

SOCIOLOGY 429: RELIGION AND SOCIETY **Summer 2012**

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Course Description

This is a hybrid in-person/on-line course in sociology of religion. In this course, we explore what it means to study religious beliefs, practices and organizations from a sociological perspective. Although most definitions of religion rest on a belief in the supernatural, human practices of religion are also (at least in part) a socially constituted reality. In other words, the way that humans come to know particular religious beliefs and the ways humans practice religious rituals are shaped by their social context, such as language, symbols, groups, norms, interactions, resources, organizations, etc. In this course, we will explore processes by which individuals acquire religious beliefs and identities, and the functions religion serves for its adherents and for society. We will also examine changes in the organizational structure of religion, the mutual influence between religion and state, and the dynamics of religious decline and persistence in modern societies. We will meet in class for some lectures, online for other lectures, and use on-line tools to stimulate discussions about readings and lectures.

Course Goals

This course is organized around 5 learning modules (modules are thematic rather than chronological).

1. Course Expectations
Students are expected to actively engage in all elements of this class, both online and in person.
2. Classical sociological theories of religion
The goal of this module is to cultivate in students an understanding of the distinctively sociological approach to studying religion. There are many approaches to studying religion—historical, psychological, theological, sociological, anthropological, etc. Since in this class we take a distinctively sociological approach, our most 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 they analyze religion.
3. Contemporary trends in American religious practice, belief and worship
4. Important ways religious practice, belief, and worship intersects with American society & politics
Modules 3 & 4 aim to familiarize students with some of the major issues, problems, and findings in the sociology of religion. 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.

5. Ethnographic Observations of Religious Rituals

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.

To summarize in *performance-oriented* terms, students who have successfully completed this course ought to be able to: (1) know how to go about analyzing religious beliefs, experiences, practices, and organizations *sociologically* (as distinct from, say, theologically); (2) carry on an informed conversation with others about the religious issues and problems we will study in this class; (3) have a basic idea about how to go about conducting field research on a religious group or institution; (4) write a sociological paper on religion; and (5) read, think, discuss, and write more skillfully than when they entered the course.

Readings –There is one required book for this course and two recommend books. These books can be purchased at the UNC student stores. One copy of all required and recommended readings have been placed on reserve in the library. The rest of the readings will be available on Sakai.

Mark Chaves. *American Religion: Contemporary Trends*. Princeton University Press, 2011. Cloth ISBN: 9780691146850. Ebook ISBN: 9781400839957. **Required.**

Religion Matters: What Sociology Teaches Us About Religion In Our World. By **Michael O. Emerson, William A. Mirola, and Susanne C. Monahan**. 2011. ISBN-10: 0205628001; ISBN-13: 9780205628001. **Recommended.**

Daniel Pals. *Eight Theories of Religion (second edition)*. Oxford University Press, 2006. ISBN13: 9780195165708 or ISBN10: 0195165705 *Please note that the Pals book was reprinted in 2006 with a new chapter on Weber. If you choose to buy this book on your own rather than at the bookstore, please check the ISBN # so that it accords with the one above. **Recommended.**

questions you have regarding the Code. The Code is a long and valuable tradition at UNC – protect it! Read more about the honor code at: <http://honor.unc.edu/>.

3. *Grading Standards and Honor Code*. Grades assigned in this course will follow the UNC grading standards, which can be found at: <http://regweb.oit.unc.edu/resources/rpm24.php>

Honor Code. The University Honor Code – which prohibits giving or receiving

unauthorized assistance on graded course work – will be in effect through all exams, quizzes, and written assignments. Please read carefully the provisions of the Honor Code, make certain you understand and adhere to them, and ask me to clarify any

Course Assignments

Reading Questions (5%). Throughout the semester, I will assign several assignments based on the readings. You are graded on completion: a score of 1 means you completed the entire assignment as instructed and 0 means unacceptable. We do not grade these assignments for thesis, style, or grammar (but I encourage you to use these entries as a way to practice good writing). **Reading questions are due by the start of class-time (1:15 pm) the day they are assigned, regardless of whether or not class meets in the physical classroom that day.**

