

*Local Religion Project Development as a Model for Community-based Religious Studies:  
Focus on Faculty Engagement in Integrated Pedagogy and Curriculum Development*  
Santa Clara University  
Proposal to the Wabash Center  
May 1, 2006

Proposal Abstract

Immigration, innovation, and globalization make Silicon Valley an ideal lab for the study of contemporary religion. This project has four goals related to learning how to use this lab: to engage Santa Clara's Religious Studies Department's teaching scholars from different specializations in sustained and creative collaboration to develop the department's new initiative, the Local Religion Project; to create innovative model courses and pedagogies that engage students in community-based learning with local congregations and organizations; to create undergraduate research and internship programs to foster greater civic engagement among undergraduates students majoring in religious studies; and to develop resources and models for community-based learning and research on Silicon Valley's religious landscape. These goals will be realized through an intensive faculty seminar that draws on consultants, colleagues, and research to develop innovative courses, integrated education campus programs in partnership with community leaders, web resources to support studies of religion in the Valley, and a conference and publication on community-based studies of local religion.

Goals Statement

The project goals relate to developing an initiative the religious studies department at Santa Clara University began in 2003 to support teaching and research on Silicon Valley's rich religious landscape, the Local Religion Project (LRP). Progress on developing this initiative since then has been steady and the interest and support from Santa Clara's administration and faculty in the department has been rewarding. At the same time, the development has been relatively ad hoc and because taking place on different fronts—courses, campus programs, faculty research, community partnerships, documentation of local sites, student research—LRP has not received the sustained faculty attention necessary to define and establish its various facets. In addition, faculty have not had the opportunity to work creatively or collectively on LRP (The grant planning process was the first real opportunity.) For this proposal we take our cue the Wabash Center's interest in "initiatives of faculty members and institutions that enhance the teaching of theology and religion" (<http://www.wabashcenter.wabash.edu/about/index.html>) and have focused our efforts on developing LRP's pedagogy and curriculum dimensions. This is the context in which the following goals are set.

*Engage faculty in the religious studies department in the systematic development of LRP as a resource for student learning in a way that is integral to their work as teaching scholars.* The barrier to involvement in LRP reported by faculty in religious studies relates to what one describes as "initiative fatigue." The faculty in the department who worked on this proposal report that the array of innovative and stimulating initiatives (residential learning communities, inter-disciplinary centers, immersion trips) SCU offers faculty are extrinsic to their primary work as teaching scholars. To date LRP has been just that, and faculty--particularly for the four faculty in the grant-planning team who have joined the department within the past three years and for whom participation in LRP is a interest they share with the department--have been able to participate only in a piecemeal or hodge-podge fashion, usually in their own courses in isolation from what others are doing.

Moreover, they engage LRP less as an opportunity to reflect creatively about using it to teach religious studies and more as a demand on their time, for example, to attend LRP's on campus programs. LRP's future as a faculty initiative in the department and unique resource for the study of religion requires us to address what is clearly a faculty development and department culture challenge. Our efforts to do so will provide lessons for other departments experiencing similar tensions.

*Create model courses in which the multifaceted community-based learning possible through LRP informs both pedagogy and curriculum.* LRP has demonstrated the potential to be a means by which students can engage the local community in multiple ways—research or documentation projects, case studies, on-campus programs involving community leaders. To realize that potential faculty need to explore and implement ways to integrate LRP into the way they design and teach their courses that fulfill the Core requirement in religious studies. This is not the normal curriculum development in which faculty work on readings, classroom pedagogy, and integration of assignments. Realizing the potential of LRP's unique and growing connection to local congregations and organizations in the Silicon Valley requires faculty to think anew and creatively about how they engage students with the lived and contextualized religion they help students study, adding to texts and classroom instruction experiences in the field, and to course outcomes the interests and needs they encounter in their engagement with the varied communities in our region.

*Create community-based research opportunities that increase civic awareness and engagement among undergraduate students majoring in religious studies.* Similarly, faculty need to explore and implement ways to integrate community based learning into the way in which they mentor religious studies majors to graduate as individuals who can constructively engage the religious dimensions of the communities in which they will live and work.

*Develop LRP as a resource for community-based student learning and research at Santa Clara, the region, and—as a model—for religious studies programs elsewhere.* Currently no university program or center has committed to research the religious landscape of the Silicon Valley, and although Santa Clara University promotes community-based learning (e.g. the Arrupe Center engages 400 students in community-based learning each quarter) very little engages local congregations and faith-based organizations. LRP can be developed in such a way that it address both lacunae simultaneously.

### Rationale

Where the articulation of the goals above focused on barriers and lacunae to be addressed in the grant project, this section explains why the faculty in religious studies committed to this project under two headings: setting, timing.

**Setting:** *Silicon Valley as a lab for local, community-based study of religious practices in a diverse and globalized community*

Consider these three recent observations about Silicon Valley:

Silicon Valley embodies trends that “are coming to define the merging global culture...” and thus provides us with “...a natural experimental laboratory.” (J. A. English-Lueck, *Cultures@SiliconValley*, 2002)

“Santa Clara County is a demographic, economic, political, and cultural microcosm of the future...” (Santa Clara County Office of Human Relations, *KIN: Knowledge of Immigrant Communities Santa Clara County*, 2002)

“Silicon Valley is ‘a spiritual lab’ in which the World Parliament of Religions comes alive on a daily basis.” (Rev. Grace O’Brian, Center for Spiritual Enlightenment, San Jose, introducing keynote speaker Arun Gandhi at the April 2006 *Carry the Vision Conference*).

LRP works from perspectives like these. The world’s religious traditions encounter one another locally, providing an excellent opportunity for our students to both observe the community’s efforts to sustain civil and sometimes religious discourse across differences, and to participate in it themselves. Engaging the complex religious landscape of the Valley today prepares students to participate constructively in diverse and globalized communities demographers predict will characterize the communities in which they will live and work in the future—and SCU student access to this lab is as easy as a bike, bus or car ride of only a few minutes.

In line with what scholars like Eck, Warner, and Ebaugh argue, LRP takes immigration as the starting point for its approach to the Valley’s religious landscape. A major immigration “gateway” that since 1990 has experienced a 60% increase in immigration, Santa Clara County ceased to have a majority ethnic population sometime around 1998. The most recent census estimates indicate that one in three of the Valley’s 1.5 million residents was born in another country, and another one in three regard themselves as “1<sup>st</sup> generation.” A 2000 Santa Clara County study found that 177 different languages are spoken in the region’s homes; and that over ½ of the residents of the Valley’s urban core, San Jose, speak a language other than English at home.

