
Term Information

Effective Term Spring 2026

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	3681
Course Title	Religion and Work
Transcript Abbreviation	Religion and Work
Course Description	This course centers the workplace as a critical site for understanding contemporary patterns of American religiosity. We will explore a range of perspectives on how spiritual practices, experiences of religious discrimination, and productive labor promote and/or inhibit various dimensions of well-being, including emotional, career, spiritual, and creative.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
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

Health and Well-being

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

- Evaluate competing frameworks for interpreting the relationship between religion and work, including how religion intersects with other identity categories (race, gender, and class) and how it promotes and inhibits various dimensions of well-being
- Define key terms and concepts in the study of religion and work, such as pluralism, secularism, neoliberalism, spirituality, discrimination, and accommodation
- Identify legal, social, and historical factors that shape religious expression in the workplace and its impact on emotional, career, and spiritual well-being
- Analyze cases of religious discrimination and accommodation in U.S. workplaces
- Reflect on the practical, ethical, and political challenges facing employees and employers in navigating religion at work and how these challenges impact emotional and mental health
- Assess competing perspectives on the place of work in crafting a meaningful life and promoting well-being

Content Topic List

- workplace
- pluralism
- secularism
- neoliberalism
- spirituality
- discrimination
- accommodation
- health and well-being

Sought Concurrence

No

Attachments

- Curriculum Map for CS Major - 073025.pdf: CS curriculum map
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Religious Studies Curriculum Map (07-30-25).pdf: RS curriculum map
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- HWB GE Submission Form.pdf: HWB Themes Form
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- RS 3681 Syllabus - HWB GE.pdf: Syllabus
(Syllabus. Owner: Arceno, Mark Anthony)

Comments

COURSE REQUEST
3681 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/12/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	07/30/2025 11:38 AM	Submitted for Approval
Approved	Urban, Hugh Bayard	07/30/2025 12:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/12/2025 12:34 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/12/2025 12:34 PM	ASCCAO Approval

SYLLABUS: RELIGIOUS STUDIES 3681

RELIGION AND WORK

CLASSROOM TBA

MEETING TIME TBA (TWICE A WEEK)

Course overview

Instructor

Instructor: Dr. Isaac Weiner

Preferred contact method: email at weiner.141@osu.edu or via Carmen messages

Office hours: by appointment

Office location: 433 Hagerty Hall

Course description

This course centers the workplace as a critical site for understanding contemporary patterns of American religiosity. Despite widespread perceptions of the American workplace as a secular space, discrete and separate from religion, recent scholarship has uncovered deep and abiding connections between religion and work in the United States. American religion has long been entangled with forces of capitalism and consumerism. American workers have sought accommodation for their religious practices in ways that have tested American commitments to pluralism, equal treatment, and religious freedom. And shifting labor conditions and economic factors have posed questions of deep philosophical and theological significance about how and whether work can promote emotional, spiritual, and creative well-being.

This course explores how religion intersects with work in the United States, where legal protections, diverse religious populations, and a complex labor market raise persistent questions about religious freedom, discrimination, and pluralism. Through interdisciplinary readings and real-world case studies, we will examine legal frameworks, social dynamics, and economic theories that shape religious expression in the workplace. We will also consider how religion informs the ways we think about work and the place of productive labor in promoting healthy lives, especially in the aftermath of the COVID pandemic and the emergence of Artificial Intelligence. Through a variety of course assignments, students will have opportunities to connect themes and topics from class to their own personal and professional development.

As a General Education course for the theme **Health and Well-being**, the class will explore a range of perspectives on how spiritual practices, experiences of religious discrimination, and productive labor promote and/or inhibit various dimensions of well-being, including emotional, career, spiritual, and creative. As a key aspect of individual and collective identity, religion offers a critical lens through which to examine how work fits into a healthy and well-balanced

life. We will have opportunities to discuss the emotional, spiritual, and creative benefits of integrating religion and work, as well as evidence suggesting that experiences of religious discrimination can inhibit health and well-being. We will also consider critical voices, who argue that many contemporary employment trends result in the exploitation of both religious and secular workers, whose health and well-being suffer as a result. Through a variety of class assignments, students will have opportunities to reflect on and apply strategies for promoting their own emotional, career, and spiritual well-being.

General Education Goals and Learning Outcomes

GE Theme: Health and Well-being

Goal 1: Successful students will analyze health and well-being at a more advanced and in-depth level than in the Foundations component.

Expected Learning Outcomes:

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

Goal 2: Successful students will integrate approaches to health and well-being 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 health and well-being.
- 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.