Blog posts (5%). We will use the “Blog” function on Sakai to generate an intellectual journal. This assignment encourages you to keep up with the reading, enlivens class discussions, and offers a forum to record your responses to the readings, thereby personalizing the course and, at the same time, sharpening your skills in thinking critically and writing fluidly. Journal entries should be approximately 250 words and may include hyperlinks to newspaper articles, you-tube videos, or other on-line material related to our class. Each entry should (1) either quote or summarize one passage in one (or more) assigned text for that day and (2) record your reflections on the reading. Each entry should engage *one* idea in the text in some direct and thoughtful way. You are graded on completion: a score of 1 means you completed the assignment as instructed and 0 means unacceptable. We do not grade the journals for thesis, style, or grammar (but I encourage you to use these entries as a way to practice good writing). Your final grade for this is the number of satisfactory completed assignments/total assignments. **Blogs are due by midnight on the day assigned.**

Reading Summaries for Group Discussion (10%). You will be assigned to groups and each group will be assigned to summarize readings for one or two sessions. First, carefully read the assigned readings for the week. Then meet in person or on Elluminate with your fellow group members to discuss the readings. Then post a summary (about 800 words, roughly 2-3 pages) of the readings on the discussion forum the day before the scheduled lecture/discussion, using some quotes and page numbers for important points. Further instructions will be provided.

Midterm and Final Exam (40%). You will have a midterm and a final exam that will test your comprehensive knowledge of the assigned readings, their theories, contents and facts through multiple choice questions. You will take the exams on the test function of Sakai. You will have 1 hour and 30 minutes to complete each exam, but once you start the timer cannot be reset. You may pick the time during the following window of time: Midterm, **Friday June 1 at 9 am to Saturday June 2 at 12 noon** and the final exam will be available from **Sunday June 18th at 9 a.m. to Sunday June 18th at 9 p.m.**

Two Observational Papers (40%): Students must choose two unfamiliar religious

groups or organizations to visit and observe on two self-guided field trip, and write a 6-page double spaced report about this trip that relates their observation to theories discussed in class, such as Weber and Durkheim and possibly others. Students may not choose to do the religious tradition(s) within which they were raised or with which they are quite familiar. A draft workshop of the first paper will be held on **Tuesday, May 29th** and the final paper is due **Thursday, May 31st**. A draft workshop of the second paper will be held on **Tuesday, June 12th** and the final paper is due **Tuesday, June 15th**. Instructions for these papers will be provided in Module 5 of Sakai.

Tuesday, May 15: In class introductions and course expectations

Reading Assignment:

- Lisa Pearce and Melinda Denton. "What Being Religious Really Means to People." Huffington Post, posted January 14, 2011.
http://www.huffingtonpost.com/lisa-d-pearce/what-being-religious-real_b_807103.html

Discussion Forum:

- Introduce yourself to the class

Blog:

- Follow the link on the ARDA to take the quiz and write post on how your score on the test and how you compare to others.

Class activity:

- Assign groups for leading class discussions & create schedule for the semester

Wednesday, May 16: In Class Lecture: what is Sociology? What is Sociology of religion?

Required readings:

- Chaves, Introduction and Ch. 3, "Belief" (module 3.1.3)
- Karen Fields introduction to *The Elementary Forms of Religious Life*. Pp. xvii-lxi. (module 2.1.5.1)
- Pals, Daniel L. 2006. *Introduction Religion*. New York: Oxford University Press., Selections on Durkheim, pp. 110-120. (module 2.1.5.2)

Recommended readings:

- Mills, C. Wright. *The Sociological Imagination*. (pp. 1-6) (module 3.1.4.1)

Reading Questions:

- Durkheim assignment

Thursday, May 17th Location: Video Showing Room

Watch

- Video. Randall Balmer. *Mine Eyes Have Seen the Glory*. Selections on Willow Creek Church. (module 3.7.1)

Listen:

- Research on Religion Podcast with Marc Von der Ruhr:
<http://www.researchonreligion.org/church-organization/marc-von-der-ruhr-on-megachurch-recruitment-and-retention> (module 3.2.2.)