Although harder to come by, data on the region’s religious life suggests immigration is an important factor: for example, compared to 3% nationally, 11% of our neighbors belong to a tradition other than Judaism and Christianity. While Roman Catholicism is the largest single denomination in the Valley, its fifty-plus churches live alongside more than thirty Buddhist centers for new immigrants from Asia. A dozen mosques have been created in the past twenty years to serve Muslims from as many as 40 different countries. Active Sikh, Hindu and Jain communities have in the last five years built some of the largest and most expensive temples in their traditions in the United States.

Diversity is also experienced within congregations and faith-based organizations: the different languages we find in multi-ethnic Catholic parishes are mirrored in their different ritual and spiritual practices; Buddhist centers tied to different immigrant communities—e.g. Vietnamese, Thai and Japanese—have more interaction with non-Buddhists than with one another; and interfaith organizations mobilizing around immigration reform in affluent Palo Alto find they have little connection to the working-class mobilization emerging out of the east San Jose neighborhood where Cesar Chavez got his start.

Surprisingly, this complex diverse religious landscape has received little attention from scholars and teachers. Diana Eck provides a good example: she refers to the region in her foreword to a 1999 study, *American Buddhism*; she draws on her contacts with local communities several times to illustrate her thesis in her *A New Religious America*; and students from the Pluralism Project she have profiled several local congregations. But while the religious life of other immigration gateways like Chicago, Los Angeles, and Houston have been studied through major initiatives like

the PEW *Religion and New Immigrants* project launched in 2000, and faculty have developed courses on other regional centers—e.g. a “Religious Worlds of New York” at Columbia University—nobody has yet done something comparable for the Valley.

The proposed project helps LRP begin work on its ambitions to fill this void through projects tied to seminars for religious studies majors and Core courses for general students, and undergraduate student-faculty research. Experience with local communities so far—in hosting class visits, assisting students with research, co-sponsoring and participating in campus programs—suggests that this ambition is supported by the local community, and that such community engagement is an exciting and new way to engage students in the study of religion.

***Timing:*** *Santa Clara’s self-identification as the Jesuit University in Santa Clara Valley*

This grant proposal links to three recent developments at Santa Clara: the most recent articulation of University mission, growing interest in LRP among faculty in religious studies, and the revision of the University’s core curriculum that was just launched.

**Articulation of Mission:** The tag line recently adopted by Santa Clara—*the Jesuit University in Silicon Valley*—puts mission and location at the center of our institutional identity. The faculty involved in the development of this proposal believe that LRP captures that identity in exciting ways, and anticipate new and continued University support in the future. For the project described in this grant proposal, we will start our reflections on a distinctive LRP pedagogy and methodology with the Jesuit Superior General Peter-Hans Kolvenbach’s call (quoted in the University’s current *Strategic Plan*) to “educate the whole person of solidarity in the real world.” The components through which we will implement our project will link this focus on community-based learning with a second important feature of Santa Clara’s mission, integrated education, which calls for the integration of classroom-based learning with non-classroom opportunities and experiences on and off campus.

**Growing Faculty Interest:** The department’s program review in 2004 included development of the Local Religion Project as a major goal for the next five years. One explanation of this is the way in which LRP’s focus connects faculty across specialties, and in particular bridges what many departments experience as the gulf between theological and religious studies methodologies. Like the Catholic university profiled in Cherry’s *Religion on Campus*, the religious studies department at Santa Clara is well-grounded in both the Western Catholic theological tradition and in other faith traditions—Judaism, Islam, Buddhism, Protestant Christianity—and regions of the world, particularly Asia. Courses like “Religions of the Book” and campus programs like last Winter Quarter’s “Hajj in Comparative Perspective: Pilgrimage Around the Globe” draw on our faculty’s varied tradition and regional specializations and their commitment to a comparative representation of religious traditions and practices. Theologians in the department often locate their work in the religious diversity that characterizes our region— e.g. Prof. Paul Crowley developed a conference from which he published a book last year on Catholic theologian Karl Rahner’s encounter with the religions of the Pacific Rim. Others contextualize their approach to religion in cultural and social realities—e.g. Prof. Teresia Hinga developed a course on Christianity in Africa entitled “Religions of Colonized Peoples.” The lament of observers like Marsden or Burtchaell about the state of theology on campuses—that confessional approaches to religion are being eclipsed by what they call secular and pluralist methodologies, (*The Soul of the American University: From Protestant Establishment to Established Nonbelief*; *The Dying of the Light: The Disengagement of Colleges and Universities from Their Christian Churches*)—does not apply to our

department. Indeed, we maintain a healthy interchange between these two approaches, and make sure it informs our future developments. For instance, Santa Clara University and the Jesuit School of Theology in Berkeley are exploring affiliation, and in our discussions with their faculty we have focused on what each program brings to a shared interest to contextualize theology in the cultural and social dynamics of our religiously diverse and global setting. Similarly, the department just received two endowed chairs in Catholic theology from the University president. For the first chair, we are recruiting a scholar in ethics, and among the criteria defining our selection is that the candidate have a record of engaging both religious diversity and community issues so that she/he can contribute to the Local Religion Project's development.

The activities outlined in this proposal link the specialized expertise and energy of department faculty to the community resources and contacts we are developing within the Local Religion Project. A key to that linkage, and thus a measure of success, will be whether or not we can engage a select core of faculty in the heart of what they do as teaching scholars. If we succeed, we predict LRP will become known for community-based studies of the complex interactions between diverse religions communities and their wider and civic--and increasingly globalized--environs. It will thus be a catalyst for other faculty in religious studies and cognate disciplines at Santa Clara, and a model for religious studies programs in other parts of the country.

University Core Curriculum Revision: The University just initiated a Core revision process that will unfold over the next two years. The two key directions governing the process, that it focus on the "the distinctive character of the university and the global dimensions of our curriculum" (Michael Kevane, Chair, Core Curriculum Revision Committee, 2/23/06 e-mail), map quite nicely on the Local Religion Project—our community-based learning exemplifies Kolvenbach's "solidarity," and our focus on the region's religious traditions mean that our local studies are at the same time global (as in the dynamic Roland Robertson calls "glocalization" [*Globalization: Social Theory and Global Culture*]). Indeed, the faculty planning this grant believe our work on LRP's pedagogy and curriculum could be at the center of the department's participation in the revised core.

