



Photo of Immigration Centre, UHNCR (the UN Refugee Agency)

RSOC 99

Sociology of Religion

Santa Clara University
Department of Religious Studies

Fall 2017
TTh 12:10-1:50 / TTh 2:00-3:40

Prof. Michelle Mueller

RSOC 99: Sociology of Religion, Fall 2017
Section 59532: TTh 12:10-1:50; Section 59533: TTh 2:00-3:40
Location: Kenna Hall 304
Santa Clara University
Religious Studies Department (Religion & Society)
Instructor: Dr. Michelle Mueller
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Office Hours: Tuesdays and Thursdays, 10:30-11:30, in Kenna Hall 307

Course Description: This course is a hands-on study of the impact of social forces on the religious beliefs, practices, and experiences of people of faith and vice versa. The course is concerned with ways in which religious institutions both contribute to and remedy social inequalities. As a course in Santa Clara University's community-based learning (CBL) program, RSOC 99 incorporates students' off-campus CBL experiences into a curriculum that focuses on religion in everyday lives and helps students reflect on their experiences in applied social justice. Sociological scholars of religion are concerned with much more than official church doctrines. They are concerned with support services provided by religious institutions; the race and class demographics of religions and the contributing factors; and individual and institutional religious beliefs about justice and human rights, among many other questions. In this RSOC 99 section, we read Emerson, Mirola, and Monahan's *Religion Matters: What Sociology Teaches Us About Religion in Our World* (2010) and examine the relationships between religious tradition, religious practice, and equity, as well as learning about sociological research methods such as qualitative ethnography and quantitative analysis. Meeting the ELSJ requirement, students participate in CBL weekly engagement.

Prerequisite: Introductory level course (SCTR 1-19, TESP 1-19, or RSOC 1-19).

Requirements met with this course: This course fulfills Santa Clara University's Core Requirement for RTC 2 and ELSJ. In accordance with ELSJ requirement, course requires participation in community-based learning (CBL) experiences off campus. The content of our course works well with service-learning placements for the environment, underprivileged minorities, and other causes.

Required Textbook: Michael O. Emerson, William A. Mirola, and Susanne C. Monahan, *Religion Matters: What Sociology Teaches Us About Religion in Our World* (New York: Routledge, 2010/2016). (Paperback, e-book, and hardcover are all acceptable.) *Students are required to bring textbook to class each meeting. (If using an e-book, students may read on laptop or tablet (not on phone). (See Technology Policy.)*

Recommended Textbook: Courtney Bender, Wendy Cadge, Peggy Levitt, and David Smilde, ed., *Religion on the Edge: De-Centering and Re-Centering the Sociology of Religion* (New York: Oxford University Press, 2013). (Extra credit presentations available with this textbook. See below.) Three chapters from this textbook are required; copies of these will be on the Reserve Shelf at the library.

RSOC 99 Learning Objectives:

1. Understand the complex relationship between religious identity and socioeconomic standing in the US. Demonstrate comprehension of complex systems through class discussion.

2. Through class discussion, group presentation, and CBL essay, demonstrate knowledge of gender equality, race, class, and migration, as they connect with religious histories.
3. Become conversant in the vocabulary of sociology of religion and demonstrate in final research paper.
4. Relate one's academic education to having a positive impact in the world through the practice of service-learning and the regular incorporation of these experiences within class-wide discussions and class presentation.

RTC 2 Objectives

Goals: Critical Thinking, Complexity, Religious Reflection

Objectives: Students will:

- 2.1) Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.) (Complexity; Critical Thinking)
- 2.2) Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Complexity of Content as well as of Method; Critical Thinking)
- 2.3) Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Reflection; Critical Thinking)

ELSJ-specific Learning Objectives

- 1) "Recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities." (*Civic Life*)
- 2) "Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess." (*Perspective*)
- 3) "Recognize, analyze, and understand social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups." (*Social Justice*)
- 4) "Be able to make vocational choices both in light of your greatest gifts and the world's greatest needs." (*Civic Engagement*)

COMMUNITY-BASED LEARNING ENGAGEMENT

This is a course that integrates community-based learning and is facilitated through the Arrupe Weekly Engagement Program. This requirement will give you an opportunity to actively engage with the local community in a way that will be fully integrated into the course. The weekly engagement consists of an orientation at the community partner site, and a weekly 2-hour engagement with the local community for 8 consecutive weeks in the quarter.

