

SOCIOLOGY 145.001: RELIGION AND SOCIETY
Loyola University Chicago, Spring 2014

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Class meets: MWF 1:40pm-2:30pm
Classroom: 120 Dumbach Hall
Office Hours: MW 3:00-5:00pm
Thurs 11:00am-12pm
and by appointment

I never considered a difference of opinion in politics, in religion, in philosophy, as cause for withdrawing from a friend. Thomas Jefferson

The first time I sang in the church choir, two hundred people changed their religion. Fred Allen

COURSE CONTENT

While it may surprise many, the place of religion in American society is deep and broad. We will explore the many dimensions of religion—how it is defined, how people express it, how they experience its power. We will discover how religion changes as the structure and culture of society itself evolves. During the first half of the semester, we will learn about the varieties of religious traditions in America through our readings and lectures as well as by visiting them together as a class. We will focus especially on the practice of religion, what scholars call “lived religion,” which we will observe at the sites of religious worship. During the second half, we will focus on the social forces as experienced in the metropolitan Chicago area that affect and change some of these religious practices. These include modernization, secularization, globalization, stratification, fundamentalism, race, ethnicity, gender, and social conflict. But we will also ask how religion is not just the recipient of forces, but an influence on the broader culture (and subcultures) in which we live.

This is a second tier core course. This means you must have had an introductory social science class in order to enroll in this course.

LEARNING OUTCOMES

Students in this course will:

- a. Be able to analyze and interpret selected religious texts, beliefs, rituals, practices, and organizations using sociological theories, concepts, and methods.
- b. Demonstrate knowledge of the various ways that religious communities are organized, and be able to evaluate how organizational structures affect religious life.
- c. Demonstrate knowledge of the intersections between religion and selected contemporary issues, including ethical, social, political, economic, and cultural issues. This means understanding and critically examining both: a) the impact of religious faith and religious organizations on social life and institutions, and b) the impact of social processes (such as modernization and secularization) on religious institutions and individuals.
- d. Understand the importance of religious pluralism for American history and society, and demonstrate the skills and dispositions for successful civic participation in a pluralistic context.
- e. Reflect on the meaning a sociological understanding of religion has for you and how it might influence the choices you make in your lives.



REQUIRED READING

Michael O. Emerson, William A. Mirola, Susanne C. Monahan. 2011. *Religion Matters: What Sociology Teaches Us About Religion in Our World*. Pearson Inc.

Susanne C. Monahan, William A. Mirola, and Michael O. Emerson. 2011. *Sociology of Religion: A Reader*. Pearson Inc.

There are additional articles posted on Sakai. We will have an occasional video documentary and guest speaker. They are included in the required work.

Format. On most days we will have lecture/discussions based on the assigned reading. I will occasionally include material from outside the course readings. We will also debrief the field trips we took the previous week.

Field Trips. We will organize field trips for each weekend and sometimes during the week. The trips are designed to help us understand the religious experience from the believer's point of view. We will also learn how a congregation or parish is organized. These field trips are one of the most important aspects of the course; they will make the reading material come alive. Each student is required to take four class-based approved field trips and write field notes for each of them. The destinations of our field trips will depend heavily on student interest and initiative.

Sakai. I will post all the written documents on Sakai, including syllabus, assignments, instructions for field trips, announcements, and occasional lecture/discussion material. Please check the postings regularly. If you do not have a Loyola computer account, please obtain one now. You must have access to Loyola's electronic services in order to get all the course information you will need.

Tests. There will be two in-class tests and a final exam according to the schedule below. The tests are not cumulative. They will be a mixture of objective-style and short answer essay questions. I will provide study guides for the tests. They will be based on lecture, discussion, readings, field trips, and any video documentaries we may have watched during that section of the course. Sometimes students study from lecture notes more than from any other part of the course. However, the tests will include questions from all parts, so it is essential that you keep up with the readings as well as attend field trips, watch the documentaries, and participate in discussion. There will be no make-up tests given except for documented medical emergencies. If this occurs to you, please let me know as soon as possible.

