

**California State University, Chico**  
**Department of Comparative Religion and**  
**Humanities**

**RELS 482W: Capstone Seminar on Religion, Public Life and the**  
**Professions**  
**Spring 2019**

**Instructor: Daniel Veidlinger**

**Office: ARTS 393**

**Office Hours: Tu/Th 3:30 – 5:30 and Wed 2:00 – 4:00 or by appointment**

**Contact: phone x4637 email: [dveidlinger@csuchico.edu](mailto:dveidlinger@csuchico.edu) OR use the course email system**

**Class time and place: Tuesdays 7:00 – 9:50 PM BUTTE 219**

**Course Credit units: 4 (an internship comprises the 4<sup>th</sup> credit unit)**

**Course Description and Goals:**

This capstone is designed to introduce students to tools and concepts for understanding the social organization of public religion, religious freedom issues and the ways in which religion shapes and is shaped by social institutions in the United States. Drawing on our study of the U. S. context, we will then explore comparative cases in other countries as well. We will analyze the contemporary positioning of religion and religious interests within public life, using social scientific methods and theories, among others. Analyzing religion's varied interactions within social institutions and arenas provides an opportunity to develop a portrait of (a) the position(s) of religion within public space, and (b) the shifting boundaries of religious and non-religious activity, and (c) the consequences and implications of these interactions.

This class will also involve an internship where you will work with a group or organization that in some way involves religion in public life. This course will also involve a research methods component where you will not just write a paper, but will learn about the process of researching, developing, annotating and writing a paper.

As a seminar, this course is highly participatory and will depend heavily on student initiative and leadership. If one or more of us fails to fully participate, the whole enterprise fails. You must come to class each week not only having done the reading, but prepared to work with it in some significant way—presenting major themes to the class, offering critical assessments, referring us to related materials or arguments, etc.

### **Course Learning Objectives**

This class meets four student learning objectives (SLO) for the Religious Studies Major:

SLO 3. Students can analyze how religion interacts with other cultural systems (economics, law, public policy, international relations, family structures, arts, medicine, science, etc.)

SLO 4. Students can engage in and facilitate civil dialogue regarding religious and secular viewpoints and values.

SLO 5. Students can make clear, well organized, and substantive written presentations.

SLO 6. Students can produce a project that demonstrates facility with traditional and electronic religious studies resources and the usage of appropriate scholarly style and citation formats.

This course is also a Writing Intensive course that will require a fair amount of writing and reflection on the process of writing itself.

These objectives will be assessed through in-class writing assignments, exams, assigned paper topics, and in-class research presentations.

### **Course Schedule**

Please have the readings completed BEFORE class starts for each week.

All reading are available online in the folder for that week. There will be some readings in the folders that are not mentioned on the syllabus because they were added later.

Please read ALL the readings in the online folder for that week.

WEEK	DATE	<p><b>Topics, Readings, Assignments, Deadlines</b></p> <p>You will find the basic information about what we will read and when things are due here. All the readings can be found online in the course Blackboard Learn site. (Note: subject to change with fair notice.)</p>
1	Jan 22	<p><b>UNIT ONE: Theoretical and Historical Contexts for Studying Religion and Society</b></p> <p>Readings: Putnam and Campbell, "Religiosity in America" Film: "First Freedom: the Fight for Religious Liberty"</p>
2	Jan 29	<p><b>Topic: Sociological approaches</b></p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) Excerpt from Berger, <i>The Sacred Canopy</i></li> <li>2) Excerpt from Wuthnow, <i>America and the Challenges of Religious Diversity</i></li> </ol> <p><b>Reading Reports are Due in CLASS (you must do ten reports in total. You choose which ones).</b></p>
3	Feb 5	<p><b>Topic: The Shape and Uses of Religion in America in the Late Twentieth Century</b></p> <p>Readings: 1) Robert Bellah: "Civil Religion in America" 2) Harvey Cox "The Future of Faith"</p> <p><b>Research Methods Assignment 1 Due [ NOTE: All due dates for all assignments except reading reports are 11:59 PM on the day of class ]</b></p>