Blog:

- Write a response to the movie and/or podcast

Group 1 post reading summaries on megachurches for group discussion by 9pm.

Friday, May 18th

Listen:

- Narrated power point lecture on megachurches (module 3.2.3)

Online discussion:

- Discussing Megachurches via Elluminate

Required Reading:

- Chaves, Chapter 5, Congregations. (module 3.2.3.1)
- Ellingson, Stephen. 2008. "Rise of the Megachurches and Changes in Religious Culture: Review Article." *Sociology Compass* 2:1-15.
- Mark Chaves, "All Creatures Great and Small: Megachurches in Context." Chapter 30 in *Sociology of Religion: A Reader* (2nd Edition), edited by Susanne C. Monahan, William A. Mirola and Michael O. Emerson. (Module 3.2.3.2)

Reading Questions:

- Megachurches questions

Monday, May 21

Listen:

- online lecture on Weber using modules information on Weber (no powerpoint)

Readings:

- Pals, Daniel L. 2006. *Eight theories of religion*. New York: Oxford University Press. Chapter on Weber. (module 2.2.9.1.)
- Pals, Daniel L. 2009. *Introducing Religion: Readings from the Classic Theorists*. New York: Oxford University Press. Selections from Weber's the Protestant Ethic and the Spirit of Capitalism, pp. 240-255. (module 2.2.9.2.)
- Chaves, Chapter 4 "Involvement" and Chapter 6 "Leaders." (Modules 3.3.1 and 3.3.2)

Reading Questions:

- Weber assignment

Tuesday, May 22

Watch:

- Video. Randall Balmer. *Mine Eyes Have Seen the Glory*. Selections on African-American Pentecostalism. (Module 3.7.1)

Blog:

- Write a blog about the video.

Group 2 post reading summaries on Marx and Nelson for class discussion by 9 pm

Wednesday, May 23: In-Class lecture on Marx and Alienation

Required reading:

- Pals, Daniel L. 2006. *Eight theories of religion*. New York: Oxford University Press. Chapter on Marx. (Module 2.3.6.1.)
- Pals, Daniel L. 2009. *Introducing Religion: Readings from the Classic Theorists*. New York: Oxford University Press. Selections from Karl Marx: The Communist Manifesto, Historical Materialism and Socialism and Religion. (Module 2.3.6.2.)
- Nelson, Timothy J. 1996. "Sacrifice of Praise: Emotion and Collective Participation in an African-American Worship Service." *Sociology of Religion* 57:379-396. (Module 3.4.1)

- Griffith, R. Marie. 1997. "God's Daughters: Evangelical Women and the Power of Submission." Berkeley: University of California Press. Chapter 6: "Submissive Wives, Wounded Daughters and Female Soldiers." Pp. 169-199. (Module 3.4.2)

Watch:

- Karl Marx: Manifesto from You Tube.
<http://www.youtube.com/watch?v=znMkqEnO6d4> (Module 2.3.5).

Reading Questions:

- Marx, Griffith and Nelson

Group 3 post reading summaries of Pearce and Denton by 9 pm. For online discussion

Thursday, May 24

Listen:

- Narrated power point lecture on youth and religion (Module 3.5.2)

Required reading:

- Lisa Pearce and Melinda Lundquist Denton. "*Meaningful Mosaics: The Authentification of Religiosity in Adolescence.*" Chapter 1 "Introduction" and Chapter 6 "Religious Profiles in Adolescence." (Modules 3.5.2.1,

Watch:

- Video, *Soul Searching*, Research Based on the National Survey of Youth and Religion.