### Project Outline and Design

The goals of this project—sustained faculty collaboration in the development of LRP's community-based pedagogy, methodology and resources—will be realized through the *LRP Methodology and Pedagogy Seminar*. The other components of the project—*innovative curriculum development, integrated education and campus programs, student and community engagement, and dissemination*—will be conceived, developed and executed through the seminar. This strategy ensures full faculty collaboration on all facets of the program, secures integration of the different program components, and provides a structure with flexibility for faculty to define and adjust specific implementation as the project unfolds. The Wabash prompts—who, what, where, when and how—are addressed in the following narrative, and schematically in the timeline included at the end of this section.

The project will begin Fall Quarter 2006, with the recruitment of eight faculty from the Religious Studies Department to participate in the project for the period of the grant. Since all but one of faculty (she will be on sabbatical 2007-08) in the grant planning group is interested, this should be a relatively smooth task. The other task for the faculty director is to work on planning (e.g. initial seminar readings) and logistics (e.g. dates for the consultant) for the activities that begin in earnest in Winter Quarter 2007.

### *LRP Methodology and Pedagogy Seminar*

The principal investigator for this project and the Local Religion Project Director, Philip Boo Riley, will convene a seminar of eight faculty who will meet monthly (during the academic year) from January 2007 through March 2008. The seminar has these four features:

- **Theoretical.** The seminar will engage faculty as teaching scholars focused on defining the distinctive identity of LRP as a resource for the study of religion in Silicon Valley and for “locality studies” (Heelas and Woodhouse) of religion nationally. In our grant planning discussions faculty place a high priority on time to think creatively about what LRP is doing as the key to formulating its distinctive methodology. The seminar will thus have a theoretical component insofar as the faculty will read and discuss research literature related to the two topics the planning group identified as ways to capitalize on what LRP has already done and focus LRP’s development—immigration and Diaspora studies and comparative religious practices. In either selection of readings or discussion, the seminar will attempt to relate these to participating faculty member’s teaching and research interests. Readings will be drawn from the bibliography below, participating faculty recommendations, and existing Centers whose work in other localities LRP has identified as a helpful model (e.g. USC’s Center for Religion and Civic Engagement). Faculty look forward to the seminar discussions as a way to explore what LRP could be, and have determined that the four sessions after our opening consultation in January 2007 will be entirely theoretical.
- **Practical.** The theoretical explorations, however, also have an end that is practical and applied—the development of resource materials, curriculum, undergraduate research, and integrated education programs as outlined below. These will be the focus of the seminar sessions in the 2007-08 academic year. To transition to that phase of the project we have built into our schedule an all day meeting in June 2007. The meeting has four outcomes: 1) the faculty will commit to and begin to plan the curriculum development projects they will execute the following year in conjunction with their ongoing participation in the seminar; 2) the seminar faculty will provide direction to the LRP Director for the first draft of the project’s *Faculty LRP Resource Guide* and LRP web site design that will reflect the theoretical orientations the seminar has covered and provide the first iteration of the resources faculty will be incorporating into their curriculum development; 3) the faculty will set the agenda for the remaining seminar sessions of the project and a sketch of the integrated education campus programs, including the topic for the Fall 2008 series described below; and 4) the faculty will draft the schedule for the March 2008 conference which will close out the seminar. The June meeting thus functions as the lynchpin of the project, launching the practical work to come on the basis of the theoretical explorations just completed.
- **Inter-disciplinary Consultation.** The faculty planning this grant have identified three areas where colleagues in other programs at Santa Clara or other local universities would be invited to join the seminar to both explore collaborative possibilities and help faculty integrate community-based learning and research in their classes: multimedia documentation and media representation (Communication), qualitative research with immigrant communities (Sociology, Modern Languages), and oral history (Ethnic Studies). These sessions—plus one more to be defined as the seminar proceeds—would be incorporated into the six seminar sessions in the 2007-08 academic year. In addition

to the seminar session, these colleagues would commit to consult one on one with the faculty over the course of the project.

- **Bookend Consultations.** The seminar opens and closes with sessions devoted to consultations with scholars—what we envision as book ends for our work. First, we will open in January 2007 with a consultation with a scholar whose work we believe provides a rich framework for our development of LRP’s methodology. Richard Wood, author of *Faith in Action: Religion, Race and Democratic Organizing in America* (2002), is familiar with SCU’s faculty and the Local Religion Project, and has agreed in principle to perform this function. His participation would be fourfold: 1) a session with the seminar on community-based research, with a focus on engaging both community partners and students; 2) a public lecture drawn from his research on congregations and faith-based organizations across America with lessons for the Valley, 3) individual consultations with the faculty in the seminar about their interests and personal goals for the project; and 4) a consultant report in which he would report on what he heard in his interactions with faculty, and outline directions the seminar could pursue over the next year of meetings to work towards our goal of faculty engagement in LRP’s development and creating a distinctive LRP methodology and pedagogy.

The second bookend is tied to the conference described below. Last year SCU faculty member Catherine Bell met with colleagues at her alma mater on the occasion of her receiving the University of Chicago Divinity School’s “alumni of the year” award, and explored interests they might have in LRP’s development. One result was an expression of interest in the project by Martin Marty, and an agreement to visit campus to consult with us and give a public lecture. For the seminar, Marty would be asked to meet with faculty to discuss our *Faculty LRP Resource Guide* draft and web site design, as well as the seminar materials, in order to help us articulate LRP’s distinctive features and possible future directions. He would also give a public lecture as part of the mini-conference described below, “Studying Local Religion: Silicon Valley.”

The eight faculty participating in the seminar would receive stipends of \$1500; they would also receive a \$350 stipend for the June 2007 lynchpin session, which could be open to other faculty. The ten regular seminar sessions will follow the typical seminar format--3 hours, common readings, and a faculty prepared presentation (or one prepared by our inter-disciplinary collaborators). The two bookend seminars, in January 2006 (Wood) and March 2007 (Marty) would be led by the consulting scholars.

