

Religions Now

Religion 840:105:01 – 07, and H1

Fall 2017

Lectures M-W 1:40, Livingston Cinema 1

Recitation times and locations are shown on the online schedule of classes

[http://sis.rutgers.edu/soc/#courses?subject=840&semester=92017&campus=NB
&level=U](http://sis.rutgers.edu/soc/#courses?subject=840&semester=92017&campus=NB&level=U)

Instructors

Professor Tia Kolbaba (lectures and recitation 07)

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Office hours: Tuesday, 11 a.m. to noon; **appointments available at other times—just ask!**

Professor Joseph Williams (lectures and recitation H1)

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Ms. Susan Woolever (recitations 01, 04, 06)

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Office hours: Will be announced in recitation.

Dr. Luke Grote (Recitations 2, 3, and 5)

Office: 112 Loree Hall (Douglass Campus)

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Office hours: Will be announced in recitation.

This course fulfills part of the following SAS Core Curriculum Requirements:

21st-Century Challenges (21C)

- a. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

- d. Analyze issues of social justice across local and global contexts.

Arts and the Humanities [AH]

- o. Philosophical and theoretical issues. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

Course Objectives:

After taking this course, students should:

- appreciate the sheer diversity of religious opinions in modern societies, especially as they relate to social justice issues
- grasp key interconnections between religion and major 21st-century developments
- understand certain key theoretical approaches involved in the academic study of religion

Assessment

Student progress toward the goals of the course will be measured by a midterm and a final examination, each with a fact-based component and an essay component to measure higher-order thinking skills.

Student progress will also be assessed in weekly recitation sessions. **Participation is therefore a crucial component of this course. At the end of this syllabus is a description of the criteria used for judging participation—please read them carefully.**

Reading and Other Assignments

There are no books to purchase. All readings for the course will either be online or posted as documents to the Sakai site for the course. Go to sakai.rutgers.edu for details.

BUT you must purchase an iClicker—available at the Barnes & Noble Rutgers bookstore. ISBN: 9781498601641

NOTE: ALL READING ASSIGNMENTS ARE TO BE COMPLETED BEFORE THE CLASS PERIOD FOR WHICH THEY ARE ASSIGNED.

We will give occasional pop quizzes to assess whether you are doing the reading. More importantly, your exam and participation grades will be better if you have done the reading.

Above all we hope that the readings will deepen your understanding of the issues we are studying, help you get more out of the lectures, and enliven your recitation sections.

Grading:

The course will have a midterm and a final exam. Each will be worth 30% of your grade.

The course will have occasional pop quizzes to check whether students are doing the reading. Your scores on these quizzes will constitute 20% of your grade.

Participation both in your recitation and in the iClicker polls during the lectures will count for 20% of your grade. **At the end of this syllabus is a description of the criteria used for judging participation—please read it carefully.**

Attendance:

Students are expected to attend all classes. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to your instructor. **Please note: A record of attendance will be kept throughout the semester. More than 4 missed classes will negatively impact your participation grade (you will lose 10% off your participation grade for each absence above the first four).**

Calendar of Assignments and Lectures

DATE	READING (and/or video-watching) ASSIGNMENT (to be done before lecture or precept, whichever is earlier)	Lecture subject
Weds., Sept. 6	None NOTE: Recitation sections will NOT meet this week.	Introductions
	<i>Unit 1: Religion and State: A MODERN Wall of Separation</i>	
Mon., Sept. 11	<ul style="list-style-type: none"> ○ Bruce Lincoln, "The Study of Religion in the Current Political Moment," 1-8. On Sakai. ○ Brent Nongbri, <i>Before Religion. A History of a Modern Concept</i>, pp. 97-105 (starting at the section entitled "The Formation of the State and the Formation of Religion"). On Sakai. ○ Excerpts from John Locke, "A Letter Concerning Toleration." On Sakai. For the curious, the whole letter is online at http://www.constitution.org/jl/tolerati.htm. 	Separation of church and state: some of the issues. Kolbaba
Weds., Sept. 13	Baumann, "The Nation-State, II: Business or Temple? Why Nation-States are not Religiously Neutral," in <i>The Multicultural Riddle. Rethinking National, Ethnic, and Religious Identities</i> (New York: Routledge, 1999), 41-55. On Sakai.	Getting to the historical point: when, where, and why did the idea of religion's "separate sphere" develop? Kolbaba
	<i>Unit 2: American Ideas about Separation of Church and State</i>	
Mon., Sept. 18	<ul style="list-style-type: none"> ● Interview with David Sehat re: his book, <i>The Myth of American Religious Freedom</i>: http://usreligion.blogspot.com/2011/01/myth-of-american-religious-freedom.html ● Sehat, "Godless Government?" Excerpt from <i>The Myth of American Religious Freedom</i>, Oxford UP, 2011, pg 31-38. Available on Sakai ● Thomas Jefferson, A Bill for Establishing Religious Freedom, 18 June 1779, http://founders.archives.gov/documents/Jefferson/01-02-02-0132-0004-0082 	The First Amendment in historical context. Williams

