

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Spring 2018](#)

Course Change Information

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

Add GE Citizenship theme designation to this course

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

This current course represents an advanced study of the focal theme of citizenship (please see attached GE Theme Courses file).

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, especially among students looking to fulfill a Citizenship course.

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	Religious Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3678
Course Title	Religion and American Culture
Transcript Abbreviation	Relig&Amer Culture
Course Description	Thematic approach to the intersections of religion and American culture, with attention to varied topics such as pluralism, nationalism, race, gender, sexuality, law, media, science, economics, and popular culture. 2370 recommended.
Previous Value	Thematic approach to the intersections of religion and American culture, with attention to varied topics such as pluralism, nationalism, race, gender, sexuality, law, media, science, economics, and popular culture. 2370 (270) recommended.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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: English 1110 or equiv.

Previous Value

Prereq: English 1110 (110) or equiv.

Exclusions

Not open to students with credit for CompStd 3678.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

38.0201

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Social Diversity in the United States; 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

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

- Upon successful completion of this course, students will have had the opportunity to:
 - Develop familiarity with a range of religious traditions and communities in the United States;
 - Critically assess what counts as religion in America and why this question matters;
 - Cultivate and refine their own theoretical vocabularies for interpreting the vexed relationship between religion and American culture;
 - Hone skills in critical reading, academic writing, and oral discussion;
 - Discuss the place of religion in America with other smart people.

COURSE CHANGE REQUEST
3678 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/01/2022

Content Topic List

- Religion
 - United States
 - Culture
 - Politics
 - American studies
 - Religious studies
 - Comparative religion
 - Media
 - Popular culture
- No

Sought Concurrence

Attachments

- RS3678-CitizenshipTheme-SubmissionForm.pdf
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- 3678 Syllabus - Citizenship Theme.pdf
(Syllabus. Owner: Arceno, Mark Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	12/02/2021 01:31 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	12/02/2021 02:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:48 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2022 01:48 PM	ASCCAO Approval

SYLLABUS: RELIGIOUS STUDIES 3678

RELIGION AND AMERICAN CULTURE

Course overview

Instructor

Instructor: XXX

Preferred contact method: via email, at XXX

Office hours: XXX

Office location: XXX

Course description

Religion is special in America. Religious individuals, communities, and institutions enjoy special legal privileges, such as tax-exempt status and free exercise protection. Religions regularly demand special toleration and respect. Religious freedom is thought to be one of the things that makes America exceptional. But what (and where) *is* religion in America, and what makes a religion *American*? What broader issues are at stake when we try to define and locate religion in a society as diverse and pluralistic as our own? How does thinking about religion's place in American culture help us think more broadly about the meanings of American citizenship – both its scope and its limits?

Though this course will proceed chronologically in part, it offers a thematic approach to exploring these questions, rather than a strictly historical one. We will analyze a series of case studies that will help us think more rigorously, more deeply, and more critically about the vexed relationship between religion and American culture and what this relationship reveals about democratic citizenship and belonging. In the first half of the course, we will concentrate primarily on the relationship between religion and the state. We will look to American law as an important site through which religion has been regulated and policed, defined and differentiated, but also where Americans have turned to seek rights and recognition, to battle over questions of justice, equity, and inclusion. In the second half of the course, we will complicate any neat distinctions between religion and non-religion, sacred and the secular, by turning to the realms of popular culture, consumerism, and entertainment. Taking up examples ranging from musical theater to hip-hop, we will consider how American religion shapes and is shaped by other categories of difference like race, gender, and sex. In the end, you will have the opportunity to apply what you've learned to another case study of your choice and to reflect on what that case study teaches us about citizenship in a just and diverse world.

GE Course Information

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.

