

Term Information

Effective Term Autumn 2022
Previous Value Summer 2012

Course Change Information

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

Add GE Citizenship for a Just and Diverse World theme designation to this course.

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

The current course represents an advanced study of the focal theme of citizenship (please see attached GE Theme Courses file). Adding the Citizenship Theme GE to RS/IS 4873 will highlight the importance of that course in relation to other parts of the Comparative Studies and Religious Studies curriculum, including other courses such as Religion and American Culture, Religion and the Law, Introduction to Comparative Religion, and others that highlight the importance of the work in comparative studies for understanding citizenship in the context of globalization and transnationalism.

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)?

We anticipate that adding this Theme will encourage greater enrollment. The course itself counts toward course requirements for majors in Religious Studies. Further, the course is cross-listed with International Studies. International Studies agrees to the addition of the Citizenship Theme to this course. Please see attached Concurrence.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

This course is cross-listed with Religious Studies.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	International Studies
Fiscal Unit/Academic Org	UG International Studies Prog - D0709
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4873
Course Title	Contemporary Religious Movements in Global Context
Transcript Abbreviation	Rel Movmnts:Global
Course Description	Examination of contemporary religious movements within the context of larger political, cultural, and economic processes, including post-colonialism, modernization, and globalization.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
<i>Previous Value</i>	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: One course in CompStd, RelStd, or IntStd, or Grad standing, or permission of instructor.
Previous Value	Prereq: Couework in CompStd or IntStd, or Grad standing, or permission of instructor.
Exclusions	Not open to students with credit for CompStd 4873 or RelStd 4873.
Previous Value	Not open to students with credit for 525 or CompStd 525.
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in RelStd.
Previous Value	Cross-listed in CompStd.

Subject/CIP Code

Subject/CIP Code	38.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	Sophomore, Junior, Senior, Masters

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

[Previous Value](#)

[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	<ul style="list-style-type: none">• Explore a range of perspectives on local, national, and global citizenship.• Discuss the ways in which perspectives of local, national, and global citizenship interact with cultural traditions, structures of power and advocacy for social change.• Acquire the skills needed for intercultural competence as global citizens.
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[Previous Value](#)

Content Topic List

- Religion
- Politics
- Culture
- Religious Movements
- World Religions
- Popular Culture
- Globalization
- Religious Studies

Previous Value

- *Religion and violence (terrorism, war, etc)*
- *Religion and politics (nationalism, secularism, etc)*
- *Religion and popular culture (music, film, etc)*
- *Religion and sexuality (polygamy, celibacy, etc)*
- *Religion and law (legality of peyote use, etc)*

Sought Concurrence

Yes

Previous Value

No

Attachments

- INTSTDS Concurrence for RS-IS 4873 (10-4-21).pdf: Concurrence from INTSTDS
(Concurrence. Owner: Meltz, Richard Lee)
- RELSTDS-INTSTDS 4873 Cover Letter (5-10-22).pdf: Cover Letter 5/5/22
(Cover Letter. Owner: Meltz, Richard Lee)
- RELSTDS-INTSTDS Syllabus 4 (5-10-22).pdf: Syllabus, Updated May 2022
(Syllabus. Owner: Meltz, Richard Lee)
- RELSTDS-INTSTDS 4873 GE Themes form (5-10-22).pdf: GEN Theme Form May 2022
(Other Supporting Documentation. Owner: Meltz, Richard Lee)

Comments

- This Course Change Request is updated per 4-27-22 ASCCAO feedback. It is in addition to the the RelStds 4873 Course Change revision recently submitted. They are cross-listed classes. *(by Meltz, Richard Lee on 05/11/2022 01:53 PM)*
- Please see Panel feedback email sent 04/27/2022. *(by Hilty, Michael on 04/27/2022 04:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Meltz, Richard Lee	10/05/2021 09:09 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	10/05/2021 11:35 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/06/2021 01:44 PM	College Approval
Revision Requested	Hilty, Michael	10/25/2021 11:30 AM	ASCCAO Approval
Submitted	Meltz, Richard Lee	12/27/2021 09:08 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	01/06/2022 08:20 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/22/2022 10:51 AM	College Approval
Revision Requested	Hilty, Michael	04/27/2022 04:12 PM	ASCCAO Approval
Submitted	Meltz, Richard Lee	05/11/2022 01:54 PM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	05/31/2022 02:32 PM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	05/31/2022 02:32 PM	College Approval



