RSOC 99: Sociology of Religion
TTh 12:10-1:50, Spring 2016
Location: Kenna Hall 105
Santa Clara University
Religious Studies Department (Religion & Society)
Instructor: Prof. Michelle Mueller
Email: mbmueller@scu.edu
Office Hours: Thursday 11-Noon, Kenna Hall 300K

Course Description: Focusing on religious communities in the United States, this class examines how various social forces shape the religious beliefs and practices of people of faith. In particular it draws on a number of sociological perspectives, looking both at their historical and philosophical underpinnings and at what they can tell us about their religious growth, faith in the modern world, and religiously inspired social action. This class will center on Santa Clara University's commitment to help create a more just and humane world. Therefore, we will give special attention to the importance of doing research in the Sociology of Religion that effects social transformation.

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: Susanne C. Monahan, William A. Mirola, and Michael O. Emerson, *Sociology of Religion: A Reader, Second Edition* (NY: Routledge, 2016).

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

RSOC 99 Learning Objectives:
1. Understand correlations between religious identity and socioeconomic standing for different groups in the United States and demonstrate comprehension of complex systems through class discussion.
2. Learn about cultural issues of gender equality, race, class, and migration, as they connect with religious histories and demonstrate mastery in class discussion and group presentation.
3. Become conversant in the vocabulary of sociology of religion discipline and demonstrate in final research paper.
4. Relate one's academic education to having a positive impact in the world through practicing service-learning field education and bringing experience into the classroom through regular class 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*)

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

Assignments:

- Participation - Includes attendance, and thoughtful, respectful contributions during class discussions showing engagement with in-class material and assigned readings and connections with one's service-learning placement, timely completion of minor assignments when applicable. (Learning objectives 1 and 2, and RTC 2.1, 2.2, and 2.3) (30 grade points)
- Completion of 16 documented hours of service in an approved placement. See Community-Based Learning Engagement below. (Learning objective 4, and ELSJ objectives 1 and 2) (10 grade points)
- Weekly Commentary on Sociology of Religion Readings - Each week, students write a response to the assigned reading, according to the prompt below. Students may submit for Tuesday or Thursday (can vary between weeks).* The assignment is to respond to the reading that is due on the day response is submitted. Responses are due at 10AM on Tuesday or Thursday. Instructor does not need to know which day student will submit response, but responses will receive full credit only when submitted on time. Late responses may receive partial credit or no credit and is up to the determination of instructor. Please do not waste class time apologizing for lateness. Responses are to be posted to the designated Discussions on the Camino website. Students will be able to read each others' posts only after they have submitted their own. **Assignment for the response:** As you read the assigned chapter carefully and critically, allow one sentence (or two to three sequential sentences) to emerge as a defining statement from the reading. Choose a sentence that both speaks to you and seems to characterize the reading. After listing the particular sentence(s) in quotes, your assignment is to comment on your selection, addressing what is significant about the quote, what the author communicates in the quote, and how it relates to the rest of the author's essay. These weekly assignments prepare students for intellectual discussion of the reading and provide practice in academic writing. Your commentary should be between 400-600 words. (RTC 2.1 and 2.3) (20 grade points)
- Presentation for class reflecting on community engagement and the sociology of religion. Schedule TBD. (Learning objectives 1, 2, and 4, RTC 2.3, and ELSJ objectives 2 and 3) (20 grade points)
- Written Report on service-learning project, integrated with course readings - Paper should be 5-7 pages double-spaced in 12 point font. This paper should include activities performed at the community partner site, rich with personal reflection and engagement with academic field of sociology of religion. Must reference ideas and discoveries in course textbook, *Sociology of Religion: A Reader*, with citations according to Chicago Manual Citation Style. (Learning objective 3, RTC 2.3, and ELSJ objectives 3 and 4) (20 grade points)

---

* Except Week 1, wherein responses are due Thursday.

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

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.

As you will learn this quarter, your instructor has a wide conception of what constitutes and relates to religion. I have approved a diverse selection of Arrupe community partners for students to choose from. I believe that each of these placements will enable reflection on the sociology of religion. However, the connection may not always seem immediate. Depending on the individual experience, some students will connect their service-learning engagement immediately to the realm of religion. Others in our class may have more difficulty connecting the two areas. I consider this valuable learning experience and invite all students to express freely when they feel such a way. Together, we will connect service-learning experiences with the sociology of religion. Reflection with your peers in small groups may aid students in seeing connections they did not recognize at first. For example, Bronco Urban Gardens can relate to ecotheology; other sites may make possible serious reflections on the correlations between religious identity and cultural differences. Each of these may need some teasing out for the student to realize their own connections and experiences. 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.

Sociologists of religion frequently attend to issues of justice and economic difference. Some sociological researchers stick to the collection of quantitative data, knowing that information and education can contribute to a better society. This course, fulfilling the ELSJ requirement of Santa Clara University, employs a hands-on approach, where students learn about the sociology of religion in class and learn from community partners at a weekly engagement site. This course, therefore, invokes a hands-on approach to the sociology of religion and multiple styles of learning.

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

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

over the quarter. Students are also expected to integrate and engage with the people at their placement and keep a weekly journal. (RTC2 *Learning Objective 3*)

The following are approved placement options for this course:
Alzheimer's Activity Center, Believers In Christ, Bronco Urban Gardens (Gardner, Washington), Building Skills Partnership, Capernaum Project, Children, Youth & Family, Cristo Rey, Focus for Work, HOPE Services, Martha's Kitchen, Sacred Heart Community Service, Yu-Ai Kai

Instructions for getting started

Students are responsible for signing up for a weekly engagement with the Ignatian Center for Jesuit Education (Sobrato Hall) between March 29 and April 1 and attending the orientation. Orientation times are required. Do not sign up for a placement if you cannot make the orientation meeting.