Weds., Sept. 20	<ul style="list-style-type: none"> • "Shifting Standards of Review in Free Exercise Cases" and "Mapping Establishment Clause Cases," John Witt and Joel A. Nichols, <i>Religion and the American Constitutional Experiment</i> (Cambridge: Cambridge University Press, 4th ed.), 121-125, 158-171. On Sakai. • "Shave and a haircut: Prisoner grooming and RLUIPA," http://www.scotusblog.com/media/shave-and-a-haircut-prisoner-grooming-and-rluipa/ 	Key Religion-related Supreme Court decisions in the 20 th and 21 st centuries. Williams
<i>Unit 3: Sex, Sexual Morality, and Religion</i>		
Mon., Sept. 25	<ul style="list-style-type: none"> • Mark D. Regnerus, "Introduction" and "Chapter 1: Fashioning New Stories from Old Wisdom," in <i>Forbidden Fruit. Sex and Religion in the Lives of American Teenagers</i> (Oxford: Oxford University Press, 2007). On Sakai. • Pope Paul VI: Encyclical <i>Humanae Vitae</i>: http://w2.vatican.va/content/paul-vi/en/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae.html • Look at and make some notes about what you conclude from the following charts depicting American attitudes toward various sex-and-sexuality questions: • http://www.gallup.com/poll/117328/marriage.aspx -- don't worry about the same-sex marriage statistics (yet); we'll get to that later. Study the charts that answer the questions: "How about sex between an unmarried man and woman?" "How about married men and women having an affair?" "How about divorce?" "How about having a baby outside of marriage?" "Do you approve of marriage between blacks and whites?" • http://www.gallup.com/poll/183413/americans-continue-shift-left-key-moral-issues.aspx • and for a more global view, http://www.pewglobal.org/2014/04/15/global-morality/table/premarital-sex/ 	Attitudes toward premarital sex, birth control, single parenthood, and sex education. Kolbaba
Weds., Sept. 27	<ul style="list-style-type: none"> • An introduction to the history of Jewish thought on abortion: http://www.jewishvirtuallibrary.org/abortion-in-judaism • A selection of statements about abortion from various Christian writers. <i>Pay attention to the chronology of these opinions; we historians always care about chronology:</i> http://www.religioustolerance.org/abo_hist.htm • An introduction to Islamic rulings about abortion from the Middle Ages to the present http://www.irfi.org/articles/articles_101_150/abortion.htm 	Abortion in the western religious traditions. Kolbaba