#### *Innovative Curriculum Development*

Each faculty member in the seminar will commit to a LRP curriculum development project to be undertaken during the 2007-08 year along one of two lines:

- **Master Course Development.** Four faculty will divide into two teams to develop four new seminar courses for majors and minors in religious studies that a) focus entirely on the Local Religion Project and b) collectively work within one of the three areas of the department curriculum and major program (theology, ethics and spirituality; religion and society; scripture and tradition). One faculty team will develop seminars on Diaspora Studies in the region—one on African Christian communities, the other on East Asian Buddhist communities. The other faculty team will develop seminars on comparative religious practices in the region—one on spirituality and contemplative practices, the other on texts in context. The faculty will build into each course creative use of

integrated education campus programs, community-based student research in partnership with local sites, web resources, and creative ways to make student research public—all of which will be captured in the LRP Faculty Resource Guide and website. In addition to four new seminars that will put LRP at the center of the department's curriculum for majors and minors, we see these development projects as intensive intellectual exercises that will drive our wider seminar discussions of methodology and pedagogy. The four faculty will receive a one course teaching reduction.

- Core Curriculum Development. The other four faculty in the seminar will work independently to integrate LRP into an existing course they already offer to fulfill one of the three University Core curriculum requirements. They too will work on creative ways to incorporate other components of the program into their curriculum, and their work will inform seminar discussions. But the other important function of this work is to establish a concrete link between this project and the Core Curriculum revision we anticipate will be initiated and funded by the University during the 2007-08 academic year. Our hope is that the modest goal we have for these four faculty projects could thus be expanded (and supported with course releases through the University) to projects that would be part of the new Core implementation, which as noted above in our discussion of timing we believe LRP is a natural fit.

Faculty will report on and discuss their work on these projects during the seminar, and they will serve as the basis for their contribution to the Spring 2008 conference. They would continue to work on these courses throughout the 2007-08 academic year, and have them ready to go by the Fall of the 2008-09 academic year.

#### *Integrated Education and Campus Programs*

Relying on internal grants and department resources, LRP has experienced success with campus programs over the past two years. They typically draw on and are co-sponsored by congregations or organizations in the community, are marketed to the wider community of the Valley and to faculty and students on campus, and have drawn between 80 and 100 people. These three examples show how the programs bridge the university and community:

- *Valley of the Gods: Religious Encounters in the Bay Area* lecture series: each week over Spring Quarter 2005, leaders from congregations and organizations in the region spoke about their work in the context of the Valley, focusing on religious diversity and civic engagement.
- *Ramadan and Tishri* series: during the month of October 2005 LRP co-sponsored interfaith campus activities (including student participation in an off-campus community inter-faith break-fast) to honor the occasion of the coincidence of the Muslim and Jewish calendars.
- *The Hajj in Comparative Perspective: Pilgrimage around the Globe*: In collaboration with the outreach coordinator of the Muslim Community Association, this February 2006 program featured local American Muslim scholar and film producer Michael Wolfe presenting the *Frontline* documentary he produced on the Hajj, with SCU faculty offering comparisons with pilgrimage examples from Judaism, Catholicism and Buddhism.

Although they drew students from classes (often as extra credit assignments), and were well-received by the community members who participated or attended, these programs were not integrated into courses and thus did not realize their full educational potential. As LRP develops and establishes relationships with local congregations and organizations, so does our potential to develop a rich slate of programs each quarter that can become a meaningful part of courses

faculty teach—along the lines of what SCU calls integrated education, our version of the seamless learning environment linking co-curriculum and curriculum that campuses across the country aspire to foster. We plan to use this project to both experiment with ways to effect this integration, and to focus LRP's identity and reputation on and off campus. Again, the seminar will be the locus for the planning and discussion. The grant planning team identified two ways in which to develop this:

- 2 Quarter-long (10 weeks) series in each year of the grant modeled on the *Valley of the Gods* series: In Spring 2007 LRP will sponsor a series tentatively titled, *Valley of the Gods: Catholic Worlds of Silicon Valley* that will explore the diversity within the Catholic communities in the region. This project—including the undergraduate research component referenced below—is already funded by an internal grant from the University's Ignatian Center. Although the series will not be developed directly out of the seminar, the director will make sure they are consulted; seminar participants will experiment with integrating the series into courses they are teaching, and will monitor student and community engagement in the series to better understand how to use this format. The Fall 2008 series, then, will be developed in the seminar by the faculty, will relate to the two areas we have identified for faculty curriculum development (Diaspora Studies, Comparative Religious Practices), and the series' connections to the local community will feed directly into faculty members' design of seminar and Core courses (e.g. as part of a research assignment, to develop a case study, or arrange student interviews).
- Community Classroom Fund: To encourage faculty to develop programs that engage students in the community as part of their classes during the 2007-08 academic year, we will set up a \$2000 fund on which they can draw for honoraria for campus speakers or incidentals for class visits to community sites. The seminar will provide the means for faculty to collaborate—e.g. two classes could jointly sponsor a campus speaker, or travel together off campus to a local site (the two faculty who have done this have experienced wonderful hospitality) or to an event (like the interfaith vigil in downtown San Jose scheduled for Sunday, April 30, 2006 on the eve of the May 1 immigration rally).

In addition to deepening LRP's relationships with community partners, integrating these programs into classes will both establish practical models which faculty can easily imitate, and a culture of community engagement which students will come to expect from their classes.

#### *Student and Community Engagement*

LRP has identified undergraduate research as a defining feature of its programs in three ways: 1) the initial documentation of local sites we are beginning is carried out by undergraduates either in courses or on their own, making LRP dependent on student research for a central piece of its work; 2) among the criteria for the faculty research projects LRP supports is a requirement to involve undergraduate students in the research; and 3) its focus on local congregations and organizations in their social and cultural contexts makes LRP an ideal mechanism to realize the community-based and socially-engaged research happening at other institutions around the country (e.g. the courses and programs profiled in *From Cloister to Commons*) and identified by Santa Clara as a distinctive feature of its undergraduate education program.