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. 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
4. *Review* the "Engagement Opportunities" and *identify* a few 2-hour per week options that may work with your interests and schedule
5. *Sign-up* in person in Sobrato Hall during the first week of classes

Sign Up Hours and Location:
Tuesday, March 29 through Friday, April 1, 10am - 2pm in Sobrato Commons B.

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 and there are no late sign-ups past 2pm.

Orientations: April 4-April 13 (please note, some placements will require an Agency orientation and an SCU orientation. See "Engagement Opportunities" pdf on website for details)

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

Weekly Engagement in Community: April 9 - June 3. Placements are generally 2 hours - 2.5 hours each week from weeks 3-week 10 of the quarter. Students must complete 16 hours total of 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 spring breaks and early closures. More information to be provided at orientation.

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

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. (Date TBD.)
- 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.

Transportation to off-campus Community-based Learning Sites:
Students who are enrolled in this course may apply for CBL Affiliate memberships in Zipcar, a fuel-efficient car sharing service (www.Zipcar.com/scu). During the 2015-16 academic year, CBL Affiliate membership includes 16 free rental hours (a credit of up to $136 in rental charges) for travel to and from off-campus Community-based Learning engagement sites.

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

- General information on Zipcar at SCU can be found at: http://www.scu.edu/zipcar
- General information on SCU's CBL Affiliate memberships can be found at: http://www.scu.edu/cblzipcar
- Current Zipcar members who want to request the CBL Affiliate rental credit hours must email their name and Zipcar number to Jason Kudlock at Zipcar (jkudlock@zipcar.com), specifying that they qualify for the CBL Affiliate rental credit hours. (Please write, "I am enrolled in a course at Santa Clara University this quarter that qualifies me for participation in SCU's CBL Affiliate program with Zipcar. Please credit the 16 CBL Affiliate rental hours to my Zipcar account." Be sure to include your full name and Zipcar number in the email.)
- Students who are not eligible or not interested in Zipcar membership may want to consider other transportation options for travel to and from off-campus Community-based Learning engagement sites: http://www.scu.edu/campusmap/parking/transit.cfm

Disabilities Resources:
If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, 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. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

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.

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

Small Groups

We will make use of small groups in this course for the processing of reading material and for in-depth reflection on service-learning engagement.

Each Thursday, we will spend a portion of our time in regular small groups. Some time will be devoted to the discussion of focused questions from your instructor; other time will be devoted to sharing updates and learning experiences from community-based weekly engagement.

This instructor practices collaborative pedagogy, which means I involve you in our course design. Instructor will pay close attention to student interests as they emerge by observing small group discussions and considering comments and questions shared between students and the whole class.

We will establish small groups the second week of class.

We will sometimes have "check-ins" in this class, where we sit in a large circle as much as our classroom furniture allows us, and each respond to a question from instructor one at a time. I encourage you to speak to your classmates at this time—and other times during class—rather than directing each statement to the instructor. While I am part of this and will participate, I find that classroom discussions are enriched when we speak to each other—we cover more ground in a deeper and more meaningful way—rather than funneling each item through the instructor.

Schedule of readings forthcoming. Read Preface, Reading 1, and Reading 2 for Thursday, March 31.

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

POLICIES

General Guidelines:
- Students are responsible for meetings deadlines and complying with all College policies.
- 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 Honesty

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:

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

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.

Academic Integrity Policy:
Academic Integrity Policy does not need to be included verbatim, but should at minimum list the SCU website. "For the Santa Clara University Academic Integrity Policy, see
https://www.scu.edu/media/offices/registrar/bulletins/SCU_UG_Bulletin_2015-16_FINAL.pdf

Academic Integrity Pledge

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge 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."

I ask that you affirm this pledge and apply these principles to your work in this class.

Attendance and Absences Policy
Our class is discussion based. There is no real way to "make up" a class that has been missed, a reason I weight attendance in the participation grade. If you miss a class, I encourage you to ask a classmate about our activities. Students are entitled to miss one class without penalty to grade. Each class counts as ONE point towards attendance grade of 19 points (a subgroup of Participation grade). If you are sick, please take advantage of the no-penalty one absence. I appreciate when students stay home if they may be contagious. For 2-3 absences in course, I do not need to know the reasons. You will lose two points for 3 absences, one point for 2 absences, and zero points for 1 absence. I do not make exceptions for class

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

attendance, except in extreme circumstances (such as if a student has been hospitalized or recommended by a physician to refrain from class or work for an extended period of time or in the case of death in the family and necessary travel). If you miss more than three classes because of extreme circumstances, email your instructor at mbmueller@scu.edu. Because I don't make regular exceptions, the only dates I need to see a doctor's note or other documentation for are if you are absent on the day of a scheduled presentation.

Sexual Harassment and Discrimination (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 and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, 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 or http://stage-www.scu.edu/hr/quick-links/ethics-point/

Extended Statement on Title IX and Reporting Practices (adapted, with permission, from Scott Lewis, J.D.)

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 involving 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 Office of Student Life.

If you would like to reach out directly to the Office of Student Life 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

This syllabus can be adjusted as needed.
Last updated March 29, 2016.

Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, 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 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.

This syllabus can be adjusted as needed.
Last updated March 29, 2016.