**Academic Bulletin Description**
Description: Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.

## COURSE DESCRIPTION

In this course we will analyze religious beliefs, practices, and organizations from a sociological perspective, with a primary focus on religion in *contemporary American society*. While the sociology of religion does take on global perspective this class will be focused on the US context. Sociology provides a particular disciplinary perspective, along with analytical tools and theories, for describing, understanding, and explaining the nature and influence of religion.

Specifically, the course will examine some of the major issues, problems, and findings in the sociology of religion today. Students will develop an understanding and appreciation for the diversity of religious life in America as experienced by major denominational, ethnic, and demographic groups and how religion is related to other social issues, including health, family, and crime. This is **NOT** a course in religious theology, nor will we be concerned with identifying the "truth" or "falsity" of religion in general or specific religions in particular.

**Prerequisites**
There are no prerequisites for this course. While SOCY101 is recommended for this course; it is not necessary.

## LEARNING OBJECTIVES

*Cultivate an understanding of the distinctively sociological approach to studying religion*. There are many approaches to studying religion—historical, psychological, theological, anthropological, etc. Since in this class we take a distinctively sociological approach, a basic goal is to develop an understanding of and appreciation for the kinds of questions sociologists ask and the kind of explanations they offer when analyzing religion

*Familiarize students with some of the major issues, problems, and findings in the sociology of religion as a field*. Students will have the opportunity to learn some of the theoretical and substantive content of the sociology of religion, to deepen their sociological knowledge of such things as religious conversion, shifting church attendance rates, religiously inspired political activism, the emergence of new religions, and secularization.

*Introduce students to basic skills of field research*. Sociology is an empirical discipline that constructs theories and draws conclusions based on evidence that can be observed. Students in this class will go beyond merely reading about religion, to actually doing simple participant-observation through field trips at local religious groups, involving first-hand observation, analysis, and brief written reports.

*Improve cognitive & communication skills*. This course aims generally, through its exercises and requirements, to enhance students' abilities to read, analyze, discuss, and write skillfully.

All learning outcomes in this course are equivalent to the face-to-face (F2F) version of this course.

## CAROLINA CORE OUTCOME

GSS - Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

**COURSE MATERIALS**
**All required readings are posted on Blackboard** or are available through the Thomas Cooper Library. It is your responsibility to download and read the required text before the scheduled class day. All course materials comply with copyright/fair use policies.

**SPECIAL CONSIDERATIONS COVID-19**
I recognizes that this is a difficult time which is filled with uncertainty as we move forward with the academic year. Our safety, health, and well-being is my primary concern and I want to be able to support you in any way that I can.

The University understands that at this time you may be facing some obstacles that would make it difficult to meet your academic goals. Please visit the USC COVID-19 Response webpage for information and resources on basic needs such as housing, food, financial aid, and medical and mental health. The webpage also offers information on official University communications, access to technology, and student services.

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

Let us be gentle with each other as we move through the semester.  There may be times where we need to adjust and be flexible with the schedule or requirement as we naviagate this semester.

**COVID-related Absences and Emergencies**
Please regularly evaluate your own health according to current CDC guidelines. Do not attend class or other on-campus events if you are ill.

You are encouraged to seek appropriate medical attention for treatment of illness.  If you (or someone whom you care for) should become ill, please notify me by email as soon as practical, so that accommodations can be made.  Please note that documentation (a Doctor's note) for medical excuses is **not** required.

All absences due to documented illness or quarantine will be excused, and no grade penalty will be assessed for missing classes for this reason. If you experience COVID-19 symptoms, please stay home, contact the COVID-19 Student Health Services (SHS) nurse line (803-576-8511), complete the **COVID-19 Student Report Form** (go.sc.edu/covidstudentreport), and select the option allowing the Student Ombuds to contact your professors. When talking with the SHS nurse, be sure to ask for documentation of the consult as you will need this to document why you missed class. You will also use the COVID-19 Student Report Form if you have tested positive for COVID-19 or if you have been ordered to quarantine because of close contact with a person who was COVID-19 positive. In each of these situations you will be provided appropriate documentation that can be shared through the Student Report Form.