Specific Course Goals

Successful students will meet the expected learning outcomes by:

- Reading primary and secondary sources that help us to analyze how different American religious communities have forged different understandings of citizenship, in relation to forms and structures of political and social life both dependent on and transcending beyond the state

- Analyzing religion, law, and popular culture as sites in and through which Americans have contested notions of justice, equity, and inclusion
- Honing our skills as critical consumers of popular media through theoretical reflection and careful analysis of selected case studies, focusing on how popular culture mediates our understandings of citizenship, equity, and justice
- Observing and reflecting on diverse lived experiences of religion through activities and assignments that take place both within the classroom and outside of it
- Engaging in difficult but civil conversations across our differences about the intersections of religion, culture, and citizenship

Course materials

Required texts

There is one required text to purchase for this course:

- Sarah Barringer Gordon, *The Spirit of the Law: Religious Voices and the Constitution in Modern America* (Belknap Press of Harvard University Press, 2010)

All other course readings are available online or via Carmen (carmen.osu.edu).

Grading and faculty response

Grades

Assignment or category	Points
Attendance and Participation	10%
Weekly reflection posts	10%
Syllabus Quiz	5%
Two letters to the professor	10%
Site Visit Report or News Media Curation	20%
Paper #1	20%
Preliminary Pop Culture Analysis	5%
Final Paper	20%
Total	100%

See course schedule below for due dates

Assignment information

For every assignment except the syllabus quiz, detailed instructions and prompts are available on Carmen. The following is only a summary and does not include all requirements.

All formal writing assignments should be double-spaced, in 12-point Times New Roman font, with one-inch margins. For assignments where a word count rather than a page count is given, copy-paste your text into a Word document and use the word count tool. The word count is always the definitive requirement; page counts are an estimate.

Attendance and Participation: Consistent attendance is essential to your success in this course. Class sessions will include lectures, interactive activities, and extensive discussion of the readings. You are expected to attend all scheduled classes and to come prepared for discussion. This includes completing all required readings prior to the start of class, bringing copies of them with you to class, and reflecting on any discussion questions posted to Carmen. You are entitled to **two** unexcused absences. Each additional unexcused absence will count against your attendance and participation points. **Value: 10% of your final grade.**

Weekly reflection posts: For ten weeks of the semester, you will be asked to submit a reflection post, responding to a specific prompt or set of questions related to the week's readings and discussions. At the start of the semester, you will be assigned to a small discussion group. Each week, you will post your reflection to your small discussion group forum. I highly encourage you to read and engage directly the reflection posts submitted by the other students in your group. Weekly reflection posts are always due by midnight on Sunday night. **Value: 10% of final grade**

Syllabus quiz: A quiz on the syllabus during the first week of class. **Value: 5%**

Two Letters to the Professor: You will write one letter at the beginning of the semester and another at the end, each reflecting on your personal learning goals for the semester. Each letter should be single-spaced and at least 750 words. Please see detailed instructions on Carmen. **Value: 5% each. Due via Carmen dropbox.**

Site Visit Report or News Media Curation: This assignment invites you to take what you are learning in the course and apply it outside of the classroom. You have an option for how to complete this assignment.

Option 1: Acting as a field researcher, attend a local religious event in the greater Columbus area hosted by a community that identifies with a religious tradition that is different than the one in which you were raised and/or with which you currently identify. Your aim is to observe how people express their religious identities and commitments through particular activities,

investigating the variety of ways that people act religiously in organized, public settings, as well as your own reactions to and experiences of the event.

Option 2: Curate a collection of newspaper/online opinion pieces, published since the start of the semester, that address the intersection of religion and American culture. Focusing your analysis on two or three articles that adopt different perspectives, you will be asked to unpack the different kinds of assumptions each piece advances about religion's definition and its place in American culture.

In both cases, this assignment will invite you to reflect on your own responses to the material you describe, what it teaches you about the relationship between religion and citizenship, and how this assignment helped you cultivate the knowledge, skills, and dispositions required for intercultural competence as a US and global citizen. **Value: 20%. Due via Carmen dropbox.**

Paper #1: At the end of our unit on religious freedom, you will write an analytical paper that thinks comparatively across multiple case studies. You will be asked to assess the historical and social factors that account for the variety of lived experiences reflected in your selected case studies as well as their implications for diversity, equity, and inclusion. **Value: 20%. Due via Carmen dropbox.**

Preliminary Pop Culture Analysis: At the start of our unit on religion and popular culture, you will select an example of your own that you'd like to analyze for your final paper. This could be a performer, a TV show, a sporting event, a movie or book, etc. In 500-750 words, you should address two questions: 1) why did you choose this example? 2) what do you think it has to do with religion? **Value: 5%. Due via Carmen dropbox.**