Goal 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (e.g. physical, mental, emotional, career, environment, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

Religious Studies 3XXX meets these learning outcomes in the following ways: Students will identify how culturally-specific ideas about work and religion inform conceptions of human well-being and flourishing. Students will read, interpret, analyze, and critically evaluate significant theoretical and ethnographic works that address religion and work as aspects of living a healthy and meaningful life. Students will analyze religion and work as they contribute to health and well-being from historical, theoretical, cultural, socioeconomic, intersectional, and personal perspectives. Through active and critical engagement with the material, students will hone their skills of interpretation, evaluation, and analytical reasoning. In their papers,

students will engage in an in-depth, advanced, scholarly exploration of various aspects of religion and work, with particular attention to how it promotes the health and wellbeing of American workers. A final project will invite students to apply lessons and strategies from class toward constructing their own understanding of a successful career. And weekly reflection posts, as well as two reflective letters to the professor, will facilitate student reflection and evaluation, not only of the material presented in the course, but of their own evolving concepts of work and religion and their relationship to their personal conceptions of health and well-being.

Course-specific learning outcomes

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

- Evaluate competing frameworks for interpreting the relationship between religion and work, including how religion intersects with other identity categories like race, gender, and class, and how it promotes and inhibits various dimensions of well-being
- Define key terms and concepts in the study of religion and work, such as pluralism, secularism, neoliberalism, spirituality, discrimination, and accommodation
- Identify legal, social, and historical factors that shape religious expression in the workplace and its impact on emotional, career, and spiritual well-being
- Analyze cases of religious discrimination and accommodation in U.S. workplaces
- Reflect on the practical, ethical, and political challenges facing employees and employers in navigating religion at work and how these challenges impact emotional and mental health
- Assess competing perspectives on the place of work in crafting a meaningful life and promoting well-being

Course materials

Required texts

There are no required texts to purchase for this course. All reading and viewing materials are available on Carmen. However, you are required to purchase one composition notebook that you can use for journal entries. Please speak with Prof. Weiner if you need financial assistance.

Grading and faculty response

Grades

Assignment or category	Percentage of Overall Grade
Attendance and Participation	10%

Assignment or category	Percentage of Overall Grade
Two letters to the professor	10%
Weekly journal entries	10%
Interview Assignment	15%
Midterm Exam	20%
Case Study Analysis	15%
Final Project	20%
Total	100%

See course schedule below for due dates

Assignment information

Detailed instructions and prompts for every assignment 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.

Attendance and Participation – 10% of the grade: Consistent attendance is essential to your success in this course, as is active, engaged participation in class activities. 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 or activities prior to the start of class, bringing copies of them with you to class, and reflecting on any discussion questions posted to Carmen. *Preparation and engaged participation will help you meet GE ELOs 1.1, 1.2, 2.1, and 3.1.*

I'll recognize the effort it takes to prepare, attend, and participate with some points toward your final grade. You are entitled to **two** unexcused absences. Each additional unexcused absence will count against your attendance and participation points.

Note: In this course, you will be graded on **how** you think, not on **what** you think. In other words, you will not be graded on the particular beliefs, opinions, or positions that you advance. You will be graded on how carefully you read the assigned texts, how well you articulate and justify your positions, and on your ability to subject the themes of our course to rigorous critical analysis. While you are not required to agree with any opinions expressed by me or your classmates, you are required to treat them with proper scholarly respect.

Additional Note: I know there are any number of personal and health-related issues that can arise during a semester that may impact your attendance. I tend to be flexible when making accommodations if you communicate clearly with me about your situation. I cannot be flexible or offer accommodations if you do not communicate with me.

Two Letters to the Professor (750 words each) – 10% of grade: You will write one letter at the beginning of the semester reflecting on your personal learning goals for the semester, the threads of interest and concern that run through your intellectual life to date, and the aspects of your social identity that you take to be most important in defining who you are. You will write a second letter at the end of the semester returning to some of these questions in conversation with what you've learned over the course of the semester. Both letters will require you to reflect on how you understand the relationship between religion, work, and human well-being. Please see detailed instructions on Carmen. *This assignment will help you meet GE ELOs 2.2 and 3.2.*

Weekly Reflection Journal (200-250 words each) – 10% of grade: For each of ten weeks during the semester, you will write a short reflection, responding to a specific prompt or set of questions. These will be completed **in class**. You will write your reflections in a journal that will be collected each week. There are eleven weeks listed for which you have the opportunity to submit reflections. You only need to complete ten of them; i.e., you can miss one and still get full credit. However, you **MUST** complete the final journal entry. If you would like to make up any missed journal entries, you may do so by attending my office hours. *This assignment will help you meet GE ELOs 1.1, 1.2, 2.1, 3.1, and 3.2.*

Interview Assignment (1000 words) – 15% of grade: For this assignment, you will be required to interview someone who currently has a paid job. You will explore questions about their work conditions, questions about the ways their religious identity, commitments, and practices do and do not intersect with their professional career, and questions about how these intersections do and do not promote personal health and well-being. We will develop a full set of questions together in class. Your written paper will consist of two parts: 1) a brief description of what you learned about your interview subject; and 2) a reflection on what you learned that draws concrete connections to class readings, discussions, and the GE theme. *This assignment will help you meet GE ELOs 1.2, 3.1, and 3.2.*

Midterm Exam – 20% of grade: Following the conclusion of our second unit, you will take an in-class midterm exam that will test your comprehension of and engagement with readings, assigned material, lectures, and discussions. The exam will include “objective questions,” as well as short essay questions. Further details will be provided in class. *This assignment will help you meet GE ELOs 1.1, 1.2, and 3.1.*