**COURSE FORMAT**
This is a fully online course. Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. All required course materials are available via Blackboard ("Bb"). Regular Internet access is essential for successful completion of the course.  The typical class structure will consist of learning modules, which include:

- PowerPoint Lectures
- Films and documentaries
- Readings
- Online Discussions

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines. **Please note: At times throughout the semester I will hold voluntary review sessions.** *Your participation is not required. Information on review sessions will be sent out at least 72 hours in advance. Reviews will be hosted via Zoom and will be password protected. A waitroom will be enabled and once your name has been verified I will invite you into the call.*

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

## COURSE ASSIGNMENTS AND GRADING

**Exams**
There are two non-cumulative exams that will be from the course lectures and readings. Do not expect to do well if you focus only on one (or neither) of the course components. The exams will comprise of definitions, multiple choice and true/false questions and short answer questions. *By enrolling in this class, you are contracting your availability take the exams during the scheduled times. If you are not available for those scheduled times, then you should not enroll in this course.*
*Make-up examinations will not be given except under extreme circumstances, only if I am notified beforehand and you are able to provide written documentation.* The make-up exams will be 100% essay.

**Quizzes**
5-8 pop quizzes will be assigned. Each quiz will be based on readings and will consist of True/False & Multiple Choice questions. Quizzes will be automatically evaluated.

**Discussion Board/Participation**
Special topics will be posted on Blackboard throughout the semester. You will read posted materials and engage in the discussion boards set up in Blackboard. You will utilize readings and information that you collect from various online sources to inform your discussion. Respect and critical thinking will guide these discussions. **When discussion board prompts are posted you are required to: post an original comment *and* reply to another students comment.** You do not need to do this for the "introducing yourself forum." Students are required to post by Sunday at 11:59pm

**Virtual Ethnography of Religious Service**
Students must choose two unfamiliar religious group or organization to "visit" and observe during the semester and write 3-page report on the experience. These religious organizations do not need to be local. Most religious services have gone online because of Covid-19 which is a unique opportunity. This virtual ethnography will involve "attending" religious services or gatherings and taking field notes. Students may not do religious tradition(s) within which they were raised or with which they are quite familiar. Details on expectations, recommended procedures, and report requirements will be provided in a separate handout. Please use this as an opportunity to do something interesting and different.

**Assignment Formatting**

All written assignments are required to be submitted using Microsoft Word. There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on "quality" and not simply "quantity." In addition, all written assignments should adhere to the following guidelines:

- Spacing: one and a half;
- Font: either Tahoma or Arial in 12 point (size);
- Title of assignment centered on first page, followed by student name in next line;
- Documentation for all references and quotations using APA style; and
- Accurate spelling and grammar.

**Grading Scale**

| Course Evaluation | Point Value |
|---|---|
| Exam 1 | 100 |
| Exam 2 | 100 |
| Viritual Ethnography | 75 |
| Discussion/Participation | 75 |
| Quizzes | 50 |
| | 400 |

A=400-360; B+=359-339; B=338-320;
C+=319-299; C=298-280; D=279-240; F=239<

**Additional Information on Grading and Extra Credit**

Final grades are based solely on course requirements. There are no additional extra credit opportunities in this course. As the instructor of record, it is my responsibility to evaluate your performance. All grades are final. With the exception of mathematical error, grades are not open to debate.

**Academic Success**

Successful learners in a blended course:

1. Do not procrastinate;
2. Are open to sharing professional experiences online;
3. Enhance online discussions;
4. Have good written communication skills;
5. Use proactive communication;
6. Are self-motivated and self-disciplined;
7. Have a commitment to learning;
8. Have critical thinking and decision-making skills;
9. Believe quality learning can take place in an online environment; and
10. Have good time management skills.

**COURSE COMMUNICATION**

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to the course on the Blackboard Discussion Board. These questions will be answered within 24 hours.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

**Disability Services**
The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1523 Greene Street, LeConte Room 112A, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

**Student Success Center**
In partnership with UofSC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. There are a variety of resources available to you.  Please visit sc.edu/success for more information.

## TECHNOLOGY
**Requirements**
The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:
- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a UofSC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Service Desk .