Written assignments.

1. There are four written field work observation assignments required. In addition to "observations," each field trip includes a short set of questions you will ask one member of the congregation that you visited. I will provide guidelines for writing these according to social science methodology. Four field trips are required. Only two may be taken on campus. They are due according to the schedule below.
2. There are two additional written assignments called "Debate" and "Comparing" as listed on the schedule. I will also provide guidelines for these assignments.

Deadlines. Due dates for papers are listed on the course calendar below. No late papers accepted.

Class participation. We will begin the semester with a discussion about what kind of class participation you, the students, would like to have. Participation in class discussion will count toward your final grade so we need to talk about what will provide the best classroom environment for learning. For example, I think students should come prepared to discuss the readings as well as provide reflections on the field trips we take. I want to hear what you think.

Evaluating this class. Loyola has begun a new type of electronic course evaluation program and you will be asked to fill out an online questionnaire about your learning progress toward the targeted goals of this course. I care about your feedback and I will remind you about responding to the request when the end of the course draws near.

Classroom behavior policy.

Leaving and coming: Students should arrive on time and refrain from leaving until class is over. If you must be late, please enter quietly and do not disrupt the lecture or discussion under way at the time. If you come in late, do not walk in front of me. Find a seat near the door. I may occasionally dismiss class before the end of the allotted time, but most often we need the entire class period to cover the material for that day. Do not pack up your books before I finish the lecture or before a discussion is concluded.

Cell phones: Please remember to always mute your cell phones and keep them in your book bags or purses, not on the desks. There are clocks in the classroom. Do not check your messages; do not send text messages. Students sometimes think instructors cannot see them using their cell phones under the desk. Please be assured that we can. Be aware that research on the negative impact of over reliance on electronic communications media is beginning to accumulate. Both a decline in ability to concentrate and to refocus has been documented resulting in lost productivity. In order to encourage compliance with this policy, I deduct 1 point the first time I see you texting during class and 5 points for every time thereafter.

Laptop policy: I no longer permit laptops in class.

Academic integrity. Turning in work that is not your own is grounds for failure in this course. The urban sociologist, Professor Claude Fischer, writes the following about plagiarism in his course syllabus at the University of California, Berkeley: *Plagiarism is using somebody else's words without quotation and citation, or somebody else's ideas without explicit citation. There is no acceptable excuse.* Another Berkeley professor (Hammel) writes: "A good example of plagiarism is lifting whole paragraphs of text or graphs from a WEB site and putting them in your own term paper WITHOUT INDICATING THE SOURCE OF EACH SUCH ITEM. It is all right to extract information from other WEB pages BUT HONESTY DEMANDS THAT YOU MAKE THE SOURCE EXPLICIT. [This applies as well to printed material.] QUOTATION MARKS ARE STILL A COOL DEVICE. IF A SOURCE CONTAINS IDENTIFICATION OF AUTHORSHIP, DO NOT REMOVE THAT IDENTIFICATION. It is easy for us to use search engines to find the source of suspicious paragraphs in papers. Please do not violate these rules....It's not worth the risk. Remember, we think that when this happens it is because the student did not understand the rules. Now you understand the rules." (<http://mumford.cas.albany.edu/teachingguide/syllabi/syllabi/fischer-soc125ac.htm>)

If you have any questions about what constitutes plagiarism, ask me. Loyola's academic integrity policy is located in the Undergraduate Studies Catalog, pages 12-13.

The university supports TURNITIN, an electronic program to check for plagiarized work. If I suspect you have not cited information gotten from elsewhere, I will ask you for an electronic version of your paper in order to process it through this anti-plagiarism program.

Students who are found to have plagiarized or committed other forms of dishonest behavior such as cheating on a test will receive an F for this course and be reported to the chair of their major department and to the Dean's office.