Reading Questions:

- Youth and Religion

Group 4 post reading summaries of Color Wall and Color Blind for group discussion by 9 pm

Friday, May 25

Listen:

- Online narrated power point lecture of race and religion

Online discussion:

- Online discussion of race and religion via Elluminate

Required reading:

- Chaves, Chapter 2 "Diversity" (Module 3.6.3.1)
- Emerson, Chapter 10: "The (Not so Great) Color Wall of the United States." (Module 3.6.3.2.)
- Gerardo Marti. "Affinity, Identity, and Transcendence: The Experience of Religious Racial Integration in Diverse Congregations." Chapter 30 in *Sociology of Religion: A Reader* (2nd Edition), edited by Susanne C. Monahan, William A. Mirola and Michael O. Emerson. (Module 3.6.3.3)
- Emerson, Michael Oluf and Christian Smith. 2001. *Divided by faith: Evangelical Religion and the Problem of Race in America*. New York Oxford: Oxford University Press. Chapter 4 "Color Blind: Evangelicals Speak on the Race Problem" and pp. 69-91.(Module 3.6.3.4.)

Watch:

- PBS Video on Inter-racial churches.
<http://www.pbs.org/wnet/religionandethics/episodes/december-19-2008/interracial-churches/1734/> (Module 3.6.1)

Listen (Research on Religion Podcast):

- Merisa Davis on Bill Cosby and African-American Churches:
<http://www.researchonreligion.org/practioneers/merisa-davis-on-bill-cosby-and-african-american-churches> (Module 3.6.2).

Monday, May 28: Memorial Day,

- No Class but observations should be done on May 26/27

Tuesday, May 29

- Online Draft workshop of Observation Paper #1 *Instructions to be provided*

Wednesday, May 30 ****Bring paper drafts and questions on papers to class****

- In-Class theory review and feedback on paper #1

Reading Questions:

- Durkehim/Weber Review Questions

Thursday, May 31:

- Observation paper # 1 due, upload online
- Review for Test

Discussion forum:

- short summary of your observation #1

Friday, June 1: Midterm

Midterm Exam opens Friday at 9 am, closes Saturday at noon. You have 1 hour and 30 minutes to do this; once you open it the timer is on.

Monday, June 4

Watch:

- **Balmer video “Mine Eyes Have seen the Glory” more sections on Evangelicals & Fundamentalists. (Module 3.7.1). Volume 1, minutes 37-47: section on Calvary Chapel Fundamentalists. Volume 2, minutes 6-24. Volume 3, minutes 13-21 (section on Iowa State Fair and politics); minutes 21-31 (black Evangelical activism); minutes 32-36 (Tony Campolo and liberal Evangelical politics)**

Required reading:

- Wheaton College Center for the Study of American Evangelicalism. “Defining Evangelicals” http://www.wheaton.edu/isae/defining_evangelicalism.html (Module 3.7.2.2).

Blog:

- Write reaction to video

Group 5 post Reading Summaries for Online Discussion by 9 pm.

Tuesday, June 5

Listen:

- Narrated power point lecture on Evangelicals (Module 3.7.2.1.)

Required reading:

- Smith, Christian. “Resurrecting Engaged Orthodoxy” (pp. 1-20) (Module 3.7.2.4)
- Smith, Christian. “Explaining Religious Vitality in America” and “Toward a ‘Subcultural Identity’ Theory of Religious Strength” (pp. 67-119) (Module 3.7.2.5).
- Chaves, Chapter 7 “Liberal Protestant Decline” (Module 3.7.2.3).

Reading Questions:

Group 6 post reading summaries by 9 pm.

Wednesday, June 6: In-class lecture: Secularization

Power point slides on secularization

Required reading:

- Emerson, Chapter 5: “News Flash: God’s Not Dead” (Module 4.1.3.1).
- Mark Chaves “Secularization and Declining Religious Authority.” Chapter 26 in *Sociology of Religion: A Reader* (2nd Edition), edited by Susanne C. Monahan, William A. Mirola and Michael O. Emerson. (Module 4.1.3.2)/
- Berger, Peter L., Grace Davie, and Effie Fokas. 2008. *Religious America, Secular Europe? A Theme and Variation*. Aldershot, England: Ashgate. Chapter 1 and 2. (Module 4.1.3.3).