**Minimal Technical Skills Needed**
Minimal technical skills are needed in this course. Most course work will be completed and submitted in Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:
- Organize and save electronic files;
- Use UofSC email and attached files;
- Check email and Blackboard regularly;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

**Technical Support**
If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803)777-1800

## COURSE POLICIES AND PROCEDURES

**Attendance Policy**
Success in this course is dependent on your active participation throughout the course.  When you miss class, you miss important information. If you are absent, you are responsible for learning material covered. If you miss more than 10% of the classes, whether excused or unexcused, your grade will be dropped one letter grade.  If you miss on days you are assigned a suppose to be presenting you will receive a zero for the day.

You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc.  It is your responsibility to check updates related to the course.  Please see "**COVID-related Absences and Emergencies"** for specific instructions regarding absences for this reason**.**

**Academic Integrity**
You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

**Plagiarism**
Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

**Class Conduct/Netiquette and Values**
Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:
- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. SOCY XXX) in the message and sign the mail with your name.

- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

**Values**

Two core values, inquiry and civility, govern our class. Inquiry demands that we all cultivate an open forum for exchange and substantiation of ideas. Strive to be creative, to take risks, and to challenge our conventional wisdom when you see the opportunity. Civility supports our inquiry by demanding ultimate respect for the voice, rights, and safety of others. Threatening or disruptive conduct may result in course and/or university dismissal. Civility also presumes basic *courtesy*: please be well rested, on time, and prepared for class, which includes time for a restroom stop *before* (not during) class and silencing all personal devices.

My perspective is that we never cease being students of this world, so I believe that attentive, reflective people always have something to learn from others. Good discussions can be energetic and passionate but are neither abusive nor offensive. Vibrant, vigorous inquiry derives from discussions that:

- challenge, defend, and apply different ideas, theories, perspectives, and skills,
- extend a body of knowledge into different arenas and applications, and result in a synergy that compels us to seek resolution to these discussions.

**Late Work/Make-up Policy**

No late or make-up work is accepted. All assignments, quizzes, and exams are due by the deadline as posted on the course schedule. Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is your sole responsibility. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

Be Careful: The clock on your computer may be different than the clock in Blackboard. If the clock is different by one second, you will be locked out of the assignment or quiz. Plan accordingly. I recommend that you submit your assignments, quizzes, and exams well before deadline.

**Incomplete Grades**

Incompletes will be granted only in accordance with university policy. A grade of 'I' (Incomplete) may be assigned if you are unable to complete some portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship or verified learning disability. An incomplete grade is not intended to give you additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented you from completing course assignments on time.

**Diversity and Inclusion**

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are

expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

### *Accessibility, Disability, and Triggers*

I am committed to ensuring course accessibility for all students. If you have a documented disability and expect reasonable accommodation to complete course requirements, *please notify me at least one week before accommodation is needed*. Likewise, if you are aware of cognitive or emotional triggers that could disrupt your intellectual or mental health, please let me know so that I can be aware in terms of course content.

### *Diversity, Ethics, and the Carolinian Creed*

This course works to foster a climate free of harassment and discrimination, and it values the contributions of all forms of diversity.

This course affirms equality and respect for all gendered identities and expressions. Please don't hesitate to correct me regarding your preferred gender pronoun and/or name if different from what is indicated on the official class roster. Likewise, I am committed to nurturing an environment free from discrimination and harassment. Consistent with Title IX policy, please be aware that I as a responsible employee am obligated to report information that you provide to me about a situation involving sexual harassment or assault.

### Campus Emergency Information.

SC uses a variety of communication methods to alert the campus community about emergency situations and safety threats. Register for Carolina Alert at **my.sc.edu/emergency.   In cases of emergency call 911.**  The emergency phone number for the SC Police is 803-777-4215, please report suspicious activities and objects.

### Student Well-Being and Managing Stress.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Division of Student Affairs and Academic Support. If you are comfortable doing so, please notify me as the professor so that we can find resources that may be helpful.

Students do not learn when they do not feel safe. If you feel unsafe on campus at any time in any place, please contact Police Dispatch at (803) 777-4215 (in an emergency, please call 911) and reach out to Division of Student Affairs and Academic. Again, if you are comfortable doing so, please notify me as the professor and I will do my best to make appropriate accommodations.

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, substance use, concern for a family/friend or feelings of hopeless. Pay attention to what is happening in the classroom and in the lives of your fellow students. There are numerous campus resources available to students including University Counseling & Psychiatry Service and University Student Health Services. Help is available 24/7. Students who need immediate help should call 803-777-5223 (or visit **sc.edu/myhealthspace**) to receive support or be referred to immediate help. An outside resource is the National Suicide Prevention Lifeline (1-800-784-2433).