Two student scenarios—one at its end, another at its beginning--bring home the learning potential of this part of LRP:

- a graduating senior, *Sheeva* worked with a SCU faculty member and an independent scholar on the initial stages of a research project on how the region's religious diversity is reflected in the student body and curriculum of local faith-based high schools. About her experience in the field and co-presenting preliminary findings at the regional AAR she wrote:

*My experiences as a research assistant have proved to be invaluable. As an undergraduate student, most of my previous experience had been doing secondary research based on other academic work. Now I was able to work side-by-side with a scholar, learning both about the process of developing methods and about conducting applied sociological research.... This project has allowed me to apply theory to reality, broadening my understanding of what research can encompass, and has even inspired me to consider Doctorate-level work after I complete my Master's Degree. I am truly grateful to have been given the opportunity to work with the Local Religion Project. I can say with confidence that this opportunity has been paramount in my undergraduate experience at Santa Clara.*

- A rising sophomore whose family emigrated from Ethiopia only ten years ago, *Yamrot* took a course on religion and culture in Africa with Prof. Hinga in the Fall. She is now working with Prof. Hinga to complete the initial documentation on her faith community, St. Gabriel Ethiopian Orthodox church; and they have begun to discuss a research project at the church on the role and experience of women in African Diaspora faith communities in which Yamrot will assist Prof. Hinga with field research (e.g. making contacts for and translating during interviews).

For this component of the project LRP will develop an undergraduate research program through three pilots:

- a pilot LRP Internship Program in which four students will intern with a local congregation or organization in the Summer of 2007. In addition to working the equivalent of 20 hours per week over 8 weeks during the summer, these students will commit to serve as peer educators in LRP during the 2007-08 academic year, assisting faculty with the community based programs described above. The LRP director will oversee this pilot, setting up the internships, meeting with the interns and their supervisors during the summer, and coordinating the academic year component. Students will receive both a stipend for the summer work (\$1500) and academic credit for the peer educator work.
- a pilot LRP Summer Research Program in which 7 students will work with one or more faculty in the seminar to conceive a research project related to the areas we have tentatively identified for the master curriculum development, Diaspora Studies and Comparative Religious Practices, typically complete the field research component with a local community in the Summer of 2007, and then work with their faculty supervisor in a directed readings course to write up their findings. Although not required, we will encourage faculty-student co-authorship of a publishable article, and expect that faculty will use their student work in their own curriculum projects. Students will receive a \$1000 stipend, and their faculty directors a \$125 stipend. Two students projects are already funded by internal grants—further work on the religious diversity and faith-based secondary education project, and a multimedia documentary on the work of one of the individuals participating in the “Catholic Worlds of Silicon Valley” series.
- Two pilot LRP Undergraduate Research Colloquia, one in the Fall and a second in the Spring of the 2007-08 academic year, in which research on local communities involving

undergraduates will be presented in a way consistent with LRP's goal to partner with community institutions. The Fall colloquium would relate to "the diversity of religious practices" focus with an interim report on LRP's research on religious diversity and faith-based secondary education carried out by faculty and undergraduate students. A distinctive element of this colloquium will be to involve teachers from four of the schools in the study to respond to the preliminary findings and analysis, and to engage administrators and religion teachers at other local high schools in discussion about ways to develop the research project that might serve their needs. Students from the LRP research program will attend, and will have the opportunity to experience engaging community partners in developing university research projects. The Spring colloquium will be hosted by the religious studies department and will be a more traditional presentation in which the 8 LRP Summer Research students will present their completed work to peers and faculty. But again we will invite and hopefully engage and the representatives of the communities they will have studied in discussions of their findings.

LRP has had positive experience with the ad hoc work we have done so far in this area; we anticipate that these pilots, particularly because they are linked to other components of the project, will provide the chance to determine what best engages students in community-based research and thus to define this important part of LRP's programs.

#### *Dissemination*

The two forms of dissemination at and beyond Santa Clara we propose will serve the interests of presenting LRP as a model for locality studies of religion in other departments across the country, of packaging the resources developed throughout the project for use by SCU faculty and students (and potentially other educators in the region), and integrating the work of the faculty as teaching scholars in the seminar into a publication which both defines and showcases the kind of community-based student learning LRP can support.

- web-based resources for the study of religion in Silicon Valley. Throughout the project faculty will be encouraged to integrate use of the web in their curriculum, program and research work with students. In addition to learning how to use the web to access local communities virtually (e.g. developing exercises for web research that engage students in analyses of virtual representation—by communities themselves and by others—of religion, or virtual case studies in which students interact on-line with local leaders from the communities featured in a simulated case study), they will also look to ways in which web-based materials, including the *LRP Faculty Resource Guide*, overviews of local congregations and organizations, and links to resources beyond religious studies (e.g. census data for demographic research, or centers like San Jose State University's Anthropology Department "Cultures@SiliconValley" project) can become integral parts of courses and a tool for students completing research projects in the region. We are also conscious that other educators in the region—community college instructors, high school teachers, colleagues at San Jose State—may also benefit from this resource, and will explore their interests in the development as well. This project will begin in June 2007 at the lynchpin seminar meeting, and will be launched in March 2008, as part of the conference. The LRP director will oversee this project, will consult with the University's instructional technology resource specialists, and will employ student assistants to develop the content of the web site.

- March 2008 “Studying Local Religion: Silicon Valley” mini-conference. In the Fall of 2004 Paul Crowley, S.J. put on a conference to mark the 100<sup>th</sup> anniversary of Karl Rahner’s birth: “Karl Rahner On The Pacific Rim: Religious Pluralism and New Theological Challenges.” With funding from the Ignatian Center, it drew largely on scholars in the area, including several SCU faculty, and consisted of papers and panels over the course of one day that were then published in a volume the next year, *Rahner Beyond Rahner: A Great Theologian Encounters the Pacific Rim*.

For this project we envision a similar focused, one-day conference at which the SCU faculty in the seminar will reflect on their experience studying local religion, drawing from their own individual curriculum work, experiences with the other components of the project, and the methodological and pedagogical insights they have drawn from the seminar. Other teaching scholars in the region—e.g. Norris Palmer of St. Mary’s who is familiar with LRP through western regional AAR interactions and has studied the Hindu Temple in nearby Livermore—will be invited to fill out the program. A nationally-recognized scholar of American religion—as noted above, Martin Marty has agreed in principle to this role—will anchor the conference with an evening keynote that will locate our regional efforts in the broader discourse about studying American religion. The LRP director will collect and edit the proceedings for a volume we anticipate will attract a publisher interested either in regional studies or the methodological aspects of the work. We anticipate that volume would be completed by September 2008, and published the following year.

The activities described above are captured schematically in the following timeline.

#### 2006-07 Academic Year

##### *Fall Quarter (September-December)*

Project Director and Department Chair recruit 8 faculty to participate in the seminar, and works on logistics for activities to commence January 2007 (e. g., kick off consultant, scheduling and reservations, consulting with faculty to set up reading schedule, student internship sites, Spring lecture series)

##### *Winter and Spring Quarters (January-June)*

5 seminar sessions, including January Seminar kickoff consultant (tentatively) Richard Wood; seminars are primarily theoretical in orientation.