4	Feb 12	<p><b>Topic: Secularism and Society</b></p> <p>Readings: Charles Taylor “A Secular Age” (summary)  Harvey Cox “The Secular City”  Guardian Article on Headscarves in France</p> <p><b>Paper Proposal due in Learn</b></p>
5	Feb 19	<p><b>Topic: Religion and Education</b></p> <p>Guest: Bruce Grelle on Religion in Public Schools</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) Excerpt from Robert Alley. The Constitution and Religion</li> <li>2) Grelle, “Applying the First Amendment Consensus Approach to Teaching About Religion in California Public Schools”</li> <li>3) American Academy of Religion Guidelines</li> </ol> <p><b>Research Methods Assignment 2 Due</b></p>
6	Feb 26	<p><b>UNIT TWO: American Case Studies</b></p> <p><b>In this unit we will look at concrete examples of religion and its influences on various aspect of life and work in America today</b></p> <p>Topic: Religion and Health Care</p> <p>Guest: Joel Zimbelman on end of life issues</p> <p>Readings: Various readings online</p>

7	Mar 5	<p><b>Topic: Religion and Chaplaincy</b></p> <p>Guest Speaker: Sarah Gagnebin Selected Readings</p> <p><b>Bibliography Test Due [ Be sure to take the test online before 11 PM March 5 ]</b></p>
8	Mar 12	<p><b>Topic: Religion in Prisons</b></p> <p>Guest: Sarah Pike</p> <p>Reading:</p> <ol style="list-style-type: none"> <li>1) Sullivan, "Beyond Church and State</li> <li>2) Excerpt from Dubler, <i>Down in the Chapel</i></li> </ol> <p>Films: "Faith Based Prison Initiatives" "Doing Time Doing Vipassana"</p> <p><b>Paper outline due in Learn</b></p>
9	Mar 28	<p><b>Topic: Religion and the Financial System</b></p> <p>Readings: Harvey Cox: The Market As God David Loy: The Religion of the Market Lambert: Lake Lambert, "Finding Meaning in Business" from <i>Spirituality Inc.</i></p> <p><b>MIDTERM DUE</b></p>

10	Apr 2	<p><b>UNIT THREE: Global Case Studies</b>  <b>Here we will look comparatively at the role of religion in society around the world</b></p> <p>Topic: Religion and Politics  Guest Panel</p> <p>Readings: God's Century  And other readings</p> <p><b>Research Methods Citation Analysis Due</b></p>
11	Apr 9	<p><b>Topic: Religion and Law in the Islamic World</b></p> <p>Reading: Kadri, "Punish and Pity" from <i>Heaven on Earth</i>  Akbar the Great  Additional Readings</p> <p><b>Research Methods Annotated Bibliography Due</b></p>
12	Apr 16	<p><b>Topic: Religion, Technology and Media</b></p> <p>Guest: Jason Clower on "Will the Internet Make China Democratic?"  Veidlinger, "When Friend Becomes a Verb"</p> <p><b>Rough draft of paper Due</b></p>
13	Apr 23	<p><b>Topic: Religion in the Holy Land</b></p> <p>Readings: Leibowitz,  Gopin "Holy War Holy Peace" (summary)</p> <p><b>Peer review Due</b></p>

<b>14</b>	<b>Apr 30</b>	<b>Topic: Buddhism and State Power</b>  Readings: Jerryson, and others  <b>Research Methods Copyright Test Due</b>
<b>15</b>	<b>May 7</b>	<b>Student Presentations of Research</b>
FINALS WEEK		<b>FINAL PAPER DUE in learn May 17</b>

### **Course Requirements: TOTAL 1000 Points**

#### **100 Attendance/Class Participation.**

Your participation and attendance contribute greatly to this course. Reading is critical to your success in the class. You should read assignments carefully before coming to each class and you should bring to class written comments and questions about the readings. To this end, when you read, I recommend that you take notes in the margins, underline with colored pencils, highlight, etc. Reading doesn't generally generate much understanding if you read superficially; it needs you to really pay attention. Participation should include efforts to link course content to the outside world. Please bring in newspaper stories and magazine articles as well as announcements about or brief reports on T.V. specials or movies with course-related content.