### Expectations of the Instructor

I will strive to make the course clear, interesting, and useful. As the instructor for the course, I will hold class unless I provide notice and/or a valid reason to cancel class. I will return performance evaluations and feedback in a timely manner. I will inform you of general course content, course activities, course evaluation methods, course grading guidelines, and course schedule. I will also strive to ensure that the

class environment is conducive to learning by restricting disruptive behavior and fostering respect for course participants and for the material.

**Copyright/Fair Use Statement**
I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

## MODULE SCHEDULE

Below you will find a Module Schedule for the first three (3) modules of the course. I will be updating this as the semester progresses. However, this information will also be posted in Blackboard.

**Modules materials will become available beginning at 9:00am on Monday and assignments for any given module should be completed by Sunday at 11:59pm.** Anything submitted after that time will receive a zero. Please note: I recommend following the module tasks in order, there will be times that you can not move on to a new task before completing another task.

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this timezone. If you are in a different timezone, plan accordingly.

In order to complete all of the module assignments, you can expect to spend up to 6-9 hours per week on the course material (for a total of approximately 145 hours of course-related activities) using Blackboard, discussion boards and reading and reflecting on the texts. Please remember to pace yourself! Don't wait until the last minute to complete a module – you will not be successful! Here is some suggested guidance to help you pace yourself throughout the week; if you following this you should only be spending an 1-1.5 hours each day on the course material:

**Suggested Weekly Schedule**
- Monday-Wednesday: Review assigned materials, including lecture, readings, or other media. A note about the readings: the readings are intended to be applied work of the lecture materials. They are all original research articles, therefore you should expect them to take longer to consume (perhaps 1-1.5 hours).
- Wednesday: Blackboard initial post.
- Friday: Blackboard responses.
- Thursday-Sunday: Take quiz if required.

 **EXAMPLE SCHEDULE: Below you will find a sample schedule for the first 4 modules.**

**Introduction-Start Here!**
**Complete Tasks**
1. Review short PowerPoint: "Introduction to SOCY307/REL338 - Sociology of Religion"
2. Discussion board: "Introduce yourself and address the prompts"
    a. This must be completed by Wednesday, 8/26 at 11:59pm.
3. Syllabus quiz (this is your only opportunity for 5 extra credit points)! Due by Wednesday, 8/26.

**Module 1: What is the *Sociology* of Religion?**
**Learning Objectives**
- Understand the sociological perspective and what it uniquely offers when trying to understand religion.

**Complete tasks**
1. Review Introduction video: What to expect from Module 1
2. Review lecture Powerpoint: "An Introduction to the Sociology of Religion"

3. Complete required reading
4. Discussion board: "Have you taken a sociology course before? How does a sociological view of religion compare with your own understanding of the subject?"

Recommended materials (not required):

- Youtube: An Introduction to the Sociology of Religion with Grace Davie:
  https://www.youtube.com/watch?v=2Pn1Sc3Y9jo

Reminders: You have until Sunday, 11:59pm to complete all of the work for this module.

## Module 2: Defining Religion
### Learning Objectives

- Describe sociology's three theoretical orientations and its application to religion. We will also discuss more contemporary definitions of religion.

### Complete tasks

1. Review Introduction video: What to expect from Module 2
2. Review lecture Powerpoint: "Defining religion"
3. Complete required reading
4. Watch: https://www.youtube.com/watch?v=pIgb-3e8CWA
5. Discussion board: "If you had to choose a theoretical perspective on religion we have discussed which would it be and why "

Reminders: You have until Sunday, 11:59pm to complete all of the work for this module.

## Module 3: Old Paradigms: Secularization Theory
### Learning Objectives

- Define secularization and its importance in a global context.

### Complete tasks

1. Review Introduction video: What to expect from Module 3
2. Review lecture Powerpoint: "Secularization and its importance"
3. Watch: https://www.youtube.com/watch?v=pIgb-3e8CWA
4. Complete required reading
5. Take quiz
6. Review lecture PowerPoint: "More on secularization: Role of religious authority"
7. Discussion board prompt: "What do you think about this idea of secularization? Is God dead? Why or why not?"