May 5, 2022

Dear Dr. Cohen and Dr. Fredal,

Thank you for your comments on my syllabus for Religious Studies and International Studies 4873, which was proposed for the GE Theme: Citizenship for a Diverse and Just World. I found your suggestions very helpful. Your reviewing faculty asked that I include this cover letter explaining the changes I have made in the revised syllabus. In addition, they also asked that I address one other the contingency and one recommendation:

--The panel asked that bibliographic information for the “Short readings On-line”, as discussed on page 3 of the syllabus, be added to the course syllabus. I have therefore added a bibliography at the end of the syllabus that provides full information, including page numbers or URL, for each of the readings.

-- The recommended removing the letter grade of D- from the grading scale, as this is not a letter grade The Ohio State University officially awards. I have done so.

-- In addition, I have clarified in syllabus when readings are to be completed (noting that they should be completed **before** the class period) and when films would be viewed (noting that they will be view **during** the given class period).

Please let me know if I need to make any other changes or if you require any additional information. Thank you again for your feedback.

Best regards,

Hugh B. Urban
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THE OHIO STATE UNIVERSITY

RS/IS 4873
CONTEMPORARY RELIGIOUS MOVEMENTS
IN A GLOBAL CONTEXT

Classroom: TBA
Meeting Time: TBA

Dr. Hugh B. Urban
Department of Comparative Studies
431 Hagerty Hall
e-mail: urban.41@osu.edu
office hours: by appointment

Purpose and Outline

At the beginning of the twentieth century, many sociologists had predicted that religion would gradually wane in importance as our world became increasingly scientific, rational, and technological. And yet today, at the beginning of the twenty-first century, it would seem that exactly the opposite has happened: new religious movements have proliferated wildly throughout the world in the last century and have become intimately tied to the larger questions of citizenship, identity, and community in a global context.

This course will examine a series of new religious movement that have emerge within the last 150 years, placing them within the larger contexts of globalization, transnationalism, and citizenship. These will include: the Native American Church, the Church of Jesus Christ of Latter Day Saints, Spiritualism, the Nation of Islam, Rastafari, Vodou, and various forms of religious terrorism (such as al-Qaeda, ISIS, and American-based white supremacist groups). In the course of our discussion, we will ask: why has religion not in fact waned as a global force but instead become even more powerful and relevant in the last century? How is religion tied in complex ways to questions of citizenship, nationalism, and racial and ethnic identity? Why do religious movements often become linked to political violence and terrorism?

In addition to lectures, discussions and films, the class will involve field trips to new religious groups in the Columbus area. Students will be required to write three short papers and develop one group presentation based on some new religious movement not covered in class.

As a General Education course for the Citizenship theme, the class will explore a range of perspectives on local, national, and global citizenship; it will discuss the ways in which these interact with cultural traditions, structures of power and advocacy for social change; and in so doing it will help students acquire the skills needed for intercultural competence as global citizens. As a key aspect of individual and collective identity, religion offers a unique lens through which to examine questions of citizenship in a range of different historical periods and political formations .

GENERAL EDUCATION
GOALS AND LEARNING OUTCOMES

GE Themes: General

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Expected Learning Outcomes: 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Goal 2: Successful students will integrate approaches to the theme by making Connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcomes: 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

GE Themes: Citizenship for a Just and Diverse World

Goal 1: Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Expected Learning Outcomes: 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

1.2 Identify, reflect on, and apply the knowledge, skills, and dispositions for intercultural competence as a global citizen.

Goal 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

Expected Learning Outcomes: 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structure of power, and/or advocacy for social change.

We meet the outcomes by:

--Examining primary and secondary sources from a range of contemporary religious movements, with special attention to their role in questions of citizenship and identity in a global context.

--Conducting cross-cultural, comparative analysis, which will introduce us to a range of perspectives on how religion relates to citizenship in various geographic and political contexts.

--Preparing ourselves for the responsibilities of global citizenship in a diverse and interconnected world by cultivating tools for critical thinking and through assignments that bring insights from the course to bear on contemporary issues.

--Engaging in difficult but civil conversations across our differences about the intersections of religion and citizenship.

READINGS

Required Texts (available at OSU Book Store)

See the bibliography at the end of this syllabus for full bibliographic information.

- Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn*.
Juan Cole, *Modernity and the Millennium: The Genesis of the Baha'i Faith in the Nineteenth Century Middle East*
Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence*.
Reuben Snake and Huston Smith, *One Nation Under God: The Triumph of the Native American Church*.
Hugh B. Urban, *New Age, Neopagan and New Religious Movements*

Short readings On-line

There will also be additional short readings available on our Carmen/ Canvas site.
See the bibliography at the end of this syllabus for full bibliographic information.

REQUIREMENTS AND EVALUATIONS

Evaluations in this class will be based on four things:

1. Attendance and participation (20% of final grade). This means: attendance to all classes and vigorous participation in class discussions. More than two unexcused absences will result in a lower grade (loss of 2 points per additional absence)
2. Generating discussion questions based on the readings (15% of final grade). Students will post 1-2 discussion questions on the readings once a week. Question should be posted on our Carmen site **the night before class**.
3. Three short written papers (4-6 pages) on assigned topics (45% of final grade). **These papers will directly engage the Citizenship theme by examining multiple different perspectives on local, national, or global citizenship and discussing concepts of justice, difference, power, and social change. The third paper in particular will ask students to reflect critically on the content of the course as a whole in order to demonstrate the knowledge, skills, and dispositions for intercultural competence as a global citizen.**
4. Group project on a new religious movement not covered in class (20% of final grade). Students will work in groups of 3-5 members and will do a 30-40 minute presentation to the class. **The project must also engage the Citizenship theme by reflecting critically on the relationship of religion and questions of justice, difference, power, and social change in the specific example chosen by the group.**

Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-87	D	60-66
B-	80-82	E	0-59
C+	77-79		

STUDENT RIGHTS AND CONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of 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. For additional information, see Code of Student Conduct:
<http://studentlife.osu.edu/csc/>

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.

SYLLABUS

Week	Topics, Readings, Assignments	Discussion questions
I	<p>Approaches to Globalization, Citizenship, and New Religious Movements</p> <p>Read: Lechner and Boli, "Globalization Reader" (on Carmen); Urban, <i>New Age</i>, introduction (Note: all readings should be completed before class)</p>	<p>What is globalization? How is it affecting contemporary religious movements? How is religion related to citizenship and to questions of justice, difference, and social change?</p>
II	<p>The Peyote Movement and the Native American Church: An Old Religion in a New Legal Context</p> <p>Read: Urban, <i>New Age</i>, pp.26-33; Smith and Snake, <i>One Nation</i>, pp.15-27, 31-65, 105-119</p> <p>Film: "The Peyote Road" (Note: all films will be watched in class)</p>	<p>Why has peyote been seen as a dangerous drug by the U.S. government? How and why did Native Americans fight a long legal battle to defend its religious use? What does this debate tell us about questions of justice, citizenship, and social change in U.S. history?</p>
III	<p>Mormonism and Plural Marriage: The LDS and FLDS</p> <p>Read: Urban, <i>New Age</i>, pp.45-666 Read: Urban, <i>New Age</i>, pp.62-66 "About the FLDS" (Carmen) Film: PBS Frontline on the Book of Mormon</p>	<p>Why was plural marriage an important part of Mormon history? And why is there such a long history of anti-Mormonism in the U.S.? What does the history of Mormonism teach us about difference, power, and the law?</p>
IV	<p>The Nation of Islam and the Five Percenters: Race, Religion, and Identity in 20th Century America</p> <p>Read: Urban, <i>New Age</i>, pp. pp.90-113; Swedenburg, "Islam in the Mix" (Carmen); "God the Black Man and the Five Percenters" (Carmen) Film clips: Malcolm X interview; Brand Nubian, "Allahu Akbar"</p>	<p>Why did many African-Americans turn to Islam in the 20th century? Why are these movements seen as problematic by many other Muslims? How do these groups reflect larger questions of race, justice, and power?</p>
	<p>Note: First Paper Due: Sample prompt: Compare the legal debates surrounding peyote and plural marriage, and discuss the broader questions of difference, justice, and power in the U.S. government's treatment of the Native American Church and early Mormonism (LDS)</p>	
V	<p>Rastafari in Jamaica and America: Music, Ganja, and Cultural Appropriation</p> <p>Read: Urban, <i>New Age</i>, pp.114-152; Lipsitz, <i>Dangerous Crossroads</i> (Carmen); "ACLU Asks U.S. Appeals Court" (Carmen) Film: "Rebel Music"</p>	<p>Why did Rastafari emerge as a new religion in Jamaica of the early 20th century? How are questions of race, power, and difference intimately part of its history? Why are many today upset by white appropriations of Reggae music and other markers of Rasta identity?</p>