The approved Arrupe sites for this course are divided into three categories: Education, Employment and Family Services, and Homelessness and Poverty. Students serving within each of these categories become an "Affinity Group." Instructor will create "Cross-Sectional Groups," including a mix of students doing service-learning in each of the three categories. The structure of these two axes provides students the chance to further understand their own experience by discussing with students having similar experiences AND the chance to learn about volunteering in different contexts. Students are likely to learn a great deal about their own volunteering experience in both of these groups. We often gain reflection on our own experiences by witnessing the other.

The connection between each site and the sociology of religion may not be immediately apparent. As students of the sociology of religion, course participants are invited to reflect on this rather than fret. In what ways do religion and religious difference play a role in your site for service-learning, and in what ways do they not? What do you learn about socioeconomic status and culture by observing in and participating at your site? Give yourself permission to learn the many things that service-learning has to teach you; some of these might have to do with religion, and many may not. In Small Groups, students are likely to deepen their understanding of the roles that religion and religious difference play in socioeconomic standing in the US. In other words, students should not feel the need to force connections, but should live in the uncertainty when it's there and allow reflections to emerge through discussion.

The purpose of participating in the community-based learning engagement is first, to provide students with the opportunity to reflect on their own beliefs in light of the beliefs of people at their community site; second, to expand students' learning environment beyond the classroom; third, to complement their course work in the sociology of religion with the opportunity to learn from the experiences of economically disadvantaged people. Students will be assessed on their active participation in the small groups and class discussions, and on their ability to bridge what they learn in class and at their placements. Students are required to spend 16 contact hours at the community-based learning placement site over the quarter. Students are also expected to integrate and engage with the people at their placement and keep a weekly journal or log of anecdotes and observations. Students should refer to this journal/log during Group work and in the preparation of assignments. (RTC2 *Learning Objective 3*)

Instructions for getting started

Community-based learning will give you an opportunity to actively engage with and learn from our local community surrounding issues of social justice. Arrupe Weekly Engagement consists of an orientation at the community partner site, and weekly 2-hour engagement with the local community for 8 consecutive weeks in the quarter.

Please visit the Sign Up Information page at <https://scu.edu/ic/programs/arrupe-weekly-engagement/arrupe/students/>

1. Watch the SCU Experience video about community-based learning
2. Review the "Course Approved Placement Options" to determine which placements have been approved for your class
3. Review the "Engagement Opportunities" and identify a few 2-hour per week options that may work with your interests and schedule
4. Read about each community partner by clicking on the "Info on Partners" button on the website.
5. Sign-up in person in Sobrato Hall during the first week of classes

Placement Selections

Students will engage with one community organization for 2-2.5 hours each week for 8 weeks of the quarter. Be thoughtful in your selection process. You may review the partners on our website under "Info on Partners." We work with over 400 students each quarter, so come prepared with several options to ensure you find a placement. Ignatian Center staff are available at Sign-Ups to help you with the process and to help give you further details on each of the community partners.

The following are approved placement options for this course:

Education

- Children, Youth & Family (CORAL)
- Community United
- Foothill High School
- Overfelt High School*
- Project Access (Orchard Glen)
- Santa Maria Urban Ministry

Employment/Family Services

- Alma Senior Center
- CET Immigration
- CET Sobrato*
- Focus for Work
- Mayfair Community Center
- Sacred Heart Community Service (JobLink)
- Sacred Heart Education Center (ESL and Citizenship)*

Homeless and Poverty

- Believers in Christ
- First Presbyterian Church (Women's Gathering Place)
- Grace Community Center
- Martha's Kitchen (Tuesday/Wed for 59532. Wed for 59533)
- Sacred Heart Community Service (Housing and Pantry)*

*Do not sign up for a site if you cannot attend the orientation. If the orientation occurs during a class meeting, I will give students full attendance credit for this day IF they attend my other section's meeting on the same day.

Fall 2017 Community-based Learning Calendar

Sign-Ups Week 1

Monday - Friday, September 18-22, 10am - 2pm in Sobrato Commons. No late sign-ups past 2pm on Friday of Week 1.

Orientations Week 2

September 25 - October 4. Please note, some placements will require an Agency orientation and an SCU orientation. See "Engagement Opportunities" on our website. "SCU Ori" indicates required SCU orientation along with agency orientation.