Announce LRP Undergraduate Research and Internship program in early January; select participants from applicants by end of Winter Quarter (March), and orient students in May.

*Valley of the Gods: Catholic Worlds of Silicon Valley* lecture series in Spring

#### Summer 2007

*June Lynchpin Planning Session:* All day meeting of seminar to transition from more theoretical to implementation pieces scheduled for 2007-08 academic year (curriculum projects, resource guide, March mini-conference), faculty check-in evaluation

Director develops LRP Research Guide and web site development, oversees internship program, works on logistics for 2007-08 academic year, including March mini-conference, students complete internships or research field work

#### 2007-08 Academic Year

##### *Fall Quarter (September-December)*

4 seminar meetings devoted to implementing theoretical insights, campus programs, ongoing student research and faculty curriculum development, faculty check-in evaluation

*Winter Quarter (January-March)*

2 seminar meetings devoted to implementing theoretical insights, campus programs, ongoing student research and faculty curriculum development, planning for March mini-conference and Fall *Valley of the Gods* series.

*March (break)*

Concluding Seminar meeting with 2<sup>nd</sup> Consultant (tentatively Martin Marty)  
“Studying Local Religion: Silicon Valley” Mini-Conference and launch of LRP website

*Spring Quarter (March-June)*

No formal seminar meetings; director collects and edits conference papers and coordinates planning for Fall 2008 *Valley of the Gods* series  
Faculty submit reports on grant activity; program evaluation focus groups with faculty and student participants

Summer 2008

Conference proceedings editing work, web site fine tuning

2008-09 Academic Year

*Fall Quarter (September-December)*

*Valley of the Gods Series* (topic tbd), evaluate student community engagement through campus programs  
Director works on final grant report

Evaluation

Each of the goals for this project lends itself to different types of evaluation. The project director will be responsible for the different evaluations, but will do so in collaboration with the faculty participants and other colleagues as explained below.

*Engage faculty in the religious studies department in the systematic development of LRP as a resource for student learning in a way that is integral to their work as teaching scholars.* Evaluation of this goal will proceed along two lines.

First, we have a clear if not ambitious set of deliverables for the eight faculty who will work on grant-related activities—seminar participation, curriculum revision, oversight of student research, conference presentation suitable for publication, campus program development, contributions to a resource guide. In addition to a summative evaluation at the end of the project which will be rather straightforward, we envision two “check-in” evaluations that will allow us to identify problems and make adjustments: during the June 2007 lynchpin meeting, and in December 2007, the midpoint of the faculty work. While the summative evaluation will be based on written grant activity reports (adapted from SCU’s regular faculty activity reports, these will be due April 2008) each faculty participant will complete, the “check in” evaluations will be conducted orally at meetings (June will be group, December will be individual) convened by Department Chair Paul Crowley with faculty participants. The results of each will be reviewed by the chair and project director, and the two of them will determine what if any mid-course adjustments need to be made to better realize our goals.

Second, we will take a three-staged approach to determine the extent to which faculty experience LRP development in terms of the barrier identified above (“initiative fatigue”) or whether the project has succeeded in making LRP development part of the department culture and a

meaningful and integral part of their own development as teaching scholars. 1) The initial January 2007 consultant will help faculty articulate personal goals for the collective project and include those in the report to be completed after the campus visit; 2) the June 2007 “check-in” evaluation session with the department chair will include faculty reflection on those goals, and 3) in June 2008, after completing their grant activity report the 8 faculty will meet in a focus group with Diane Jonte-Pace, associate vice provost for faculty development and a full professor in the religious studies department, who will prepare a report on the extent to which faculty report having met their goals for the project and the quality of the overall experience as members of the religious studies department. The project director will review the results of each stage with the individuals conducting it, and will include these more qualitative findings in the final report on the grant.

*Create model courses in which the multifaceted community-based learning possible through LRP informs both pedagogy and curriculum.* This goal will be evaluated in two ways. First, at the end of each quarter during the 2007-08 academic year and in the Fall of 2008 the project director will obtain from faculty in the project data on student participation in LRP course-based projects they may be developing, and attendance by their students at the integrated education campus programs LRP will have sponsored. The data on student engagement will be at least an indirect measure of this goal. Second, at the end of the entire project the director will use the faculty grant activity reports to determine whether or not the faculty have been successful in their curriculum revision projects. Whether or not the projects serve as models for other faculty in the department cannot be determined until after the grant period is over.

*Create community-based research opportunities that increase civic awareness and engagement among undergraduate students majoring in religious studies.* This goal will be evaluated in two ways. First, the project director will determine at the end of the project whether or not we were able to engage 11 religious studies majors in the LRP internship and research programs described above. Second, the project director will stipend Dr. Barbara Wang Tolentino, the independent scholar who works with the LRP research project on faith-based secondary education, to assess students’ civic engagement. Dr. Tolentino’s degree is in educational psychology, and she has considerable experience with qualitative research. Our preliminary plan is to bring the students together at the end of the academic year in focus groups to de-brief their experience by reflecting on what they encountered while working in their community settings, what they believe will be useful for them as they move forward, recommendations they have for the program in the future, and whether or not their general orientation to civic engagement may or may not have been affected by LRP. Dr. Tolentino will design the interview protocol, conduct the focus groups, and prepare a report analyzing and presenting the results that will be included by the director in the final report (and could be the basis for an article on engaging students in community-based learning in religious studies).

*Develop LRP as a resource for community-based student learning and research at Santa Clara, the region, and—as a model—for religious studies programs elsewhere.* Progress on this ambitious goal will be evaluated indirectly in two ways. First, we will have a data point from which to speculate on this goal: the number of faculty from Santa Clara and the region who participate in the March 2008 “Studying Local Religion: Silicon Valley” mini-conference. Second, we will evaluate this goal by determining whether or not the two dissemination projects we envision happen: creation of a web-based resource, and the publication of proceedings from the mini-conference.

#### Plans for Dissemination

Because they are integral to other components of the grant activity, the plans for dissemination via the web and a mini-conference whose proceedings will be published are covered in the earlier section on Project Outline and Design.