Case Study Analysis (1000 words) – 15% of grade: During the third unit of our course, we will consider several real-world case studies regarding religious discrimination and accommodations in the workplace. You will select one case study and write a sustained analysis of it, identifying and assessing key stakeholders, competing values, and potential resolutions. You will also consider how the experiences described in the case study would impact the mental, career, spiritual, and creative well-being of those affected by it. A template for this assignment will be provided in class. *This assignment will help you meet GE ELOs 1.2, 2.1, 3.1, and 3.2.*

Final Project (1200-1500 words) – 20% of grade: Throughout the semester, you will encounter a range of perspectives on the meaning of work and its place in building a healthy and fulfilling life. For your final project, you will be expected to apply insights and lessons from this class toward defining the parameters of what you take to be a successful career. Final projects should demonstrate clear engagement with course readings and materials and a capacity to identify and apply specific strategies for promoting personal, career, and spiritual well-being. We will conduct an in-class career planning exercise during the last week of the semester to help you prepare to complete this assignment. Final projects may take a variety of formats (written paper, podcast, video, etc.) but should be roughly the equivalent of 1200-1500 written words. Further details to be provided in class and on Carmen. *This assignment will help you meet GE ELOs 1.2, 2.1, 3.1, and 3.2.*

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

In the event that you have to miss a writing assignment deadline for any reason (personal, health-related, family-related, etc.), it is your responsibility to request an extension as soon as possible. If possible, **you should make your request by email on or before the day of the deadline.** I tend to be very flexible and understanding, but clear communication is key. 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.

Course schedule (tentative)

Date	Topics, Readings	Guiding Questions	Assignments and Structured Learning Experiences
Week 1 8-20 8-22	UNIT 1: DEFINING TERMS Introductions In Class Screening: "Spirituality in the Workplace HR Video" Watch before class: "Workplace: The Connected Space Documentary" (2016)	We'll take some time to orient ourselves to the themes of the course. What is religion? What is work? What is their relationship? How do they contribute to promoting or inhibiting human wellbeing?	Assignment: Letter to the Professor (1)
Week 2 8-27 8-29	UNIT 1: DEFINING TERMS What is Work? Read before class: Richard Donkin, "Hands to the Grindstone," <i>Blood, Sweat, and Tears: The Evolution of Work</i> (Texere, 2001), 1-13. Read before class: David Blustein, "Being Alive: Work as a Central Role in Life," <i>The Importance of Work in an Age of Uncertainty</i> (Oxford University Press, 2019), 1-24.	This week, we'll dig deeper into defining "work." How have human understandings of work changed over time? How does work promote creative, social, and financial wellbeing? What are the psychological and social consequences of contemporary changes to the American labor market?	Assignment: Weekly Reflection Post (#1)
Week 3 9-3 9-5	UNIT 1: DEFINING TERMS What is Religion (in the United States)? Read before class: --Pew Forum, "Findings from the 2023-24 Religious Landscape Study" --Khyati Y. Joshi, "Race and Religion in U.S. Public Life." In <i>Oxford Research Encyclopedia of Religion</i> , edited by John Corrigan, (Oxford University Press, 2018). Read before class:	Next we'll dig deeper into defining "religion," particularly as it manifests in the United States. Why is it so difficult to generalize about religion in the U.S.? How does religion intersect with other categories of identity, like race and gender? What is the difference between religion and	Assignment: Weekly Reflection Post (#2) Structured Learning Experience: As a class, we'll draft interview questions and practice interviewing each other.

	--Eric W. Dolan, "Millennials are abandoning organized religion. A new study provides insight into why." <i>Psychology News</i> (2025). --Nancy T. Ammerman, "Spiritual But Not Religious? Beyond Binary Choices in the Study of Religion." <i>Journal for the Scientific Study of Religion</i> 52, no. 2 (2013): 258-278.	spirituality? How does religious affiliation and/or spiritual practice promote and/or inhibit flourishing and wellbeing?	
Week 4 9-10 9-12	UNIT 2: RELIGION AND/AT WORK: THEORY, HISTORY, ETHNOGRAPHY Spirit of Capitalism Read before class: Daniel Pals, "Chapter 5: A Source of Social Action: Max Weber," in <i>Nine Theories of Religion</i> (Oxford University Press, 2015) Read before class: Max Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> (translated by Talcott Parsons (Charles Scribner's Sons, 1958), 62, 180-182	The second unit of the course considers historical, ethnographic, and theoretical perspectives on religion and work. We start with sociologist Max Weber's classic take on how Protestant religious principles shaped ideas about work ethic and professional calling in Europe and the U.S. What does this tell us about how religious ideas can inform perspectives on career, spiritual, and intellectual wellbeing? How do experiences of work shape these religious ideas in turn?	Assignment: Weekly Reflection Post (#3)
Week 5 9-17 9-19	UNIT 2: RELIGION AND/AT WORK: THEORY, HISTORY, ETHNOGRAPHY Histories of Christianity and Work Read before class: Darren E. Grem, "The Marketplace Missions of S. Truett Cathy and Chick-fil-A." In <i>Sunbelt Rising: The Politics of Space, Place and Region</i>, edited by Darren Dochuk and Michelle Nickerson, 293-315. Philadelphia: University of Pennsylvania Press, 2011. Read before class: Richard J. Callahan, "'It's About as Dangerous a Thing as Exists,'" <i>Work and Faith in the Kentucky Coal Fields: Subject to Dust</i> (Indiana University Press, 2009), 99-128.	Grem and Callahan offer different historical accounts of the relationship between Christian practice and work in the U.S., with Grem privileging the experiences and perspectives of business owners, and Callahan turning to the experience of workers in Kentucky coal mines. How might we assess or synthesize their	Assignment: Weekly Reflection Post (#4) Assignment: Interview Paper