Final Paper: For your final paper, you will apply the theoretical tools you've acquired during our course to analyze your selected case study. This assignment may be completed in other formats, e.g. a podcast or Instagram gallery. You will be asked to analyze what your selected case study teaches us both about religion and American culture and about citizenship for a just and diverse world. **Value: 20%. Due via Carmen dropbox.**

Grading scale

It is your responsibility to keep up with your grades and grade expectations for the course. The best way to calculate your grade is to track what is available in the Carmen gradebook, then estimate how you think you're doing on the remaining assignments multiplied by the percent value for the assignment.

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

Late Policy/Extensions

Weekly reflection papers will **not** be accepted late without documented excusal. In the event that you have to miss another writing assignment deadline for any reason (personal, health-related, family-related, etc.), it is your responsibility to request an extension as soon as possible and to provide appropriate documentation (e.g. a doctor's note). **You must make your request by email on or before the day of the deadline.** Otherwise, late submissions will be penalized **5% per day.**

Your success in this class matters to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support, and advocacy. This service is free and confidential.

Technology policy

The evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades *even if you are not using such devices yourself*. For these reasons, I strongly encourage everyone to consider leaving laptops packed away. If you do wish to use your laptop in class, I ask you to sit in the back row. **However, cell phones and other electronic devices are never permitted in class unless directed by me.**

Email is the best way that I have to communicate with you outside of class. Even if email is not your usual mode of communication, please make sure that you check it every day in case I need to get in touch with you. Similarly, please make sure to check Carmen frequently so that you are aware of announcements about the course.

Other course policies

Academic integrity policy

Policies for this course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is absolutely not permitted in any assignment or venue used in this course: papers, multimedia productions, discussion posts, live discussions, etc. It

is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.

- **Written assignments:** In formal assignments, you should follow either MLA or Chicago style to cite the ideas and words of your research sources. Comprehensive information on MLA citation can be found here: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. Comprehensive information on Chicago citation can be found here: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_for_mating_and_style_guide/chicago_manual_of_style_17th_edition.html. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. The Writing Center is a great resource for proofreading and advice on improving your writing; distance appointments are available. See Resources section of this syllabus.
- **Reusing past work:** You are prohibited from turning in work from a past class to your current class, even if you modify it. This is plagiarism. If you want to build on past work or revisit a topic from previous courses, please discuss the situation with me.
- **Collaboration:** The course includes opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or major assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time. There are lots of ways to seek support for your work without crossing a boundary into cheating; you just need to be careful to know and abide by that boundary.

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.

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 a 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.

Resources for Success and Well-Being

My primary goal in this course is to facilitate student learning and success. I have no wish to inadvertently penalize students who are making a good-faith effort to engage with the course and produce high-quality work through diligent and responsible planning. I know some things are just out of your control. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies or timing, please be in touch with me *as soon as possible*. We can make a plan for ensuring you can meet course requirements. Whenever possible, reach out to me about this early rather than the day something is due or after.

College is hard for many, and for many different reasons. It is often made more difficult for people struggling with physical or mental illness, food insecurity, being the victim of a crime, or an overload of school, work, and family responsibilities. **Struggling is not a character flaw. There is no shame in asking for help if you need it.** Below are listed OSU and OSU-area resources that can help you be successful and well personally and academically. I understand that many of you are not near campus right now. Please use this guide as a starting point to consider what might be available to you if Columbus-area resources are not within reach for you right now.

Academic well-being: There are many resources available at OSU for students who would like academic support, including the Office of Academic Advising, Student Services, the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Academic Advising: <http://advising.osu.edu/welcome.shtml>
- Student Services: <http://ssc.osu.edu>
- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>

Personal well-being: OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<http://ccs.osu.edu>, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**).

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

Please do not hesitate to reach out if you are struggling and need help finding assistance.

This course is anti-racist. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages

each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. If you experience something in the course that does not uphold this standard, please reach out and start a dialogue about what can be done.