#### **200 ( 10 x 20 each ) Reading Responses (best 10 out of 13).**

On ten out of the 13 weeks (weeks 2-14 ) you will come to class with a 300 word essay about the readings ( usually about 1 page double spaced). This should not be a summary, rather you should react to the readings by developing one or two ideas. What issue(s) does the reading raise for you? Do you agree or disagree with the author's perspective? Why or why not? Your response should focus on one or two central issues, but you should try to make specific references to the texts and incorporate brief quotes with page numbers into your response.

#### **50 Facilitating Class Discussion:**

Every student will sign up to facilitate class discussion one week, which will include a ten-minute presentation of main points in reading and 2-3 discussion questions for the class. If possible you could make a connection to a current event and news story that relates to the week's readings.

## **190 Midterm Exam**

## **250 Research Project**

You will research and write a 12-15 page paper on a topic related to the class and approved by me. You will give a 20-minute class presentation on your topic at the end of the semester. Every student will peer edit another student's rough draft as well.

**20 project proposal (due week 4)**

**30 Paper outline (due week 8)**

**50 Rough draft (due week 12)**

**50 Peer Review (due week 13)**

**100 Final draft (due finals week)**

**Research Methods:** The course will involve a series of assignments designed to teach about the various methods of doing research, as well as writing essays, compiling footnotes and other annotations, and preparing a bibliography

**10 Assignment 1**

**10 Assignment 2**

**10 Bibliography Test**

**10 Citation Analysis**

**10 Annotated Bibliography**

**10 Copyright Test**

## **200 Internship**

Interns will be placed in a community religious congregation, interfaith organization, civic group, or professional setting to help them understand lived religion and the role of religion in public life, and to facilitate inter-group communication and collaboration. You may work in pairs.

Interns will learn about their group's identity, mission, and activities through observation and interviews. Interns will try to identify areas of interest or concern related to civic issues or professional practices (education, health care, law, journalism, etc.) OR collaborate to design and administer a needs assessment instrument for local civic or professional organizations to identify areas of interest or concern related to religious issues and help advance the goals of all placement

organizations. Students will write a summary report, analysis, and reflection on their experiences. If for some reason an internship cannot be completed, these points can be made up by writing a 30 page research paper instead of the 15 pages, and additional meetings with the professor in his office can be used to discuss relevant issues in order to complete the class time requirements for this 4 credit course.

## **Campus Policy in Compliance with the Americans With Disabilities Act**

Please notify me of any special need relating to your disability within the first two weeks of the semester. I will make every reasonable effort to facilitate your success in this course. Please note that you may be required to show documentation for your disability. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, call me, or email me. Please also contact the Accessibility Resource Center (ARC) as this is the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Accessibility Resource Center is in Student Services Center 170, or you can get in touch with them at 530-898-5959 or visit their website at [www.csuchico.edu/arc](http://www.csuchico.edu/arc).

## **Academic Dishonesty:**

If there is evidence that you have been involved in any form of academic dishonesty, you will receive an "F" grade for the course, and a report will be provided to Student Judicial Affairs for further action. Be careful in all of work (classroom presentations as well as written assignments) to properly cite your sources (including online materials). Please see the University Academic Integrity policy at <http://www.csuchico.edu/sjd/integrity.shtml>, and review the **"Religious Studies Academic Integrity Policy" under "Programs" on the CORH Department home page**. Ignorance of proper citation methods is not a legitimate excuse for violation of these policies.

## **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)

## **Student Computing**

Computer labs for student use are available <http://www.csuchico.edu/step> located on the 1<sup>st</sup> floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301. Additional labs that may be available to students in your department/college.

## **Student Services**

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>.

## **University Writing Center**

The CSU, Chico writing center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the University Writing Center. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center information can be found online at <http://www.csuchico.edu/uwc>.

## **Student Learning Center**

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>