Other considerations. The university provides assistance for students with special needs. Please see me if this should apply to you.

WRITTEN AND PARTICIPATION REQUIREMENTS, GRADING POINTS, AND GRADING WEIGHTS

Two in-class exams, each worth 50 points	100 points	(25%)
Final Exam	70 points	(18%)
Four field trips with responses, each worth 15 points	60 points	(15%)
Four fieldwork assignments, each worth 20 points	80 points	(20%)
Two other writing assignments, each worth 30 points	60 points	(15%)
Class attendance and participation in class discussion	30 points	(8%)
Total points	400 points	(101%)

Grading points, scale, and letter grade. *(This grading scale is approximate and subject to my discretion.)*

370-400	93-100	A
358-369	90-92	A-
342-357	86-89	B+
330-341	83-85	B
318-329	80-82	B-
302-317	76-79	C+
290-301	73-75	C
278-289	70-72	C-
262-277	66-69	D+
250-261	63-65	D
238-249	60-62	D-
237 or fewer	59 or less	F

Extra Credit Options. Because this class requires a lot of out-of-class activity, there will be only one extra credit option: sponsoring a class field trip. It is worth 10 points. This is done so you can concentrate on doing the fieldwork necessary for completing the assigned work rather than go to other events.

Final considerations. Please keep this syllabus handy so you can refer to it for schedules and other course information. The syllabus also tells you which chapters will be included in each test. If that changes, I will announce it in class as well as post it on Sakai. As a rule, I hold you responsible for knowing what is on this syllabus.

SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS, AND TESTS

WEEK	TOPICS	ASSGNMENTS & TESTS	READINGS
1 – Mon, Jan 13	Introduction to this course: using fieldwork as a way to understand religion--how do believers practice?	Congregations to observe (handout in class)	
Wed, Jan 15	Introduction to field work--how to observe	<i>Protocol for observing a worship service (handout)</i>	
Fri, Jan 17	Introduction to the academic study of religion--What is religion? Is it possible to define religion? How should we understand its role in the world?		<i>Religion Matters</i> , chapter 1, pp. 1-14
2 - Mon, Jan 20	<i>Martin Luther King, Jr., holiday</i>		

Wed, Jan 22	Durkheim's definition; Marx's analogy; Berger's sacred canopy		Reader, <i>Definitions</i> , 1-14
Fri, Jan 24	Debrief field trips; review how to write up your field notes	<i>In class practice: Protocol for observing Observation guidelines</i>	
3 - Mon, Jan 27	Basic introduction to world religions		<i>Religion Matters</i> , chapter 2, 18-35
Wed, Jan 29	The role of rituals in creating social solidarity		Reader, <i>Religious Belief, Ritual, and Experience</i> , 21-23; Robert Bellah, <i>Civil Religion</i> (Sakai)
Fri, Jan 31	The meaning of religious experience and how the Enlightenment changed it		Focus on lecture today
4 - Mon, Feb 3	The organization and authority of religion	Due today: Observation #1	Chaves and Stephens, <i>Church Attendance in the U.S.</i> (pdf on Sakai); Reader, Weber, 285-287
Wed, Feb 5	Religion, cohesion, and conflict		<i>Religion Matters</i> , chapter 4, 54-66
Fri, Feb 7	Field trip discussion		
5 - Mon, Feb 10	Religion as community		Ammerman, <i>Congregations and Community</i> (Sakai); <i>Religion Matters</i> , chapter 3, 36-45
Wed, Feb 12	Catholicism: the Sacramental Imagination		Handout: Catholic vs. Protestant Imagination
Fri, Feb 14	American Catholicism	Due today: Observation #2	Wedam, "A Post-Vatican II Church in the Urban Context" (Sakai)
6 - Mon, Feb 17	Protestant Tradition I: Mainline (the Dialectical Imagination)		Price, "The Social Mission of Downtown Churches" (Sakai)
Wed, Feb 19		Test I (bring #2 pencil)	
Fri, Feb 21	Debate between Tony Blair and Christopher Hitchens: Is Religion Good for the World?	<i>Sponsored by Munk Family of Toronto; YouTube</i>	
7 - Mon Feb 24	Hitchens vs. Blair discussion		Terry Eagleton, 'Lunging, Flailing, Mispunching' (pdf on Sakai)
Wed, Feb 26	Hitchens vs. Blair discussion continued		<i>Religion Matters</i> , chapter 14, 226-237
Fri, Feb 28	Field trip discussion	Due today: Assignment on Debate	
8 - Mar 3 - 7	<i>Spring Break</i>		