Blog:

- post on secularization

Thursday, June 7

Visit:

- <http://www.thearda.com/whoisyourgod/> And take the “God Test” and “Four Images of God” and read report (Module 4.7)

Visit:

- <http://www.thearda.com/learningcenter/learningactivities/quiz/quiz1.asp> **read the article and take the test on religion and politics (Module 4.8).**

Blog post:

- Write post on your results from either the 4 Gods test or the religion and politics test

Group 7 (Jillian and Evan) post reading summaries for online discussion by 9 pm.

Friday, June 8: Religion and Politics in the US

Listen:

- Narrated power point slide on religion and American politics via live Elluminate session (Module 4.2.1)

Online class discussion:

- Discussion about religion and politics via Elluminate

Required reading:

- Emerson, Chapter 8: “Religion and the State” (Module 4.2.2.1)

- Campbell and Putnam, Chapter 11 “Religion in American Politics” and Chapter 12 “Echo Chambers: Politics within Congregations.” Pp. 419-442. (Module 4.2.2.2.)
- Chaves, Chapter 8 “Polarization.” (Module 4.2.2.3).
- Bellah, Robert. “Civil Religion in America.” (pp. 1-14) (Module 4.2.2.4).

Group 8 (Sarah and Matt) post Reading Summaries by 9 pm on June 10

Monday, June 11

Watch:

- Watch the Video Interview with Ecklund in its entirety
 - http://edtech.rice.edu/www/?option=com_iwebcast&action=details&event=2186 (Module 4.3.4.1).

Listen:

- Listen to interview with Francis Collins on You Tube
 - http://www.youtube.com/watch?v=bYr_bO8YMQ (Module 4.3.2).
- Listen to interview with Richard Dawkins on Religion and Science:
 - <http://www.youtube.com/watch?v=5KqebPkh6qo> (Module 4.3.3.)

Required reading:

- Power point slides (Module 4.3.4).
- Elaine Howard Ecklund. *Science Vs. Religion: What Scientists Really Think*. Chapter 1 “The Real Religious Lives of Scientists,” Chapter 2 “The Voice of Science,” Chapter 3 “The Voice of Faith.” (4.3.4.1)

Recommended reading:

- Ecklund “The Religious Beliefs of Scientists”, Context Magazine (4.3.4.2)

Blog:

- Write blog on religion and science

Tuesday, June 12

- Online draft workshop for paper #2, Instructions to be provided

Group 9 (Kendra) posts reading summaries for class discussion on religion & violence

Wednesday, June 13: In-class Lecture on religious violence

Required Reading:

- Emerson, Chapter 6: “ Our God Rules (Yours Doesn’t)” (Module 4.4.2.1)
- Mark Jurgensmeyer. “Is Religion the Problem?” Chapter 41 in *Sociology of Religion: A Reader* (2nd Edition), edited by Susanne C. Monahan, William A. Mirola and Michael O. Emerson. (Module 4.4.2.2.)
- Pew Forum, Global Restrictions on Religion Report. December 17, 2009. <http://pewforum.org/Government/Global-Restrictions-on-Religion.aspx> (Module 4.4.2.4.)