		approaches? <i>Whose</i> wellbeing (physical, emotional, spiritual, etc.) does each account center, and at what cost?	
Week 6	UNIT 2: RELIGION AND/AT WORK: THEORY, HISTORY, ETHNOGRAPHY Ethnographies of Religion and Work	This week's ethnographic studies center non-Christian practices in the contemporary workplace, with Nabhan-Warren tuning into the experiences of primarily Muslim refugees working in Iowa meatpacking plants and Chen exploring how the tech industry makes use of Asian-derived spiritual practices, like meditation and mindfulness. Chen is more critical than Nabhan-Warren. How might you evaluate or synthesize their arguments? How do their accounts differ from the historical accounts we read last week? Do the practices they study promote or inhibit spiritual and creative wellbeing? Why, and in what ways?	Assignment: Weekly Reflection Post (#5)
9-24	Read before class: Kristy Nabhan-Warren, "Cattle: Steered by Faith," <i>Meatpacking America: How Migration, Work, and Faith Unite and Divide the Heartland</i> (University of North Carolina Press, 2021), 135-170.		
9-26	Read before class: Carolyn Chen, "Killing the Buddha," <i>Work Pray Code: When Work Becomes Religion in Silicon Valley</i> (Princeton University Press, 2022), 153-195.		
Week 7	UNIT 2: RELIGION AND/AT WORK: THEORY, HISTORY, ETHNOGRAPHY Corporate Conscience	Our readings this week suggest that the corporate workplace can be fruitfully analyzed not as a site in which religion happens but where religion is produced. What does this mean?	Assignment: Weekly Reflection Post (#6)
10-1	Read before class: Kathryn Lofton, "Corporation as Sect," <i>Consuming Religion</i> (University of Chicago Press, 2017), 197-219.		

10-3	Read before class: Isaac Weiner, "The Corporately Produced Conscience: Emergency Contraception and the Politics of Workplace Accommodations," <i>Journal of the American Academy of Religion</i> (2016): 31-63.	How does it depart from the accounts we've read in prior weeks? Do you agree with the authors' critiques? How do their critiques point to more productive strategies for promoting personal and social wellbeing?	
Week 8 10-8	UNIT 2: RELIGION AND/AT WORK: THEORY, HISTORY, ETHNOGRAPHY Midterm Exam	Let's take some time this week to synthesize and evaluate what we've learned so far.	Assignment: Midterm Exam Study Guide
Week 9 10-15 10-17	UNIT 3: RELIGIOUS DISCRIMINATION AND ACCOMMODATIONS Legal Frameworks Read before class: Raymond F. Gregory, "What is Religion as Defined by Law?" and "Religious Discrimination and the Civil Rights Act of 1964," <i>Encountering Religion in the Workplace</i> (ILR Press, 2011), 15-41. Read before class: Equal Employment Opportunity Commission, "Compliance Manual" (excerpts on religious discrimination and accommodations)	Numerous studies suggest that experiences of discrimination at work can have profoundly negative consequences on personal and collective wellbeing. This week, we'll begin exploring this theme by familiarizing ourselves with the basic legal frameworks governing religious discrimination and accommodations in the U.S. What advantages do you see to the ways that U.S. law addresses these issues? What potential pitfalls can you foresee?	Assignment: Weekly Reflection Post (#7)
Week 10	UNIT 3: RELIGIOUS DISCRIMINATION AND ACCOMMODATIONS Landmark Cases	Our readings this week come from some of the most important recent U.S. Supreme Court cases	Assignment: Weekly Reflection Post (#8)