Placement Requirements

Students are responsible for completing any and all agency requirements in a timely manner. Detailed information regarding fingerprints, TB (tuberculosis) testing, and other requirements will be provided at sign-ups and reviewed at orientation.

Transportation

Students in ELSJ-approved courses qualify for the CBL Subsidy for use of Zipcars for 20 hours for use of a Zipcar for their community-based learning placements. You may find more information under the "Transportation" tab on our website. Please follow the instructions you receive from the Registrar's Office regarding transportation.

Weekly Engagement in Community

September 30 - December 1. Placements are generally 2 hours - 2.5 hours each week from weeks 3-10 of the quarter. Students must complete 16 hours total through their weekly engagement with their assigned community partner agency.

Students must be flexible with the schedules and making up sessions as many education placements have differing calendars with breaks and early closures. More information to be provided at orientation.

You can sign-up as early as 10am on Monday, September 18 in Sobrato Hall, Commons. Ignatian Center staff will be available to help you sign up for one of the approved placement options for your class. Placements fill up quickly so sign up early and come prepared with multiple options that work with your schedule.

Please note, sign-ups close at 2pm on Friday, September 22 and there are no late sign-ups past 2pm.

If you have any questions about the sign up process, please contact Rosa Guerra-Sarabia at rguerrasarabia@scu.edu or main line at [408-554-6917](tel:408-554-6917)

Community-based Learning Policy:

- All students enrolled in an ELSJ-approved course must satisfactorily complete the university-approved community-based learning engagement component of the course. Usual practice will involve 16 or more engagement hours during the quarter. **Note:** Time students spend on orientation(s) related to the community-based learning engagement **DOES NOT** count towards the required participation hours.
- Student participation in community-based learning engagements must be regular and consistent over the quarter, as determined by the community placement site supervisor.
- Students must submit "Community-based Learning Weekly Engagement Attendance Records" (or "Timesheets"), completed in full, to the course instructor. (See Assignments.)
- Student performance at the community-based learning engagement must be appropriate at all times.
- Receipt of a passing grade in this course is contingent upon successful completion of the community-based learning component of the course, as outlined above.

COURSE POLICIES

General Guidelines:

- Students are responsible for meeting deadlines and complying with all College policies. Late work may not be accepted.
- No plagiarism.
- Use proper footnote citations in Chicago style. See:
http://www.chicagomanualofstyle.org/tools_citationguide.html.
- If unspecified, assume assignment page length is in 12pt font on double-sided pages.
- Assignments are to be turned in to the Camino classroom page.

Grade Distribution

Letter Grade	Percentage Range	GPA
A	93-100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3
B	83-86.9%	3.0
B-	80-82.9%	2.7
C+	77-79.9%	2.3
C	73-76.9%	2.0
C-	70-72.9%	1.7
D+	67-69.9%	1.3
D	63-66.9%	1.0
D-	60-62.9%	0.7
F	0-59.9%	0

Academic Integrity

Plagiarism or academic dishonesty in any form (as described in the Student Conduct Code) will result in a failed grade for the project, and possibly for the course. All allegations of academic dishonesty will be reported to the department chair and Office of Student Life. For a full presentation of University policies concerning plagiarism, see:

<http://scu.edu/studentlife/resources/upload/Academic-Integrity-brochure-2014.pdf>

In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and online sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment,

including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Reporting Practices

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Technology in Class

In general, I am comfortable with students' use of technology in the classroom. Students are welcome to use laptops for recording notes during class discussion, or for accessing class materials shared online. Phones should be silenced. Texting during class merits a loss of participation points for that class. Be respectful in your use of technology; stick to course work and remain present with us—do not search internet unless you are seeking something for class discussion. Be forthright if you just searched and found something that might help us. Please avoid using smartphones for notetaking, as I will have difficulty discerning whether you are using the phone for class purposes or other. If I find that use of technology has become distracting in the classroom, I can change this policy at any time. I prefer receiving assignments as directed on the Camino website, but I understand that every website occasionally goes down unexpectedly. If you are in danger of missing a deadline because of technical difficulties with Camino website, email your work to mbmueller@scu.edu. Emailing ensures that your work will have a time and date stamp for my verification.