Course schedule (tentative)

Week	Topics, Readings, Assignments, Deadlines	Discussion Topics
1	<p>Unit One: Defining Our Terms</p> <p>Getting Started <i>No Reading</i></p> <p>What is Religion?</p> <ul style="list-style-type: none"> • <u>Read</u>: Albanese, “An Elephant in the Dark” • <u>Complete</u>: syllabus quiz <p><u>DUE</u>: Letter #1 to Professor</p>	<p>--Stakes in defining religion</p> <p>--Relating religion to culture</p> <p>--How are assumptions about religion shaped by Protestant Christian norms?</p> <p>--How do our definitions of religion relate to notions of citizenship?</p>
2	<p>What is America? <u>Read</u>:</p> <ul style="list-style-type: none"> • Nikole Hannah-Jones, “1619 Project: Introduction”; OR listen to “Introducing 1619 Podcast” • “Letter to the Editor: Historians Critique the 1619 Project, and We Respond” • *Adam Serwer, “The Fight Over the 1619 Project” <p>What is American Religion? <u>Read</u>:</p> <ul style="list-style-type: none"> • Robert P. Jones, “White Christian America is Dying” • *Christine Smallwood, “Astrology in the Age of Uncertainty • Michelle Alexander, “What if we’re all coming back?” 	<p>--What is at stake in the debates about the 1619 Project? What do they reveal about the relationship between race, citizenship, and national identity? What do they have to do with religion?</p> <p>--In what ways might American be considered a Christian nation? In what ways is it not a Christian nation?</p>
3	<p>Unit Two: Religious Freedom</p> <p><u>Read</u>:</p> <ul style="list-style-type: none"> • Reynolds v. US (1879) • Gordon, <i>The Spirit of the Law</i>, chapter 1, “The New Constitutional World” <p><u>Listen</u>: “What is Religious Freedom?” (MindPop podcast, episode 30)</p>	<p>--Defining religious freedom</p> <p>--History of religious freedom in US</p> <p>--Relationship between religious freedom and citizenship</p>
4	<p>Jehovah’s Witnesses and the First Amendment <u>Read</u>: Gordon, <i>Spirit of the Law</i>, chapter 2, “The Worship of Idols”</p> <p>Catholics and Public Education</p>	<p>-- Contested meanings of US as “Judeo-Christian” nation</p> <p>-- How Jehovah’s Witnesses and Catholics experienced</p>

Week	Topics, Readings, Assignments, Deadlines	Discussion Topics
	<u>Read:</u> Gordon, <i>Spirit of the Law</i> , chapter 3, “The Almighty and the Dollar”	religious freedom and its limits in different ways -- Schools/education as battleground for competing notions of citizenship
5	<p>Islam, Race, Religion, and Politics <u>Read:</u></p> <ul style="list-style-type: none"> • Gordon, <i>Spirit of the Law</i>, chapter 4, “Faith as Liberation” • Aysha Khan, “A Push to Deny Muslims Religious Freedom Gains Steam” • <i>Optional:</i> Skim the FBI files on the Nation of Islam <p>The Christian Right <u>Read:</u></p> <ul style="list-style-type: none"> • Gordon, <i>Spirit of the Law</i>, chapter 5, “Holy War” • Balmer, “The Real Origins of the Religious Right” 	-- Intersections of religion, race, gender, and politics -- State surveillance and political activism -- Muslims, Islamophobia, and the state -- How religio-racial communities have advanced different notions of justice, equity, and citizenship
6	<p>Judaism, Religion, and Race <u>Read:</u></p> <ul style="list-style-type: none"> • Shari Rabin, “American Jews: How 1789 Created 2019” • Annalise Glauz-Todrank, “Judging and Protecting Jewish Identity” • Julie Zauzmer, “Is Judaism an ethnicity?” <p>Debating Pluralism <u>Read:</u> Isaac Weiner, “Calling Everyone to Pray”</p> <p><u>DUE:</u> Site Visit or Media Curation Report</p>	-- Is Judaism a religion, race, or ethnicity? Why does it matter? -- Jews, antisemitism, and the state -- What is religious pluralism? What does religious pluralism mean for thinking about justice, equity, and citizenship? --Pluralism “on the ground”
7	<p>Indigenous Sovereignty and Religious Freedom <u>Read:</u></p> <ul style="list-style-type: none"> • Vine DeLoria, Jr., “Sacred Places and Moral Responsibility” • Michael McNally, Jr., “Why Not Religious Freedom?” <p>Case Study: Mauna Kea <u>Read:</u></p> <ul style="list-style-type: none"> • Trisha Kehaulani Watson-Sproat, “Why Native Hawaiians are fighting to protect Maunakea from a telescope” 	--Sacred land and American Indian religious freedom --Limits of “religion” for theorizing indigenous lifeways and knowledges --Sovereignty, citizenship, and the state --The role of the “activist-scholar”

