



**FLORIDA
ATLANTIC
UNIVERSITY**

**COURSE CHANGE REQUEST
Undergraduate Programs**

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SYO 3200

Current Course Title
Sociology of Religion

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

For millennia, religion has remained a powerful force of social cohesion, meaning, order, and disruption in society. This course examines how religious ideas and practices shape politics, social norms, and social institutions, including schools and families. The course will use sociological tools to examine changing forms of American religious identity, analyze the difference between religious beliefs and religious practices, and show how religion is embedded in some of the most heated current debates in society.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Daniel Auguste/augusted@fau.edu/561-297-3270

Approved by

Department Chair Ann Branaman
College Curriculum Chair [Signature]
College Dean _____
UUPC Chair Korey Sorge
Undergraduate Studies Dean Dan Meeroff
UFS President _____
Provost _____

Date

11/6/23
11/13/23
11/14/23
12/4/23
12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Sociology of Religion
SYO 3200/ SCTN 001/CRN 15495
Florida Atlantic University
Department of Sociology
Summer 2024 – Session 3

Instructional Method: Fully Online Class with Live Lecture
Location: Distance Learning
Time: Tuesday and Thursday, 1:15 p.m. - 4:25 p.m.
Website: <https://canvas.fau.edu>
Credit Hours: 3.0 credits.
Prerequisites: Nine credits of coursework in Sociology at the 1000, 2000 and/or 3000 levels
Requirements met: This course counts towards the sociology major or minor.
Instructor: Dr. Daniel Auguste.
Office: Culture and Society Building, Rm. 248.
Email: augusted@fau.edu (this is the preferred method of contact).
Phone: 561-297-3276.
Office Hours: Tuesday and Thursday at 12:00 p.m.-1:00 p.m. and by appointment.

About this Course

For millennia, religion has remained a powerful force of social cohesion, meaning, order, and disruption in society. This course examines how religious ideas and practices shape politics, social norms, and social institutions, including schools and families. The course will use sociological tools to examine changing forms of American religious identity, analyze the difference between religious beliefs and religious practices, and show how religion is embedded in some of the most heated current debates in society.

Goals of this Course

During the course of the semester we will be working toward these goals:

1. Formulating meaningful questions raised by the topic of the course.
2. Appreciating the views of others as well as understanding the merits and limitations of one's own perspective.
3. Using written, oral, or other forms of communication as tools for exploring intellectual problems, synthesizing material from various sources, and formulating effective arguments.
4. Reading a variety of social stratification texts with understanding and critical judgment.
5. Understanding how to acquire and use appropriately different kinds of evidence.
6. Gaining an appreciation for collaborative inquiry.
7. Integrating learning inside and outside the classroom.

Contacts

You may reach me by email at augusted@fau.edu. For simple questions, this is the fastest and quickest way to reach me. For more difficult questions, please come see me during office hours. You can also send messages to me, or the entire class through the Canvas course web page.

Office Hours

I have office hours on **Tuesday and Thursday at 12:00 p.m. to 1:00 p.m.** If you cannot make these hours, please let me know and we will arrange another time. To make the best use of our time, come prepared with specific questions. However, you do not have to have a problem to come to office hours—you may just want to chat about something, and that is OK, too.

Texts

There is not an assigned textbook for this course. I will post the daily readings on the Canvas course web page. These readings will give you a sense of the diversity of opinions on the topics we will discuss in the course. Sorting through these different perspectives is an important step toward developing and strengthening your critical thinking skill, a core objective of a college education.

Attendance and Preparing for Class

This is a fully online live lecture course. That is, class attendance via Zoom is mandatory, but students are not required to attend classes in person. This is a discussion class, so I expect you to be present in class and prepared to contribute. You can only earn credit for class discussion and participation when you attend and contribute to the class discussions. You can attend class via Zoom on the course Canvas web page. You are required to have your Zoom video on during class time in order to facilitate class discussion. All of the readings in this course are required. Missing two classes will not affect your class grade. After two absences, your grade will reduce by 3 points because you will miss the change to earn credit for class discussions. You may make up reading notes (but not class discussion) missed for a valid reason if accompanied with a Dr.'s note by adding two pages to your final essay for each reading notes.

Following is a set of expectations that I will use to evaluate your overall discussion grade at the end of the course:

Grade	Criteria
F/D	<ul style="list-style-type: none"> • Did not participate and/or was disruptive.
C	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
B-	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently. • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement (i.e. does not participate every discussion period)
B/B+	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
A	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement. • Does not ramble, does not try to dominate class discussion.