Assignments:

- **Participation** - Includes (1) the contribution of thoughtful, respectful comments during class discussions showing engagement with class material and connections with one's service-learning placement and (2) timely, successful completion of minor assignments when assigned. During class discussions, I encourage you to speak to your classmates rather than directing each statement to the instructor. While I am an integral player in the discussion—as lecturer, moderator, and guide—I find that classroom discussions are enriched when we all speak to each other. Make eye contact with your peers, etc.! (Learning objectives 1 and 2, and RTC 2.1, 2.2, and 2.3) (24 grade points)
- **Attendance** – Students receive full credit when they arrive on time and remain engaged for the entire meeting. Students who arrive after roll call must see me after the class meeting—observe me correcting your attendance record on Camino to make sure it is done! Late arrivals and early departures receive partial credit. We have 20 class meetings (excluding the Exam). Because I insist that students not attend class when they suspect they are contagious with an illness, every student is entitled to two absences without penalty. Every additional absence will result in grade point loss. *Do not worry if the Camino gradebook shows a point deduction before the last week of classes. I fix the attendance column in gradebook at the end of quarter. Students with serious medical or family emergencies should notify instructor to be considered for exemptions.* (18 points)
- **Completion of CBL** – 16 hours of community-based learning at an approved site are required. Students upload the signed document via Camino at the end of the quarter. (See Camino for deadline.) Students typically do very well in these placements. Failure to meet the CBL site's expectations can result in grade deductions. This does not mean every day has to be perfect – *if it weren't challenging, you wouldn't be learning!* – but if the supervisor has substantive complaints, I need to take these into account. (Learning objective 4, and ELSJ objectives 1 and 2) (10 grade points)
- **Daily Assignments** – Daily assignments come in the forms of Quizzes and Discussions on Camino. Starting the second week of class, daily assignments are due 9:30 PM the night before each class meeting. Daily assignments should not take more than an hour (excluding textbook reading time). Daily assignments help focus students' attention and prepare them for discussion. (18 grade points)
- **Affinity Group Presentations** – These are group presentations to take place during the course's Exam Time. In Affinity Group Presentations, students will share anecdotes from their CBL sites and connect these with learning in the field of sociology of religion. Further information will be provided. (Learning objectives 1, 2, and 4, RTC 2.3, and ELSJ objectives 2 and 3) (10 grade points)
- **Cross-Sectional Group Report** — The Cross-Sectional Group Report is a briefer summary than the Affinity Group Presentation. Since students will have already presented in Affinity Groups, the Cross-Sectional Group Report is a chance for Cross-Sectional Groups to report about common themes and differences that defined group members' experiences in CBL. Both Affinity Group Presentations and Cross-Sectional Group Presentations will have time limits (to be determined by instructor prior to the last week of classes). (5 grade points)
- **CBL Essay** – This is an essay to be turned in at the end of the quarter. The essay should integrate one's CBL experiences and academic learning in the sociology of religion. Paper should be 6-8 pages double-spaced in 12 point font. This paper should clearly identify and briefly summarize the activities performed in CBL; include personal reflection; and engage

intellectually with the sociology of religion. The paper must reference ideas and examples from the course textbook and discuss how these either appeared in or informed the student's understanding of the CBL engagement. The paper might address content discussed in the Affinity Group Presentation/Cross-Sectional Group Report, but, if so, would be an expansion of this. Outside sources are welcome but not required. Citations may be in Chicago or MLA style, footnote or parenthetical. Whichever citation style the student chooses, the student should be consistent. (Learning objective 3, RTC 2.3, and ELSJ objectives 3 and 4) (15 grade points)

- **Extra Credit *Religion on the Edge* “Pairings” Presentations:** Throughout the reading schedule, sections from the Required Textbook are paired with sections from the Recommended Textbook. This means that the readings address (in some way) related themes or subjects. Students are invited to do extra credit presentations (solo or group, depending on volunteers) on the sections from the Recommended Textbook as noted. Students can sign up for presentations using the corresponding groups established in Camino. If multiple students sign up for a particular presentation, it is a group presentation by default. To participate, students must sign up two weeks before a “Pairing” presentation. (The deadline for the first Extra Credit “Pairing” is the first day of classes.) Each student may participate in only one Extra Credit “Pairing” presentation. The amount of extra credit available is contingent upon the number of students doing a presentation. The range of extra credit points *possibly* available is 2-6. The actual allotment will be determined by the instructor.