	<u>Note: Final Project Topics Due</u>	
VI	<p>Vodou and Afro-Caribbean Religions: From Haiti to Brooklyn</p> <p>Read: Brown, <i>Mama Lola</i>; “Conflicts Concerning Santeria Sacrifices” (on Carmen)</p> <p>Film clips: Vodou spirit possession in Haiti and Brooklyn</p>	<p>How did Vodou emerge as a blend of African and Catholic traditions in the Caribbean? How has Vodou interacted with the state in Haiti and the U.S.? What does this tradition tell us about the dynamics of race, power, and social change in both political contexts?</p>
VII	<p>The Church of Scientology: Tax-Exemption and the “Cult” Debates</p> <p>Read: Urban, <i>New Age</i>, pp.135-156; Melton, <i>Church of Scientology</i> (Carmen); “The Thriving Cult of Greed and Power” (Carmen)</p> <p>Film: “Going Clear”</p>	<p>Why are groups such as Scientology widely attacked as “cults” in both the U.S. and in Europe? Why are some groups seen as legitimate “religions” by the state and others branded “cults”? And what are the implications of these labels for questions of citizenship, justice, and legal protection?</p>
VIII	<p>Wicca and Neo-Paganism: Gender, Power, and Politics</p> <p>Read: Urban, <i>New Age</i>, pp.157-178; Adler, <i>Drawing Down the Moon</i> (Carmen)</p> <p>Film: Starhawk speaking at Harvard Divinity School on feminism and environmentalism</p>	<p>Why did Wicca and other forms of Neo-Paganism emerge as new religious movements in England, Europe and U.S.? How were they intimately tied to larger social and political movements such as feminism and environmentalism? Why have questions of social justice and social change?</p>
	<u>Note: Second Paper Due.</u> Sample prompt: Compare the role of race in the Nation of Islam and Rastafari, with special attention to questions of power, justice, and movements for social change	
IX	<p>Asian Religions in America: ISKCON (Hare Krishna) and the Osho-Rajneesh Movement</p> <p>Read: Urban, <i>New Age</i>, pp.201-219; Urban, <i>Zorba the Buddha</i> (on Carmen)</p> <p>Film: “Wild Wild Country” (Netflix)</p>	<p>Why did religions from South Asia spread rapidly in the U.S. from the 1960s onward? Why were some of these groups often seen as controversial, dangerous, “brainwashing cults,” especially during the “cult scares” of the 1980s? What do these movements teach us about questions of difference, social change, and citizenship?</p>
X	<p>The Baha’I Faith: A Global Religion and a Global Ideal of Citizenship</p> <p>Read: Cole, <i>Modernity and the Millennium</i></p> <p>Film: “The origins of Baha’i”</p>	<p>Why did Baha’i and other movements based on the “Unity of Religions” emerge in the 19th century? How is their ideal of religious unity reflected in their ideal of a global humanity, a</p>

		global ideal of citizenship, and universal standards of justice?
XI	<p>Millenarian and Apocalyptic Religions: Peoples Temple, the Branch Davidians and Movements, for Radical Social Change</p> <p>Read: Urban, <i>New Age</i>, pp.242-264; Carter, "Murder or Suicide?" (Carmen)</p> <p>Films: PBS Frontline, "Jonestown" "The Branch Dravidians and Waco"</p>	Why did the latter decades of the 20 th century give rise to a number of millenarian and apocalyptic movements? How were their religious views related to radical ideas of social change, such as the creation of utopian communities, racial integration, and intense government sentiments?
XII	<p>Religion and Global Violence, I: White Supremacist Terrorist Groups in Europe and the U.S.</p> <p>Read: Juergensmeyer, <i>Terror in the Mind of God</i>, pp.xi-xvii, 3-43</p> <p>Film: "Blood in the Face"</p>	Why is religion so often tied to violence and terrorism? Why has there been a resurgence of white supremacist groups in Europe and the U.S.? How are their racial and religious views reflected in attitudes toward citizenship and the state?
XIII	<p>Religion and Global Violence, II: International Terrorism, al-Qaeda, ISIS, and Aum Shrinrikyo</p> <p>Read: Juergensmeyer, <i>Terror in the Mind of God</i>, pp.147-302</p> <p>Films: "Islamic State;" "Aum Shinrikyo"</p>	How and why did extremist groups such as al-Qaeda and ISIS emerge in Afghanistan and the Middle East? How are their religious ideas related to particular views of the state, justice, and citizenship? Why did movements such as Aum Shinrikyo adopt such a hostile attitude toward the Japanese government? Why did these groups advocate violence as a means of achieving radical social change?
XIV	Final Group Projects, I: 30-40 minutes per group	Each project must engage the Citizenship theme by reflecting critically on the relationship of religion and questions of justice, difference, power, and social change in the specific example chosen by the group.
XV	Final Group Projects, II	
	<p>Note: Third Paper Due: This paper will ask students to reflect critically on the content of the course as a whole in order to demonstrate the knowledge, skills, and dispositions for intercultural competence as a global citizen. They will be asked to write a letter to their parents explaining what the course was about and why studying contemporary religious movements is important for our understanding of citizenship generally and questions of difference, justice, power, and social change in particular.</p>	