Note: Slightly modified, from Martha L. Maznevski, Assistant Professor, McIntire School of Commerce.

http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm

Evaluation

Your course grade is based upon your reading notes, class discussion and three essays—one in-class and two take-home essays. I will post daily reading note questions to Canvas, which I will collect via Canvas. I will collect a total of 10 of your reading notes. I will grade them on a check-plus $\checkmark+$ (3 points), check \checkmark (2 points) and check-minus $\checkmark-$ (1point) basis. Each class, we will discuss the reading questions assigned for that day. Essays and reading notes are to be submitted via Canvas by 12:00 p.m. before class. You will not earn credit for assignments submitted via email. There will be no opportunities for extra credit, or to make up assignments missed or to submit your reading notes at a later time (see “Attendance and Preparing for Class” above for exceptions to this policy). There will be detailed and specific guidelines for Essays 2 and 3 posted to Canvas course web page in the coming days. I will provide guidelines for Essay 1 in class on the day of the essay.

Components of your Grade:

1. Reading notes	30
2. Class discussion and participation	20
3. Essay 1, in-class (2 pages)	10
4. Essay 2, take-home (3 pages)	20
5. Essay 3, take-home (4 pages)	20
Total	100%

Grading Scale

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83;
C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 61-63; F 0-60

Disability policy statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/. Counseling and Psychological Services (CAPS) Center Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services –individual counseling, support meetings, and psychiatric services, to name a few-offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy--but be sure the college policy does not conflict with the University Regulation.

For more information, see the Code of Academic Integrity in the University Regulations:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Religious Accommodations for Students and Faculty

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

University-Approved Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Course outline

06/26/2021 - 08/10/2021

Date	Class	Topic & readings **Reading notes are due at 12 p.m. each day before class **Submit your reading notes via Canvas. **Reading notes submitted via email will not be graded.	Assignments
Tue. Jun. 29	1	Introduction Clifford Geertz, "Religion as a Cultural System," in <i>The Interpretation of Cultures</i> (New York: Basic Books, 1973), pp. 93-135.	Read syllabus & Sign that you've agreed with class policy
Th. Jul. 1	2	Berger, <i>The Sacred Canopy</i> , chapters 1 and 2.	Reading notes 1
Tue. Jul. 6	3	Christian Smith, "Toward a 'Subcultural Identity' Theory of Religious Strength" in <i>American Evangelicalism: Embattled and Thriving</i> (Chicago: University of Chicago Press, 1998), pp. 89-119.	Reading notes 2

Th. Jul. 8	4	Meredith B. McGuire, “The Dynamics of Religious Collectivities” in <i>Religion: The Social Context</i> (Long Grove, Ill.: Waveland, 2008), pp. 149-62.	Reading notes 3 Essay 1 In class
Tue. Jul. 13	5	Linda A. Mercadante, “The Interviewees” and “Common Themes” in <i>Belief Without Borders: Inside the Minds of the Spiritual but not Religious</i> (New York: Oxford University Press, 2014), pp. 35-91.	Reading notes 4
Th. Jul. 15	6	Rodney Stark and Roger Finke, “Secularization, R.I.P.” in <i>Acts of Faith: Explaining the Human Side of Religion</i> (Berkeley: University of California Press, 2000), pp. 57-79.	Reading notes 5
Tue. Jul. 20	7	Jerome P. Baggett, “Well, I’ll Be Damned! – Considering Atheism Beyond the ‘Popular View’” in <i>The Varieties of Nonreligious Experience: How American Atheists Live (and Thrive) in a Religious Culture</i> (NYU Press, forthcoming), pp.1-40	Reading notes 6
Th. Jul. 22	8	Emile Durkheim, <i>The Elementary Forms of the Religious Life</i> , Karen E. Fields, trans. (New York: The Free Press, 1995 [1912]), pp. 207-25.	Reading notes 7 Essay 2
Tue. Jul. 27	9	Meredith B. McGuire, “Religion and Social Cohesion” in <i>Religion: The Social Context</i> (Long Grove, Ill.: Waveland, 2008), pp. 196-208.	Reading notes 8
Th. Jul. 29	10	Karl Marx, “Contribution to the Critique of Hegel’s <i>Philosophy of Right: Introduction</i> ” and “The German Ideology: Part I” in Robert C. Tucker, ed., <i>The Marx-Engels Reader</i> (New York: W. W. Norton, 1978), pp. 53-4, 146-55.	Reading notes 9
Tue. Aug. 3	11	Meredith B. McGuire, “Religion Supports the Status Quo” in <i>Religion: The Social Context</i> (Long Grove, Ill.: Waveland, 2008), pp. 237-245.	Reading notes 10 Essay 3
Th. Aug. 5	12	Christian Smith, “Correcting a Curious Neglect, or Bringing Religion Back In” in Christian Smith, ed., <i>Disruptive Religion: The Force of Faith in Social Movement Activism</i> (New York: Routledge, 1996), pp. 1-25. Last day of class	
Wed. Aug. 11		Final Grades Due at 9am	