10-22	Read before class: <i>EEOC v. Abercrombie</i> (2015), <i>Groff v. DeJoy</i> (2023) (excerpts)	addressing religion and work. Who are the different stakeholders impacted by these cases? What different resolutions could you imagine? How might each of these possible resolutions impact the emotional, spiritual, and financial wellbeing of affected parties?	
10-24	Read before class: <i>Hobby Lobby v. Burwell</i> (2014), <i>Kennedy v. Bremerton School District</i> (2022) (excerpts)		
Week 11	UNIT 3: RELIGIOUS DISCRIMINATION AND ACCOMMODATIONS Case Studies	This week's readings explore two important developments: the rise of the "gig" economy and the expansion of religious freedom claims. How does the gig economy both create and constrain opportunities to practice religion at work? What kinds of new religious freedom claims have emerged in recent years, especially around the COVID pandemic and LGBT rights? What do these cases reveal about the ways that religious and economic ideas mutually inform each other? What competing ideas about wellbeing – and whose wellbeing matters most – do we find in these case studies?	Assignment: Weekly Reflection Post (#9)
10-29	Read before class: --"Lyft Drivers Spread the Gospel with Ride-Hailing Ministries," AP News (2022) --"Muslim Rideshare Drivers Improvise Prayer Spaces Amid Lack of Relief Stations in New York," Religion News Service (2023)		
10-31	Read before class: --"EEOC Scrutinizes Vaccine Mandates," Labor and Employment Law Insights (2025) --"Dear Littler: "Must We Accommodate an Employee's Religious Views in Every Instance?" Littler Mendelson P.C. (2022)		
Week 12	UNIT 3: RELIGIOUS DISCRIMINATION AND ACCOMMODATIONS Workplace Spirituality and Workplace Chaplaincy	The past two decades have seen the growth of the workplace spirituality movement and of corporate chaplains. What do	Assignment: Weekly Reflection Post (#10)

11-5	Read before class: Lake Lambert, "Chapter 1: Finding Meaning in Business," <i>Spirituality, Inc.: Religion in the American Workplace</i> (New York University Press, 2009), 1-20.	these two movements share in common? How and why do they promote the integration of religion and work? What kinds of claims does each movement make about how spiritual wellbeing can promote emotional, creative, and financial wellbeing?	
11-7	Read before class: Lake Lambert, "Chapter 6: Team Chaplains, Life Coaches, and Whistling Referees," <i>Spirituality, Inc.: Religion in the American Workplace</i> (New York University Press, 2009): 125-152.		
Week 13	UNIT 4: CRITICAL PERSPECTIVES ON (RELIGION AND) WORK	In our final unit, we turn to more critical perspectives on efforts to integrate religion and work. In particular, we consider critical voices who worry about the growing place that work plays in all of our lives. What concerns do these critics raise about the ways that religion and work can inhibit personal wellbeing across any number of dimensions? What alternatives do they propose for promoting human flourishing, in ways that might require us to think differently about both religion and work?	Assignment: Case Study Analysis Paper
11-12	Read before class: Isaac Weiner, "Workplace." In <i>The Routledge Handbook of Religion and American Culture</i> (Routledge, 2025), 233-249.		
11-14	Watch before class: Elizabeth Anderson, "Do Employers Rule Our Lives?" (YouTube)		
Week 14	UNIT 4: CRITICAL PERSPECTIVES ON (RELIGION AND) WORK	How does Sarah Jaffee build on and expand the critical perspectives we encountered last week? Why is she so concerned about the mantra that if you love what you do, you'll never work a day in	Assignment: Weekly Reflection Post (#10)
11-19	Read before class: Sarah Jaffe, <i>Work Won't Love You Back</i> (Bold Type Books, 2021), Introduction + one chapter of your choice (select a chapter on a labor sector that is most appealing to you)		Structured learning experience: Looking ahead to the final projects

11-21	Read before class: Sarah Jaffe, "Conclusion: What is Love?" <i>Work Won't Love You Back</i> (Bold Type Books, 2021), 321-335.	life? Why does she think that dominant ideas about career and financial wellbeing can actually inhibit and constrain personal flourishing? Is it wrong to love what we do for a living? What alternative strategies does she propose for promoting human flourishing?	
Week 15 11-26 12-2	UNIT 4: CRITICAL PERSPECTIVES ON (RELIGION AND) WORK Read before class: --David Graeber, "On the Phenomenon of Bullshit Jobs: A Work Rant" (2013) --National Fund for Workforce Solutions, "AI and the Future of Work" (2024) In-class Activity: "A Critical Approach to Planning a Career"	Our readings this week will help us make sense of critical transformations in the American experience of work. We'll use them to reflect on and synthesize the broader themes of this course. We'll conclude with an in-class career planning activity that will invite you to connect course themes to your own personal and professional development. Given all we've discussed this semester, what do you think are the key attributes of a successful career? What place do work (and religion) play more generally in promoting personal and collective wellbeing?	Assignment: Weekly Reflection Post (#11) Letter to the Professor (2). Structured learning experience: Career Planning exercise
12-9	Final Projects due		

Other course policies

Technology policy

There is evidence to suggest that 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 leave your laptops packed away unless specifically instructed to use them in class. If you do use laptops, I ask that you use them only for matters related to class, e.g., note-taking, accessing readings, etc. You should not be engaged in non-class related activities during classtime. **Moreover, cell phones and other electronic devices are never permitted in class unless directed by me.**

Email or Carmen Messages are the best ways that I have to communicate with you outside of class. During the semester, I try to make answering emails from students a priority—if you email me Monday through Friday, you should expect a reply within 24 hours. 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.