SUGGESTIONS FOR FINAL GROUP PROJECT TOPICS

Buddhism in America
Christian Science
Civil Religion/ Nationalism
Conspiracy Theories and religion (eg., QAnon)
Falun Gong
Fan Culture as "religion" (Harry Potter, Star Wars, Star Trek, etc)
Global Catholicism
Global Pentecostalism
Heaven's Gate
Jedi-ism
The Kabbalah Learning Center
The Manson Family
Neo-paganism (other forms than what we talk about in class, such as Druids, Odinism, etc)
Spiritualism
The Raelians
The Solar Temple
Unification Church
Vedanta Society/ Ramakrishna Mission
Westboro Baptist Church
World Harvest Church
Yoga in America

BIBLIOGRAPHY OF READINGS FOR THIS COURSE

Texts Available at OSU bookstore and on Reserve at the Main Library

- Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn*. Berkeley, CA: University of California Press, 2011.
- Juan Cole, *Modernity and the Millennium: The Genesis of the Baha'i Faith in the Nineteenth Century Middle East*. New York: Columbia University Press, 1998.
- Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkeley, CA: University of California Press, 2003.
- Reuben Snake and Huston Smith, *One Nation Under God: The Triumph of the Native American Church*. San Francisco: Clear Light Books, 1997.
- Hugh B. Urban, *New Age, Neopagan and New Religious Movements*. Berkeley, CA: University of California Press, 2016.

Short Readings available on our Carmen/ Canvas Site

- ACLU. "ACLU Asks U.S. Appeals Court to Defer to Guam High Court on Rastafarian's Right to Use Marijuana." *ACLU.org*, 2001. <https://www.aclu.org/press-releases/aclu-asks-us-appeals-court-defer-guam-high-court-rastafarians-right-use-marijuana>.
- Adler, Margot. *Drawing Down the Moon: Witches, Druids, Goddess Worshipers and Other Pagans in America*. New York: Penguin, 1997, chapters 4 and 8.
- Behar, Richard. "The Thriving Cult of Greed and Power." *Time Magazine*, 2001. <http://content.time.com/time/magazine/article/0,9171,156952,00.html>
- Carter, Tim. "Murder or Suicide? What I Saw." *Alternative Considerations of Jonestown and Peoples Temple*, 2015. https://jonestown.sdsu.edu/?page_id=31976.
- Johnson, Christopher. "God, the Black Man, and the Five Percenters." *National Public Radio*, 2006. <https://www.npr.org/2006/08/04/5614846/god-the-black-man-and-the-five-percenters>
- Lechner, Frank and John Boli. "General Introduction," in *The Globalization Reader*, ed. Frank Lechner and John Boli. Hoboken, NJ: Wiley-Blackwell, 2020, pp.1-6.
- Lipsitz, George. *Dangerous Crossroads: Popular Music, Postmodernism and the Poetics of Place*. London: Verso, 1997, pp.160-170.
- Melton, J. Gordon. *The Church of Scientology*. Salt Lake City, UT: Signature Books, 2000, pp.1-24.
- Robinson, B.A. "About the Fundamentalist Church of Jesus Christ of Latter-Day Saints (FLDS)." *Religious Tolerance*, 2012. <https://www.religioustolerance.org/flds.htm>
- _____. "Conflicts Concerning Santeria Sacrifices." *Religious Tolerance*, 2009. <http://www.religioustolerance.org/santeri1.htm>
- Swedenburg, Ted. "Islam in the Mix: Lessons of the Five Percent." Department of Anthropology, University of Arkansas, 1997. https://sites.la.utexas.edu/mhc/files/2009/10/swedenburg_us.pdf
- Urban, Hugh B. *Zorba the Buddha: Sex, Spirituality and Capitalism in the Global Osho Movement*. Berkeley, CA: University of California Press, 2016, chapter 4.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Arceno, Mark Anthony

