. 20	Best Practices for Faith Futures	<i>Price-Spratlen</i> , Ch. 6
<u>Thanksgiving Week</u>		
Wed., Nov. 25	<b><u>NO LECTURE</u></b> , Thanksgiving Holiday	
Fri., Nov. 27	<b><u>NO LECTURE</u></b> , Thanksgiving Holiday	
<u>Week 14</u>		
Wed., Dec. 2	Conversation with a Faith Leader	<i>Price-Spratlen</i> , Epilogue
Fri., Dec. 4	Review for Exam #2	<i>All Course Readings</i>



Week 15

Wed., Dec. 9

**Exam #2**

### Assignment Rubric

<b>Score</b>	<b>A - excellent</b>	<b>B - good</b>	<b>C- adequate</b>	<b>D - inadequate</b>	<b>E - needs work</b>
<b>Length</b>	Meets length expectations	Meets length expectations	Meets length expectations	Not long enough	Not long enough
<b>Answering the Question</b>	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).
<b>Course Material</b>	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.
<b>Organization</b>	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.

<b>Writing style</b>	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.
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**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

You will be evaluated on both completion and quality.

- 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.
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 make sure you are using the correct address, 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 in class and on Carmen.
8. I will complete all grading in a timely manner (goal: 14 days max).

### ***What I expect from you:***

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>
  - 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)
- 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 [slids@osu.edu](mailto:slids@osu.edu).



### Assignment Rubric

<b>Score</b>	<b>A - excellent</b>	<b>B - good</b>	<b>C- adequate</b>	<b>D - inadequate</b>	<b>E - needs work</b>
<b>Length</b>	Meets length expectations	Meets length expectations	Meets length expectations	Not long enough	Not long enough
<b>Answering the Question</b>	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).
<b>Course Material</b>	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.
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## 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"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.				<ul style="list-style-type: none"> <li>• Class discussions via Carmen message boards.</li> <li>• Peer review of semester long project.</li> </ul>
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.**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add 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>

<sup>c</sup>Add 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.