Mon., Oct. 2	<ul style="list-style-type: none"> • "Introduction," "1. A Clash of Values," 1-38, in Daniel K. Williams, <i>Defenders of the Unborn: The Pro-Life Movement before Roe v. Wade</i> (Oxford: Oxford University Press, 2016). On Sakai 	Early 20 th -century opinions about abortion. Kolbaba
Weds., Oct. 4	<ul style="list-style-type: none"> • Gary Leber, "We Must Rescue Them," in <i>The Ethics of Abortion, Pro-Life vs. Pro-Choice</i>, 3rd ed., ed. Robert M. Baird and Stuart E. Rosenbaum, pp. 195-198. On Sakai. • Daniel C. Maguire, "A Catholic Theologian at an Abortion Clinic," in <i>Ethics of Abortion</i>, pp. 199-206. On Sakai. 	Issues in the abortion debate.... And does abortion belong in a unit on sexual ethics? Kolbaba
Mon., Oct. 9	<ul style="list-style-type: none"> • Listen to this podcast (allow about half an hour): a conservative evangelical Christian panel regarding homosexuality (you will hear the liberal Christian interpretation in the lecture): http://www.oneplace.com/ministries/family-talk/listen//homosexuality-panel-i-419566.html • A report on an American evangelical pastor helping formulate and pass anti-gay legislation in Uganda: http://www.motherjones.com/politics/2014/03/scott-lively-anti-gay-law-uganda • A (pretty balanced) article on Islam and homosexuality: http://www.nytimes.com/2015/07/29/opinion/mustafa-akyol-what-does-islam-say-about-being-gay.html 	Religion and homosexuality in America; part of the film, "For the Bible Tells Me So." Kolbaba
<i>Unit 4: Religion and Economic Inequality</i>		
Weds., Oct. 11	<ul style="list-style-type: none"> ○ Sean McCloud, <i>Divine Hierarchies: Class in American Religion and Religious Studies</i> (Chapel Hill: University of North Carolina Press, 2007), 112-118. On Sakai. ○ Excerpts from Joe Carter, "What Liberal Evangelicals Should Know About the Economic Views of Conservative Evangelicals." On Sakai. ○ And "The Secret," http://www.oprah.com/spirit/75/all 	Religious approaches to economic justice in the U.S., part 1. Williams
Mon., Oct. 16	<ul style="list-style-type: none"> ○ Daniel L. Pals, "Religion as Alienation: Karl Marx," <i>Eight Theories of Religion</i>, 2nd edition (New York: Oxford University Press, 2006), 123-37. On Sakai. ○ Excerpts from Presbyterian Church USA statement on tax justice. On Sakai. ○ Yasir Qadhi on the Implications of Zakat (start at 18:40): https://www.youtube.com/watch?v=o-KhmtiaLig 	Religious approaches to economic justice in the U.S., part 2. Williams

Weds., Oct. 18	<ul style="list-style-type: none"> ○ Excerpts from <i>Laudato Si</i>. On Sakai. ○ "The Contradictory Pope," http://www.usnews.com/opinion/economic-intelligence/2015/09/28/pope-francis-critique-of-capitalism-contradicts-his-call-to-end-poverty ○ "Revival in the Aisles," from Bethany Moreton, <i>To Serve God and Wal-Mart: The Making of Christian Free Enterprise</i> (Cambridge, MA: Harvard University Press, 2009), esp. 88-94. On Sakai. 	Religion, capitalism, and inequality—competing theories. Williams
Mon., Oct. 23	<ul style="list-style-type: none"> ○ No reading: Begin studying for the exam. ○ Precepts will NOT meet this week. 	Indirect ways that religion impacts economic inequality. Williams
Weds., Oct. 25	<ul style="list-style-type: none"> ○ Midterm Examination. ○ Precepts will NOT meet this week. 	
<i>Unit 5: Religious Issues in Today's News</i>		
Mon., Oct. 30	<ul style="list-style-type: none"> ○ Spend some time on this site: http://www.unhcr.org/en-us/syria-emergency.html ○ Read AT LEAST the landing page, including the statistics: How many refugees? How many internally displaced people? And so on. ○ Read some of the other articles on the site, too—whatever interests you. 	Film: "Dalya's Other Country"
Weds., Nov. 1	<ul style="list-style-type: none"> ○ To be determined—please pay attention to updates in class and on Sakai. 	Lecture: to be determined.
Mon., Nov. 6	<ul style="list-style-type: none"> ○ To be determined—please pay attention to updates in class and on Sakai. 	Lecture: to be determined.
<i>Unit 6: Definitions of Religion and Fundamentalism. Is "Religious Violence" an Oxymoron?</i>		
Weds., Nov. 8	<ul style="list-style-type: none"> ○ Review Bruce Lincoln, <i>Holy Terrors</i>, ch. 1: "The Study of Religion in the Current Political Moment," parts 1-3 (pages 1-8). On Sakai. (You already read this in the first week of class, but please review the points Lincoln makes.) ○ Lincoln, <i>Holy Terrors</i>, ch. 4: "On the Relation of Religion and Culture." On Sakai. 	Definitions of religion and religion's role in the world today. Kolbaba
Mon., Nov.	<ul style="list-style-type: none"> ○ Gabriel Almond, et al, "Introduction," to <i>Strong Religion. The Rise of Fundamentalisms around the World</i>, pp. 1-22. On Sakai. Although 	Words that get thrown