Reminders: You have until Sunday, 11:59pm to complete all of the work for this module.

**Modules 4-14** information will be posted at least one week in advance.

Below you will find a course schedule overview.

**COURSE SCHEDULE OVERVIEW:**

Reminder: Module materials will become available on Monday at 9:00am and should be completed by 11:59pm Sunday.   NOTE:  Readings listed as TBD will be posted at least one week inadvance.

| Date | Module/Topic | Weekly readings |
|---|---|---|
| **SECTION I:  THEORY AND BACKGROUND TO THE SOCIOLOGY OF RELIGON** | | |
| 8/20-8/23 | Course Introduction | |
| 8/24-8/30 | **MODULE 1:** What is the Sociology of Religion? |  Beteille, A. (1992). Religion as a Subject for Sociology. *Economic and Political Weekly*, 1865-1870. |
| 8/31-9/06 | **MODULE 2:** Defining Religion | Edgell, Penny. "A cultural sociology of religion: New directions." Annual Review of Sociology 38 (2012): 247-265. |
| 9/7-9/13 | **MODULE 3:** Old Paradigms:  Secularization Theory |  Chaves, Mark. 1994. "Secularization as Declining Religious Authority." *Social Forces* 72: 749-774 |
| 9/14-9/20 | **MODULE 4:** New Paradigms:  Rational Choice and other views | Iannaccone, Laurence R. 1994. "Why Strict Churches are Strong." *American Journal of Sociology* 99: 1180-1211. |
| 9/21-9/27 | **MODULE 5:** Growth and Decline of Religious Institutions in the US:  Historical and Contemporary View |  TBD<br><br>9/21 Last day to apply for December Graduation |
| 9/28-10/11 | **MODULE 6:** Religion in the US<br>▪ God in America<br>▪ US Religious Landscape<br>▪ Religion across the life course |  TBD |
| 10/5-10/11 | **EXAM 1**<br> Will open Monday, 10/5 at 9:00am and close Sunday, 10/11 at 11:59pm.  Please read instructions above about what you should expect. | |

| Date | Module/Topic | Weekly readings and assignments Due |
|---|---|---|
| **SECTION II: SOCIOLOGY OF RELIGON AND RACE, GENDER, AND OTHER INEQUALITIES** | | |
| 10/12-10/18 | **Module 8:** Religion and Gender/Sexuality | Sullins, D. P. (2006). Gender and religion: Deconstructing universality, constructing complexity. American Journal of Sociology, 112(3), 838-880. DOI: 10.1086/507852. |
| 10/19-10/25 | **Module 9:** Religion and Race-ethnicity | Emerson, M. O., Korver-Glenn, E., & Douds, K. W. (2015). Studying race and religion: A critical assessment. *Sociology of Race and Ethnicity*, *1*(3), 349-359. |
| 10/26-11/01 | **Module 10:** Religion and Science | TBD |
| 11/2-11/8 | **Module 11:** Religion and Politics | TBD<br><br>11/4 - Last Day to Drop/Add w/o "WF" grade |
| 11/9-11/15 | **Module 12:** Religion and Family | "Religion and Family: Contemporary Problems, Emerging Issues." Pp. 1038-64 in the Oxford Handbook for the Sociology of Religion, ed. Peter Clarke. New York & London: Oxford University Press. |
| 11/16-11/22<br><br>**\*\*Virtual ethnography due Friday 11/20\*\*** | **Module 13:** Religion and Health | Ellison, Christopher G., and Jeffrey S. Levin. 1998. "The Religion-Health Connection: Evidence, Theory, and Future Directions.*" Health Education and Behavior* 25: 700-720. |
| 11/23-12/6<br><br>**\*\*\*11/25-29 Thanksgiving Recess - No Classes\*\*\*\*** | **Module 14:** Religion and Migration | Ramos, A. I., Martí, G., & Mulder, M. T. (2020). The Strategic Practice of "Fiesta" in a Latino Protestant Church: Religious Racialization and the Performance of Ethnic Identity. *Journal for the Scientific Study of Religion*, *59*(1), 161-179. |
| 12/2-12/4 | Reading Days | |
| | **Final Exam**<br>Final exam will open Monday, 12/7 at 9:00am and close Wednesday, 12/9 at 11:59pm. Please read instructions above about what you should expect. | |