Line Item Budget

**Wabash Grant Budget**

4/29/2006

**LRP Methodology and Pedagogy Seminar**

|                                | Wabash                                    | SCU          | notes on SCU funds                     |
|--------------------------------|---|--------------|--|
| Seminar Consult Kickoff        |   | 1,500        | SCU RS Dept. commitment                |
| Seminar Consult Conclusion     | Included in mini-conference dissemination |              |  |
| Faculty Seminar: 8@1500        | 12,000                                    |              |  |
| Faculty Guest Leaders: 4 @ 500 | 2,000                                     |              |  |
| June Planning Meeting 8@250    |   | 2,000        | tentative: LRP internal grant proposal |
| <b>Seminar Subtotal</b>        | <b>14,000</b>                             | <b>3,500</b> |  |

**Innovative Curriculum Development**

|                                       |               |          |  |
|---------------------------------------|---------------|----------|--|
| Master Course Releases (4@6k)         | 24,000        |          |  |
| Core Curriculum Development (4 @ 1k)  | 4,000         |          |  |
| <b>Innovative Curriculum Subtotal</b> | <b>28,000</b> | <b>0</b> |  |

**Integrated Educ & Campus Programs**

|   |               |              |   |
|---|---------------|--------------|---|
| series, research forum, fund              | 2,500         | 2,500        | confirmed: LRP grant from Ignatian Center                         |
| Community Classroom Fund                  | 2,000         | 500          | confirmed; SCU Lonergan Fund                                      |
| Campus Programs Subtotal                  | <b>4,500</b>  | <b>3,000</b> |   |
| <b>Student &amp; Community Engagement</b> |               |              |   |
| LRP U/G internship program (4@1.5k)       | 6,000         |              |   |
| LRP U/G Research Fund (7@1k)              | 5,000         | 2,000        | confirmed: LRP grant from Assoc VP Fac Dev & from Ignatian Center |
| Faculty Mentor Stipend (7@125)            | 875           |              |   |
| U/G Experience Evaluation Stipend         |               | 500          | confirmed: SCU Lonergan Fund                                      |
| Undergraduate Research Colloquium Pilot   |               | 800          | confirmed: RS Dept. commitment, SCU Lonergan Fund                 |
| <b>Student Engagement Subtotal</b>        | <b>11,875</b> | <b>3,300</b> |   |

**Dissemination**

|   |              |              |  |
|---|--------------|--------------|--|
| Resources on Web  | 2,000        | 2,000        | confirmed \$2k (SCU Lonergan Fund)     |
| Mini Conference (including Concluding Consultant/keynote speaker honoraria) | 2,000        | 3,000        | tentative: LRP internal grant proposal |
| Conf Proceeding editing   | 1,500        |              |  |
| <b>Dissemination subtotal</b>   | <b>5,500</b> | <b>5,000</b> |  |

**Administration**

|                            |               |               |  |
|----------------------------|---------------|---------------|--|
| Director course adjustment |               | 6,000         | Confirmed: A/S Dean qpt replacement for teaching load credit for practicum |
| Director summer stipend    | 6,000         |               |  |
| University Overhead        | 0             |               |  |
| Admin subtotal             | <b>6,000</b>  | <b>6,00</b>   |  |
| <b>TOTAL</b>               | <b>69,875</b> | <b>20,800</b> | 15,800 confirmed; 5,000 contingent on internal grants                      |

## Budget Narrative

### **LRP Methodology and Pedagogy Seminar** (Wabash: \$14,000; SCU contribution \$3,500)

The seminar will meet 12 times during the academic year over the course of the grant (faculty stipend of \$1500 is based on \$125 per session) and one full day in summer 2007 for a “lynchpin” session (faculty stipend of \$250). Consultants provide “bookends” to the seminar (RS department will fund the initial consultant; the 2<sup>nd</sup> consultant will be funded through the mini-conference for which he serves as the keynote). 4 “Guest” faculty will engage the seminar in ways to develop community-based learning in LRP in different seminar sessions and will consult with individual faculty throughout the project (\$500 stipend). The seminar is the backbone to the project.

### **Innovative Curriculum and Pedagogy Development** (Wabash: \$28,000)

Four faculty from the seminar will receive a course release during the 2007-08 academic year to work in teams to develop four LRP “master” seminar courses (Instead of the usual 10% of salary and benefits, the Dean’s Office approved using the quarterly part-time faculty replacement cost, which it projects to be \$6,000); the other four faculty will receive Summer 2007 stipends (\$1,000) to begin work on integration of LRP into Core courses they currently teach without a LRP piece. This is the primary “deliverable” of the project; in addition to new courses this component will establish the identity and model for LRP’s pedagogy and curriculum for the future.

### **Integrated Education & Campus Programs** (Wabash: \$4,500; SCU contribution \$3,000)

Seminar faculty collectively work on the *Valley of the Gods* (designing the 2<sup>nd</sup>) series and individually on course projects they develop over the course of the project. Their experience will help LRP better use campus programs and course-based exercises as truly integrated education engagement with local communities.

### **Student & Community Engagement** (Wabash: \$11,875; SCU contribution \$3,300)

Undergraduate majors in religious studies will intensively engage—through internships (\$1,500 stipends) and faculty-mentored undergraduate research projects (\$1,000 stipends)—in LRP community-based learning. The grant will invest in learning how that engagement transformed student experience, and support two experiments in which students engage their community sites in presenting their research findings.

### **Dissemination** (Wabash: \$5,500; SCU contribution: \$5,000)

An integral part of the overall project, this includes a mini-conference with a keynote by our concluding “book end” consultant (based on previous department conference, we estimate the conference cost to be \$5,000, \$3000 of which we plan to cover from internal grants), publication of the conference proceedings (\$1,500 is budgeted to cover editing of final text), and completion of web-based LRP resources for faculty working with LRP programs, courses and student projects (\$4,000 to hire students to develop this resource). These will serve the dual purpose of bringing the formal faculty collaboration on LRP development to close and sharing the results as possible models for student-focused locality studies of religion and faculty engagement in other parts of the country.

### **Administration**

The project director’s course load will be reduced by counting a practicum for LRP as part of his teaching load (this cost will be covered by the Dean’s Office), and he will receive a summer 2007

stipend (\$6,000, the equivalent of a quarterly part time salary for 1 course) to develop materials and plans that emerge from the June lynchpin meeting for the following year.