These “Pairings” Presentations should address:

- What is the study identified in the chapter? (What were the researcher's question, methods, and findings?)
- How does the chapter “de-center and re-center” the sociology of religion? (If this is unclear, read *Religion on the Edge*'s introduction.)
- How does the chapter relate with the corresponding reading from *Religion Matters*?
- If possible, do you have any observations about parallels between this book chapter and your CBL experience?

If it is a group presentation, students might divide the questions across its members. Students doing solo presentations should frame their presentation around these questions, but it is not necessary that they address all of them at great length.

Structure of Class Meetings – This is the structure for typical class meetings. There will be exceptions.

Tuesdays

- 10 minutes- Attendance and welcome
- 40 minutes- Review of reading assignment (in the form of discussion, lecture, or exercise; may integrate reading with new material)
- 20 minutes- Extra Credit “Pairing” Presentation, followed by discussion
- 30 minutes- Introduction to next reading

Thursdays

- 10 minutes- Attendance and welcome
- 30 minutes- Meet in Small Groups (alternating weekly between Affinity and Cross-Sectional) to complete an exercise that reviews reading material, with parallels to CBL experiences
- 30 minutes- One Group (schedule TBD) reports their discoveries to class, followed by discussion
- 30 minutes- Introduction to next reading

Meeting and Reading Schedule

Date	Reading Due	Activity	Extra Credit “Pairing” Presentation (if applicable)
T Sep 19	None (1 st meeting)	Introduction to class	
Th Sep 21	Preface, Chapter 1 (stop before “A SOCIOLOGICAL CONSENSUS: RELIGION IS A HUMAN PRODUCT”)	Intro to the sociology of religion	
T Sep 26	Chapter 1 (“A SOCIOLOGICAL CONSENSUS: RELIGION IS A HUMAN PRODUCT” and “THE PROMISE OF SOCIOLOGY”)		
Th Sep 28	Chapter 2 (stop before “ISLAM”)	Affinity Groups	
T Oct 3	Chapter 2 (“ISLAM,” “HINDUISM,” “BUDDHISM,” “JUDAISM”)		Introduction (Bender, Cadge, Levitt, Smilde)
Th Oct 5	Chapter 2 (“UNDERSTANDING CONTEMPORARY RELIGIOUS RITUAL PRACTICES” and “THE ROLE OF BELIEFS AND RITUAL PRACTICES”)	Cross-Sectional Groups	
T Oct 10	Chapter 3: Downloading God, “Big Box” Churches, and the Crystal Shop around the Corner		Religion on the Move (Levitt)
Th Oct 12	Chapter 4: Can’t We All Just Get Along? Required chapter from <i>Religion on the Edge</i> (a PDF will be on Camino): “Crossing Borders: Transnational Sanctuary, Social Justice, and the Church” (Hagan)	Affinity Groups	
T Oct 17	Chapter 5: News Flash: God’s Not Dead (and Neither is the Goddess!)		Pluralism and Secularism (Bender)
Th Oct 19	Chapter 6: Our God Rules (Yours Doesn’t)	Cross-Sectional Groups	
T Oct 24	Chapter 7: Divine Rights and Casting Down the Mighty from their Thrones		Studying Public Religion (Lichterman)

Th Oct 26	Chapter 8: Give us Our Due	Affinity Groups	
T Oct 31	Chapter 9: Adam, Eve, and Steve		Revisiting Religious Power (Chong)
Th Nov 2	Chapter 10: The (Not So Great) Color Wall of the United States	Cross-Sectional Groups	
T Nov 7	Chapter 11: Who Brought the Enchiladas to My Bar Mitzvah?		Negotiating Pluralism in Québec (Zubrzycki)
Th Nov 9	Chapter 12: Godless Science, Irrational Religion?	Affinity Groups	
T Nov 14	Chapter 13: End of Days? Religion and the Environment		Religious Self-Constitution (Pegis)
Th Nov 16	Chapter 14: Do We Need God to Do Good?	Cross-Sectional Groups	
T Nov 28	Required chapter from <i>Religion on the Edge</i> (a PDF will be on Camino): “Difficult Dialogues” (Moon)	Affinity Groups; Class Evaluations	
Th Nov 30	Required chapter from <i>Religion on the Edge</i> (a PDF will be on Camino): “Negotiating Religious Differences in Secular Organizations” (Cadge)	Affinity Groups/Cross-Sectional Groups	
Exam time (T/Th 1:30-4:30, to be discussed)		Affinity Group Presentations; Cross-Sectional Group Report	