From: Foster, Karlene
Sent: Friday, October 1, 2021 1:09 PM
To: Arceno, Mark Anthony
Cc: Armstrong, Philip; Urban, Hugh
Subject: RE: Current Cross-Listed GE Courses

Dear Mark,

Our faculty director, Marcus Kurtz.61, concurs. You can send the proposal to Richard Meltz.2@osu.edu, our curriculum person and he will ensure we submit the proposal at the same time.

I'm excited!

Cheers,

Karlene Foster.24
2-9657

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Friday, October 1, 2021 12:36 PM
To: Foster, Karlene <foster.24@osu.edu>
Cc: Armstrong, Philip <armstrong.202@osu.edu>; Urban, Hugh <urban.41@osu.edu>
Subject: RE: Current Cross-Listed GE Courses

Good afternoon, Karlene,

Hugh has put together a proposal to associate RS 4873 with the Citizenship Theme. Could you please confirm that IS would agree to adding this distinction? If we're all in agreement, I will send you (or someone else if they're submitting forms to the curriculum site) the Theme proposal, syllabus, and PDF copy of the change course request.

Best,
Mark Anthony

Ps/ If there's any information you might need at this time, do let me know!



Mark Anthony ARCEÑO, Ph.D.

Academic Program Coordinator, [Department of Comparative Studies](#)
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: 614-688-0433
arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

From: Foster, Karlene <foster.24@osu.edu>
Sent: Tuesday, January 26, 2021 15:25
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: RE: Current Cross-Listed GE Courses

Hi Mark,

If your department is interested in submitting either the 3661 or 4873 under a new GE/Theme category, we are definitely open to that suggestion. These are the only two classes we have cross-listed.

Neither are currently approved as GEs so we had not planned to submit them either as foundation or theme.

The City and culture I believe would fit nicely under the Lived Environments theme.

If you decide to submit either we are happy to add them as such on this side as well.

Karlene

1. Do you know of any other courses that are currently cross-listed with our department, which I have not listed above?
2. Do you plan to propose 4873 as a new GE? If so, Foundation or Theme?
3. If you plan to propose it, would it be under the new GE rubric proposed by ASC on their spreadsheet? And/or under the REGD rubric?
4. Regarding 3661, is this a course you know of that exists among current/recent offerings? Or should it be deleted?

Karlene Foster, Associate Director
College of Arts and Sciences
International Studies
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foster.24@osu.edu
<http://Internationalstudies.osu.edu>

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, January 26, 2021 3:17 PM
To: Foster, Karlene <foster.24@osu.edu>
Subject: Current Cross-Listed GE Courses

Good afternoon, Karlene,

I don't think we've yet met, but I am the new Academic Program Coordinator in Comparative Studies.

We are currently in the process of looking through our cross-listed courses and beginning to figure out how they might be (re)categorized with the new GE system. This would include COMPSTD/INTSTDS 4873 Contemporary Religious Movements in Global Context. I also have on my list COMPSTD/INSTDS 3661 The City & Culture.

Some questions we have for you at this time:

1. Do you know of any other courses that are currently cross-listed with our department, which I have not listed above?
2. Do you plan to propose 4873 as a new GE? If so, Foundation or Theme?
3. If you plan to propose it, would it be under the new GE rubric proposed by ASC on their spreadsheet? And/or under the REGD rubric?
4. Regarding 3661, is this a course you know of that exists among current/recent offerings? Or should it be deleted?

Best,
Mark Anthony



Mark Anthony ARCEÑO, M.A.

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Food Anthropologist & Ph.D. Candidate, [Department of Anthropology](#)
[Ohio State APOP](#) Lecture Series Team Leader

Pronouns: he, him, his
<http://about.me/markanthonyarceno>