Academic integrity policy

Policies for this course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person (or artificial intelligence), 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, your digital presence in 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.h

[tml](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html). Comprehensive information on Chicago citation can be found here: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_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 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 \(B\)](#)). 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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communications with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regards to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office (civilrights@osu.edu). (Policy: Religious Holidays, Holy Days and Observances: <https://oaa.osu.edu/religious-holidays-holy-days-and-observances>)

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Well-being). In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This class will explore a range of perspectives on how efforts to integrate religion and work or experiences of religious discrimination in the workplace can promote and/or inhibit various dimensions of well-being, including emotional, career, spiritual, and creative.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

This course will build skills needed to engage in critical and logical thinking about religion, work, and well-being through:

- Engaging with reading assignments, lectures, and class-based discussion, which require students to synthesize and critically evaluate cutting-edge scholarship on religion and work as aspects of living a healthy and meaningful life;
- Completing an interview assignment, which requires students to analyze a particular individual’s strategies for promoting health and well-being at work;
- Completing a case study analysis, which requires students to analyze how experiences of discrimination at work can impact health and well-being;
- Completing a final project, which will offer students the opportunity to synthesize and apply lessons and themes from class to develop their own ideas about how a successful career can promote and/or inhibit personal, financial, and spiritual well-being.

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

This course has no formal prerequisites but is considered an advanced elective within the religious studies curriculum. The course will engage in an advanced, in-depth, scholarly exploration of the theme through close reading of cutting-edge academic texts, in-class discussion, an interview assignment, a case study analysis, and final project. The course will pay special attention to the theme of Health and Well-being by exploring how intersections of religion and work have promoted and/or inhibited various aspects of well-being, including emotional, creative, and spiritual.

In Week 6, for example, students will read Kristy Nabhan-Warren’s ethnographic study of the experiences of Muslim refugees working in Iowa meatpacking plants. Nabhan-Warren offers a relatively uncritical account of how efforts to accommodate Muslim practice at work can promote feelings of belonging and well-being within this vulnerable population. Students will also read Carolyn Chen’s more critical work on the problematic ways that tech companies make use of Asian-derived spiritual practices like meditation and mindfulness to promote employee health and well-being. By contrasting these accounts, students will be able to engage in a sophisticated analysis of the different ways that minoritized populations and practices can promote and/or inhibit health and well-being.

Written assignments will also offer students opportunities to meet this ELO. For example, the case study analysis paper will require students to explore in greater depth how experiences of

discrimination at work can inhibit well-being through a sustained analysis of a particular case study. And the final projects will require students to synthesize and engage readings and topics from throughout the course to engage in an in-depth, scholarly exploration of strategies for promoting well-being at and through work.

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

The course activities and assignments will offer students multiple opportunities to identify, describe, and synthesize approaches and experiences as they apply to the theme of Health and Well-being. Course readings approach the theme from a variety of perspectives and approaches, including historical, ethnographic, psychological, political, philosophical, and legal. Through class discussion, weekly reflection posts, and a midterm exam, students will be required to synthesize these approaches and reflect on how they contribute to different ways of understanding the relationship between religion, work, and well-being.

Readings attend to the experiences of very different populations and communities, including Christian business leaders, as in Darren Grem's work (Week 5) and the *Hobby Lobby* case (Week 10); Christian workers, as in Richard Callahan's work (Week 5), the *Kennedy v. Bremerton* case (Week 10), and case studies about the COVID pandemic and LGBT rights (Week 11); marginalized religious communities, as in Nabhan-Warren's work (Week 6), Carolyn Chen's work (Week 6), the *Abercrombie* case (Week 10), and case studies about Muslim rideshare drivers (Week 11). The interview and case study analysis assignments will offer students opportunities to apply insights gained from class discussions by analyzing the ways that particular individuals experience the relationship between religion, work, and well-being and how they cultivate specific strategies for promoting health and well-being. The final project will require students to synthesize these approaches and perspectives through a sustained analysis of what they think it means to pursue a successful career.

It is also notable that students will encounter a range of perspectives on the place of religion and work in promoting human flourishing and well-being, ranging from relatively celebratory accounts in the work of David Blustein (Week 2) and Lake Lambert (Week 12) to more critical perspectives in the work of Sarah Jaffe (Week 14), and David Graeber (Week 15). Weekly reflection posts and a final in-class career planning activity will offer space for students to evaluate these perspectives and refine their own.

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.

This ELO will be met in at least three ways. First, students will be required to write a "letter to the professor" at the beginning and end of the semester. These will offer opportunities for students to reflect on how the course fits with their own personal and professional goals and to assess their own development over the course of the semester. In the first letter, students will be asked specifically to reflect on how their positionality and prior experiences might shape their engagement with course materials. In the second letter, students will be asked specifically to reflect on the theme of Health and Well-being by discussing the ways in which the course has

helped them to cultivate strategies for promoting personal and collective well-being and how the course has supported or impacted their thinking about future professional and personal goals, especially as relating to work and its place in sustaining a healthy and meaningful life. The second letter will be supported by a concluding in-class career planning exercise, which will offer space for students to apply insights from the class to thinking about their own professional goals.