#### Pertinent Bibliographic Sources for the Project

- Al-Hibri, Azizah, Y., Jean Bethke Elshtain and Charles Haynes, *Religion in American Public Life: Living with our Deepest Differences* (New York and London: W.W. Norton and Company, 2001)
- Ammerman, Nancy, *Congregation and Community* (New Brunswick: Rutgers University Press, 1997)
- Becker, Penny Edgell and Nancy Eisland, eds., *Contemporary American Religion: An Ethnographic Reader* (Walnut Creek: Altamira Press, 1997)
- Casanova, Jose, *Public Religions in the Modern World* (Chicago and London: The University of Chicago Press, 1994)
- Crowley, Paul, *Rahner Beyond Rahner: A Great Theologian Encounters the Pacific Rim* (Lanham, MD: The Rowman & Littlefield Publishing Group, 2005)
- Devine, Richard, and Joseph Favazza and F. Michael McLain, eds., *From Cloister to Commons: Concepts and Models for Service-Learning in Religious Studies* (AAHE in cooperation with the Wabash Center for Teaching and Learning in Theology and Religion, 2002)
- Ebaugh, Helen and Janet Saltzman Chafetz, *Religion and the New Immigrants: Continuities and Adaptations in Immigrant Congregations* (Walnut Creek: Altamira Press, 2000)
- Eck, Diana, *A New Religious America: How A "Christian Country" Has Become the World's Most Religiously Diverse Nation* (San Francisco: Harper Collins, 2000)
- Eck, Diana and Elinor J. Pierce, *World Religions in Boston: A Guide to Communities and Resources*, 3<sup>rd</sup> edition (The Pluralism Project, Harvard University, 1998)
- Eck, Diana, *On Common Ground: World Religions in America*, CD-ROM, 2<sup>nd</sup> edition (New York: Columbia University Press, 2002)
- English-Lueck, J.A., *Cultures@ Silicon Valley* (Stanford: Stanford University Press, 2002)
- Garreau, Joel, *Edge City: Life on the New Frontier* (New York: Random House, 1991)
- Haar, ter Gerrie, , *Halfway to Paradise: African Christians in Europe* (Cardiff Academic Press, 1998)
- Heelas, Paul and Linda Woodhead, *The Spiritual Revolution: Why Religion Is Giving Way to Spirituality* (Maiden, Oxford, Victoria: Blackwell Publishers, 2005)
- Honan, James P. and Cheryl S. Rule, *Using Cases in Higher Education* (San Francisco: Jossey-Bass, 2002)
- Hutchison, William, *Religious Pluralism in America: The Contentious History of a Founding Ideal* (New Haven and London: Yale University Press, 2003)
- Koch, James, Ross Miller, Kim Walesh, and Elizabeth Brown. "Building Community: Social Connections and Civic Involvement in Silicon Valley," Center for Science, Technology, and Society White Paper (Santa Clara, Calif.: Santa Clara University, 2001)
- Lawrence, Bruce, *New Faiths, Old Fears: Muslims and Other Asian Immigrants in American Religious Life* (New York: Columbia University Press, 2002)
- Levitt, Peggy, *The Transnational Villagers* (Berkeley, Los Angeles, London: University of California Press, 2001)
- Lichterman, Paul, *Elusive Togetherness: Church Groups Trying to Bridge America's Divisions* (Princeton: Princeton University Press, 2005)
- Livezey, Lowell W., ed., *Public Religion and Urban Transformation: Faith in the City* (New York and London: New York University Press, 2000)
- Marty, Martin, *When Faiths Collide* (Oxford: Blackwell Publishing, 2005)
- McDannell, Colleen, *Material Culture: Religion and Popular Culture in America* (New Haven and London: Yale University Press, 1995)

- McGraw, Barbara, *Rediscovering America's Sacred Ground: Public Religion and Pursuit of the Good in a Pluralistic America* (Albany: SUNY Press, 2003)
- Miller, Donald, et al, *Immigrant Religion in the City of Angels* (Center for Religion and Civic Culture, USC, January 2001)
- Orsi, Robert, ed., *Gods of the City: Religion and the American Urban Landscape* (Bloomington, IN; Indiana University Press, 1999)
- Pellow, David and Lisa Sun-Hee Park, *The Silicon Valley of Drams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy* (New York and London: New York University Press, 2002)
- Putnam, Robert, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon and Schuster, 2001)
- Putnam, Robert and Lewis M. Feldstein, *Better Together: Restoring the American Community* (New York: Simon & Schuster, 2003)
- Rodriguez, Joseph, *City Against Suburb: The Culture Wars in an American Metropolis* (Westport: Praeger, 1999)
- Roozen, David A. and William McKinney and Jackson W. Carroll, *Varieties of Religious Presence: Mission in Public Life* (New York: The Pilgrim Press, 1984)
- Richardson, Allen, *Strangers in This Land: Pluralism and the Response to Diversity in the United States* (New York: The Pilgrim Press, 1988)
- Robertson, Roland, *Globalization: Social Theory and Global Culture* (London: Sage Publications, 1992)
- Shattuck, Cybelle T., *Dharma in the Golden State: South Asian Religious Traditions in California* (Santa Barbara: Fithian Press, 1996)
- Smidt, Corwin, ed., *Religion as Social Capital: Producing the Common Good* (Texas A&M University Press Consortium, 2003)
- Smith, Cantwell William, *The Meaning and End of Religions* (San Francisco: Harper and Row, 1978)
- Takaki, Ronald, ed., *From Different Shores: Perspectives on Race and Ethnicity in America* (New York: Oxford University Press, 1987)
- Warner, Stephen and Judith Wittner, eds., *Gatherings in Diaspora: Religious Communities and the New Immigration* (Philadelphia: Temple University Press, 1998)
- Wolfe, Alan, *The Transformation of American Religion: How We Actually Live Our Faith* (New York: Free Press, 2003)
- Williams, Raymond, *Religions of Immigrants from India and Pakistan: New Threads in the American Tapestry* (Cambridge: Cambridge University Press, 1988)
- Wood, Richard, *Faith in Action: Religion, Race and Democratic Organizing in America* (Chicago and London: The University of Chicago Press, 2002)
- Wuthnow, Robert, *America and the Challenges of Religious Diversity* (Princeton: Princeton University Press, 2005)
- Wuthnow, Robert, *Producing the Sacred: An Essay on Public Religion* (Urbana and Chicago: University of Illinois Press, 1994)