Week	Topics, Readings, Assignments, Deadlines	Discussion Topics
	<ul style="list-style-type: none"> Greg Johnson, "Ritual, Advocacy, and Authority: The Challenge of Being an Irreverent Witness" 	
8	<p>Reconsidering Religious Freedom <u>Read:</u> None; work on papers</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> Bring Introduction w/ thesis statement and detailed outline to class <p><u>DUE:</u> Paper #1</p>	<p>--What have we learned about US religious freedom and its limits? What do debates about religious freedom tell us about different understandings of citizenship as they are expressed through the lived experience of different religious, racial, and ethnic communities?</p>
9	<p><i>Unit Three: Religion, Consumerism, and Popular Culture</i></p> <p>Corporate Spirituality <u>Read:</u> Carina Chocano, "Suzy Batiz's Empire of Odor"</p> <p>Commercial Spirituality <u>Read:</u> Andrea Jain, "Namaste All Day"</p>	<p>--spirituality, neoliberalism, and spiritual capitalism --branding, commercialism, and the business of spirituality --spirituality, race, and gender --appropriation, authenticity, and citizenship</p>
10	<p>Theorizing Religion and Popular Culture <u>Read:</u> David Chidester, "Popular Religion"</p> <p>Case Study: Oprah <u>Read:</u> Kathryn Lofton, "Practicing Purchase"</p> <p><u>DUE:</u> Preliminary pop culture case study analysis</p>	<p>--relating religion to popular culture – theoretical models --consumerism, race, and gender --consumerism and citizenship</p>
11	<p>Case Study: Mormons and Musical Theater <u>Read:</u> Jake Johnson, "Prologue" and "Exoticized Voices, Racialized Bodies"</p> <p>Case Study: Bono and the Spirit of Neoliberalism <u>Read:</u> Chad Seales, "Evangelicalism Around"</p>	<p>--musical theater as vehicle for assimilation, integration, and inclusion --theatricality, performance, aura of authenticity --prophetic authority and secular humanitarianism --popular music and social justice</p>
12	<p>Case Study: Kendrick, Kanye, and Hip Hop <u>Read:</u></p> <ul style="list-style-type: none"> Ben Lewellyn-Taylor and Melanie C Jones, "DAMNed to the earth" 	<p>--religion, style, and national belonging -- race and masculinity</p>

Week	Topics, Readings, Assignments, Deadlines	Discussion Topics
	<ul style="list-style-type: none"> Ashon Crawley, "Forgotten: The Things We Lost in Kanye's Gospel Year" <p>Case Study: Muslim Cool <u>Read:</u> Su'ad Abdul Khabeer, "Cool Muslim Dandies"</p>	<p>--celebrity, authority, and social critique</p>
13	<p>Case Study: The Maharishi <u>Read:</u> Jane Naomi Iwamura, "Hyperreal Samadhi"</p> <p>Case Study: Kumare <u>Watch:</u> Kumare (2011)</p>	<p>--Orientalism, exoticism, authenticity, and visual culture --race, gender, celebrity, and religious authority --Asian American traditions and social change</p>
14	<p>Presentations and Wrapping Up</p> <ul style="list-style-type: none"> Be prepared to share your case study analysis in class <p><u>DUE:</u> Letter #2 to Professor</p> <p><u>DUE:</u> Final Paper</p>	<p>--what have we learned from studying religion and American culture about different understandings of citizenship for a just and diverse world?</p>

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)