Second, students will write weekly reflection posts, which will offer regular, low-stakes opportunities to reflect on course topics and themes and to assess the development of their own thinking over the course of the semester. Students will be expected to respond to specific prompts that will connect course readings to broader themes and prior experiences. In Week 12, for example, we'll consider how the COVID pandemic transformed their experiences as learners and workers, and we'll conclude in Week 15 with attention to transformations brought about by the rise of generative Artificial Intelligence. Students will be invited to reflect on how these new and challenging contexts impact their own experiences of religion, work, and well-being.

Finally, the final research project will ask students to become active learners by developing a sustained analysis of how career success can promote and inhibit health and well-being. Students will have opportunities to share their developing ideas with peers through a structured, in-class career planning activity and to make revisions based on feedback received. Drawing on discussions throughout the semester, as well as their own personal and professional experiences, they will have the opportunity to develop their own ideas about what constitutes a successful career and to reflect on how their developing understanding might shape personal and professional choices in the future. They will also be permitted to choose the format through which they would like to present their final project, if they prefer to present their work in a more creative manner than a traditional paper.

ELO 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

This course uses the intersections of religion and work as a unique lens through which to explore and analyze health and well-being. Students will be required to engage and respond to class readings that approach the theme from a variety of competing and complementary perspectives, including theoretical (e.g. readings by Weber in week 4 and Lofton in Week 7), psychological (Blustein in Week 2), sociological (Joshi and Ammerman in Week 3), historical (Grem and Callahan in Week 5), cultural (Nabhan-Warren and Chen in Week 6, Weiner in Weeks 7 and 13), theological (Lambert in Week 12), legal/policy (Weeks 9, 10, and 11), and personal. These readings offer very different perspectives on how religion and work contribute to and/or inhibit health and well-being – and on what constitutes well-being in the first place. Reflection posts, a midterm exam, and a final project will require students to synthesize and evaluate these approaches. The interview assignment and case study analysis will offer students opportunities to explore personal perspectives on these questions, by considering particular examples of how experiences of religion and work can foster and/or inhibit personal and collective well-being.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

This course offers multiple opportunities to identify, reflect on, and apply strategies for promoting health and well-being. Through weekly reflection posts, students will be required to identify strategies for promoting health and well-being found in that week's readings and discussions. In the interview assignment, students will be required to identify and reflect on strategies pursued by a particular individual for promoting health and well-being at work. The case study analysis assignment will require students to reflect on how experiences of discrimination at work can inhibit spiritual and emotional well-being. And a concluding in-class activity and final project will require students to reflect on strategies discussed in class and apply them toward developing their own understanding of what constitutes a successful career and how it can contribute to human flourishing. In their final letter to the professor, students will be required to reflect further on their own evolving concepts of work and religion and their relationship to personal and theoretical conceptions of health and well-being. In these assignments, students will be required to discuss how they plan to adapt and apply the strategies they identify in their own lives.

Curriculum Map for Religious Studies Major

Program Learning Goals for the Religious Studies Major

Goal 1: Students will attain a broad knowledge of the world's religions.

Goal 2: Students will understand some of the methodological challenges facing any scholar of religion.

Goal 3: Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.

Goal 4: Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR RELIGIOUS STUDIES MAJOR				
Learning Goals:	<u>Goal 1:</u> Students will attain a broad knowledge of the world's religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
Core Courses (12 Credit Hours)				
2370 Introduction to Comparative Religion OR 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
3972 Theory and Method in the Study of Religion	int	int	int	int
CS 3990 Approaches to Comparative Studies	int	int	int	int
RS 4970 Religious Studies Capstone OR CS 4990 Senior Seminar in Comparative Studies	adv	adv	adv	adv

Individual Religious Traditions courses (9-15 Credit hours)	<u>Goal 1:</u> Students will attain a broad knowledge of the world's religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
ARABIC 5701 The Qur'an in Translation	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int
CLAS 3404 Magic in the Ancient World	int	int	int	int
CLAS 3405 Christians in the Greco-Roman World	int	int	int	int
CLAS 3408 Ancient Roman Religion	int	int	int	int
CS 4822 Native American Identity	adv	adv	adv	adv
ENGLISH 2280 The English Bible	beg	beg	beg	beg
HEBREW 2700 The Hebrew Bible in Translation	beg	beg	beg	beg
HIST 2220 Introduction to the History of Christianity	beg	beg	beg	beg
HIST 2221 Introduction to the New Testament	beg	beg	beg	beg
HIST 2351 Early Islamic Society, 610-1258	beg	beg	beg	beg
HIST 2375 Islamic Central Asia	beg	beg	beg	beg
HIST 2450 Ancient and Medieval Jewish History, 300 BCE-1100 BCE	beg	beg	beg	beg
HIST 2451 Ancient and Medieval Jewish History, 700-1700 CE	beg	beg	beg	beg
HIST 2452 Modern Jewish History, 1700-Present	beg	beg	beg	beg
HIST 3218 Paul and His Influence in Early Christianity	int	int	int	int