13	this is "only" 22 pages, it is DENSE reading. You may need a dictionary for some vocabulary. Please allow yourself plenty of time to read it.	around: <i>fundamentalism</i> Kolbaba
Weds., Nov. 15	<ul style="list-style-type: none"> ○ Bruce Lincoln, <i>Holy Terrors</i>, ch. 2: "Symmetric Dualisms: Bush and bin Laden on Oct. 7." On Sakai. ○ Watch this video (10:16): https://youtu.be/w3Y3LeUqJw 	Black and white or shades of gray? Kolbaba
Mon., Nov. 20	No reading assignment. Happy Thanksgiving!	Another angle: some thoughts on the psychology of religious terrorism. Kolbaba
Weds., Nov. 22	NO CLASS: Rutgers follows the Friday schedule of classes. Precepts will not be held this week.	
<i>Unit 7: Religious Pluralism in the U.S.</i>		
Mon., Nov. 27	<ul style="list-style-type: none"> ○ Excerpt from Robert P. Jones, <i>The End of White Christian America</i> (New York: Simon & Schuster, 2016). On Sakai. ○ "Civil Religion," excerpt from Catherine Albanese, <i>America: Religions & Religion</i>, 4th Edition. On Sakai ○ Excerpts from Robert Bellah, "Civil Religion in America," <i>Dædalus, Journal of the American Academy of Arts and Sciences</i>, 96:1 (winter 1967): 1-21. On Sakai. 	Religious pluralism, civil religion, and the search for common ground. Williams
Weds., Nov. 29	<ul style="list-style-type: none"> ○ Charles Lippy, "From Consensus to Struggle," in Charles L. Cohen and Ronald L. Numbers, ed., <i>Gods in America: Religious Pluralism in the United States</i> (New York: Oxford University Press, 2013), 297-319. On Sakai. 	Competing visions of religious pluralism in the U.S., part 1. Williams
Mon., Dec. 4	<ul style="list-style-type: none"> ○ Steven Miller, Excerpt from <i>The Age of Evangelicalism</i>, "The Power & the Spectacle," Oxford UP, 2014, 60-78. On Sakai. ○ Selections from David Barton's "Wallbuilders" website. On Sakai. 	Competing visions of religious pluralism in the U.S., part 2. Williams.

Weds., Dec. 6	<ul style="list-style-type: none"> ○ "America's Grace," in Robert D. Putnam and David E. Campbell, <i>American Grace: How Religion Divides and Unites Us</i> (Simon & Schuster, 2012), 516–550. On Sakai. ○ Michael Lipka, "Why America's Nones Left Religion Behind," http://www.pewresearch.org/fact-tank/2016/08/24/why-americas-nones-left-religion-behind/ ○ Suggested reading: Michael Schulson, "The Moral Tribalism of Contemporary Politics," http://religionandpolitics.org/2016/08/15/the-moral-tribalism-of-contemporary-politics/ 	Religious pluralism and the rising number of religious "nones." Williams
Mon., Dec. 11	<ul style="list-style-type: none"> ○ Randall J. Stephens and Karl W. Giberson, "Chapter 1: The Answer Man," from <i>The Anointed. Evangelical Truth in a Secular Age</i>, 21-60. 	Evangelical opposition to the theory of evolution. Kolbaba
Weds., Dec. 13	No reading assignment.	Summing up the course.
Weds., Dec. 20	Final Examination, 8 a.m. – 11 a.m.	

Standards for Grading Student Participation in Class Discussions

A:

A student who receives an **A** for participation in discussion typically comes to every class with questions about the readings in mind. An **A** discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

B:

A student who receives a **B** for participation in discussion typically does not always come to class with questions about the readings in mind. A **B** discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

C:

A student who receives a **C** for participation attends regularly but typically is an infrequent or unwilling participant. S/he may also fail to show respect for the contributions of others, fail to listen carefully to others, or be discourteous in other ways.

D:

A student who fails to attend regularly and prepare adequately for discussion risks the grade of **D**

Or even F

[These standards are adapted only slightly from those officially adopted by the Princeton University Department of History in 1998. They were authored primarily by Andrew Isenberg (thanks, Drew).]