9 - Mon, Mar 10	Protestant Tradition II: Evangelicalism and Pentecostalism		Wellman, " <i>Origins of the American Evangelical Subculture</i> " (Sakai); Reader, Lindsay, <i>Evangelicals in the Power Elite</i> , 362-373
Wed, Mar 12	Black Protestantism		Reader, Nelson, <i>Sacrifice of Praise</i> , 77-84
Fri, Mar 14	Protestantism II: Evangelicalism and Pentecostalism continued	Documentary: <i>Mine Eyes Have Seen the Glory</i>	
10 - Mon, Mar 17	Judaism		Davidman, " <i>A Day in the Life of Two Jewish Women</i> " (Sakai)
Wed, Mar 19	Islam		Reader, Sechzer, " <i>Islam and Woman</i> " 101-108
Fri, Mar 21	Religion and immigration		<i>Religion Matters</i> , chapter 11, 172-186
11 - Mon, Mar 24	Hindus, Buddhists, other immigrants	Due today: Observation #3	Numrich, " <i>Recent Immigrant Religions and the Restructuring of Metropolitan Chicago</i> " (Sakai)
Wed, Mar 26	What is rationalization and how is that connected to religion in everyday life?		<i>Religion Matters</i> , chapter 12, 188-206
Fri, Mar 28	Modernism and the secularization debate: are we becoming less religious?		<i>Religion Matters</i> , chapter 5, 67-82
12 - Mon, Mar 31	Secularization debate, continued		Reader, Chaves, " <i>Secularization as Declining Religious Authority</i> ," 250-264; Simmel, <i>Essays on Religion</i> , 380-382 (Sakai)
Wed, Apr 2		Test II (bring #2 pencil)	
Fri, Apr 4	Religious fundamentalism		<i>Religion Matters</i> , chapter 6, 83-98;
13 - Mon, Apr 7	Religion and violence		Reader, Juergensmeyer, " <i>Is Religion the Problem?</i> " 388-396
Wed, Apr 9	Gender issues in American religion: Between men and women--who is an adherent and who is powerful?		Reader, Woodhead, <i>Gender and Religion</i> , 96-100; Reader, Wallace, " <i>... Catholic Women Pastors</i> ," 118-124; Avishai, " <i>Women of God</i> " (Sakai)
Fri, Apr 11	Sexual identity: gays and religion		<i>Religion Matters</i> , chapter 9, 134-158; Reader, McQueeney, " <i>We are God's Children, Y'All</i> ," 209-228

14 - Mon, Apr 14	Religion, ethnicity, and race: what color is your God?	Due today: Observation #4	<i>Religion Matters</i> , chapter 10, 159-171; Reader, Marti “ <i>Affinity, Identity, and Transcendence</i> ,” 85-95
Wed, Apr 16	Religion and social class: is religion divided too?		Reader, Nelson, “ <i>At Ease With Our Own Kind</i> ,” 135-146
Fri, Apr 18	<i>Good Friday holiday</i>		
15 – Mon, Apr 21	<i>Easter Monday holiday</i>		
Wed, Apr 23	Religion and social change	Due today: Comparing Two Religious Communities	<i>Religion Matters</i> , chapter 7, 99-115
Fri, Apr 25	Review: religion, society, and you		
	Final Exam: Monday, April 28, 1:00 – 3:00pm		