HIST 3219 Historical Jesus	int	int	int	int
HIST 3227 Gnostics and Other Early Christian Heresies	int	int	int	Int
HIST 3229 History of Early Christianity	int	int	int	int
HIST 3245 The Age of Reformation	int	int	int	int
HIST 3470 Messiahs and Messianism in Jewish History	int	int	int	int
HISTART 3005 Christian Art	int	int	int	int
HISTART 4421 Medieval Art	adv	adv	adv	adv
JS 2201 Introduction to Jewish Culture, Thought and Practice	beg	beg	beg	beg
NELC 3230 Introduction to Shi's Beliefs and History	int	int	int	int
NELC 3501 Introduction to Islam	int	int	int	int
NELC 3508 Sufism	int	int	int	int
PHIL 2120 Asian Philosophies	beg	beg	beg	beg
PHIL 3111 Introduction to Jewish Philosophy	int	int	int	int
RS 2222 From Istar to Christ: The History of Mediterranean Religions	beg	beg	beg	beg
RS 3210 Kabbalah and the Jewish Mystical Tradition (cross-listed with HEBREW and JS)	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3672 Native American Religions	int	int	int	int
RS 3673 The Buddhist Tradition (cross-listed with EALL)	int	int	int	int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora (cross-listed with AFAMAST)	adv	adv	adv	adv
RS 4872 Varieties of Christianity	adv	adv	adv	adv

RS 5871 The Japanese Religious Tradition (cross-listed with JAPANESE)	adv	adv	adv	adv
Comparative/ Interdisciplinary courses: 9-15 credit hours				
AFAMAST 4342 Religion, Meaning, and Knowledge in Africa	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int
CLAS 3404 Magic in the Ancient World	int	int	int	int
HEB 2367.01 Scripture and Script	beg	beg	beg	beg
HEB 3704 Women in the Bible and Beyond	int	int	int	int
HIST 3045 American Religious History	int	int	int	int
HIST 3214 Women, Gender, and Sexuality in the History of Christianity	int	int	int	int
MEDREN 2666 Witchcraft and Magic in the Middle Ages and Renaissance	beg	beg	beg	beg
NELC 2680 It's the End of the World!	beg	beg	beg	beg
NELC 3201 Muslims in America and Europe	int	int	int	int
PHIL 2120 Asian Philosophies	beg	beg	beg	beg
PHIL 5850 Philosophy of Religion	adv	adv	adv	adv
RS 2102.01 Literature and Religion	beg	beg	beg	beg
RS 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
RS/CLAS 2222 From Ishtar to Christ	beg	beg	beg	beg
RS 2670 Science and Religion	beg	beg	beg	beg
RS 2677 Religion and Environmentalism	beg	beg	beg	beg
RS/NELC 3168 History of God	int	int	int	int

RS 3666 Magic in the Modern World	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3678 Religion and American Culture	int	int	int	int
RS 3679 Popular Culture and World Religion	int	int	int	int
RS / HIST 3680 Religion and Law in Comparative Perspective	int	int	int	int
RS 3681 Religion and Work	int	int	int	int
RS 3777 Religion, Health, and Healing	int	int	int	int
RS 3888 Death, Dying, and the Afterlife	int	int	int	int
RS 4370 Research Seminar on Religion in Ohio	adv	adv	adv	adv
RS / INTSTDS 4873 Contemporary Religious Movements in a Global Context	adv	adv	adv	adv
RS 4875 Gender, Sexuality and Religion	adv	adv	adv	adv
SOCI 3467 Sociology of Religion	int	int	int	int

Program Learning Goals:

- *Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR						
NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY						
		Program Learning Goals				
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv
CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.						

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	Beg	Beg	Beg	Beg
CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2343 Slavery, Gender, and Race in the Atlantic World	Beg	Beg	Beg	Beg	Beg	Beg
CS 2345 Comedy, Culture, and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3007 Technology, Science, and Citizenship	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3886 Urban Sounds	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv

CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3168 History of God	Int	Int	Int	Int	Int	Int
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3681 Religion and Work	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv	Adv	Adv	Adv	Adv
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

**COURSES FROM OTHER DEPARTMENTS THAT FULFILL
EITHER MAJOR FOCUS OR ELECTIVES**

Department and Course			Department and Course		
AFRICAN AMERICAN AND AFRICAN STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	3440 Theorizing Race	Int	Int
2201 Major Readings in African American and African Studies	Beg	Beg	4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv
2218 Black Urban Experience	Int	Int	4535 Topics in Black Masculinity Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv

2288 Bebop to Doowop to Hip-hop: The Rhythm and Blues Tradition	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
ANTHROPOLOGY					
2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
EAST ASIAN					
3446 Asian American Film	Int	Int			
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv
FRENCH					
2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		
GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			

HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro to the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					
2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN					

3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			
SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
2341H Moving Image Art	Beg	Beg			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	4375 Women and Visual Culture	Adv	Adv
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
YIDDISH					

3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			
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