Visit:

- <http://www.thearda.com/learningcenter/learningactivities/quiz/quiz5.asp> **read the article about religious freedom and take the quiz.** (Module 4.9)

Class activity:

- questions on paper # 2

Blog:

- Write blog on religious violence or religious freedom

Thursday, June 14

Required reading:

- Read power point slides on Faith Makes Us Live (Module 4.5.2)
- Read power point slides on religion & immigration (Module 4.5.3)
- Emerson, Chapter 11: “Who Brought the Enchiladas to My Bar Mitzvah?” (Module 4.5.3.1).
- Margarita A. Mooney. *Faith Makes Us Live: Surviving and Thriving in the Haitian Diaspora* (University of California Press, 2009). Chapters 1 & 3 (Modules 4.5.3.2 **and** 4.5.3.3)

Listen:

- Podcast on Faith Makes us Live
 - Research on Religion Podcast. Margarita Mooney on Haitian Immigrants’ in Miami, Montreal and Paris:
<http://www.researchonreligion.org/uncategorized/margarita-mooney-on-religion-haitian-immigrants> (Module 4.5.1)

Blog:

- Write blog post on Mooney’s book “Faith Makes Us Live”

Friday, June 15:

Listen:

- Narrated power point slides on religion & social change (Module 4.6.3)

Class discussion:

- Discussion about religion & social change via Elluminate

Required reading:

- Emerson, Chapter 7: “Does Religion Block or Encourage Social Change?” (Module 4.6.3.1).
- Wood, Richard. “Faith-Based Organizing in Action: The Local Organizing Committee at Saint Elizabeth Catholic Church” (pp. 23-54) (Module 4.6.3.2.)
- McRoberts, Omar. Selections from *Streets of Glory: Church and Community in a Black Urban Neighborhood*. “The Street: Clergy Confront the Immediate Environment” (pp. 81-99), “Changing the World: Church-Based Activism” (p. 100-121). (Module 4.6.3.3).

*****Final Papers due June 17 instead of June 15.**

June 17

*****Upload Final Papers on Sakai.**

June 18:

Final Exam opens on June 18 at 9 am and closes at 9 pm on June 18.

	Monday (online)	Tuesday (online)	Wednesday (classroom) 1:15-2:45	Thursday (online)	Friday (Illuminate) 1:15-2:45
Week 1	Read: readings for the day Listen: podcast or narrated Power points Watch: movie / youtube DF: discussion forum Blog: post by midnight RQ: Reading Questions under assignments Illuminate: on Sakai	May 15 — IN CLASSROOM Module 3.1.1—3.1.2 Do: take ARDA quiz Read: Pearce & Denton, Huffington Post, read forum posts of classmates DF: Class Introductions Blog: about ARDA quiz, bring results to class	16 Lecture on Sociology Module 3.1.3.-3.1.4 & All of 2.1 Read: Chaves, Intro & Ch 3 Mills, Fields, Pals. RQ: Durkheim assignment activity: assign groups	17 Watch <i>Mine Eyes Have Seen the Glory</i> 0-20 minutes. Listen: Research on Religion Podcast (Module 3.2.2.) Blog: Respond to movie Group 1 posts summaries	18 Online lecture/discussion Listen: Narrated PPT Read: Chaves ch 5 (from text) Ellingson (3.2.3.2.) Chaves ch 30 from <i>Sociology of Religion</i> (PDF) (3.2.3.3.) RQ: Megachurches questions Illuminate 1:15-2:45
Week 2	21 Online lecture: Weber Read: Online notes (2.2) Chaves ch 4 <i>Involvement</i> (3.3.1-2).; Pals ch on Weber (2.2.9.1) Pals Selections from Weber (2.2.9.2.) RQ: Weber assignment	22. Watch: Mine Eyes Have Seen the Glory on African American Pentecostalism; (Module 3.7.1). Blog: post on video Group 2 posts summaries	23 Lecture on Marx/Alienation. Read: Pals on Marx (2.3.6.1.) , Pals selections from Marx, (2.3.6.2.) Nelson “Sacrifice of Praise,” (3.4.1) Griffith, “God’s Daughters;” (3.4.2) Watch: Manifestoon (2.3.5) RQ: Marx, Griffith, Nelson Group 3 posts summaries	24 Online Lecture Listen: narrated PPT on Youth and Religion Read: Pearce and Denton, ch 1 & 6 Watch: <i>Soul Searching</i> , re-search based on NSYR RQ: Youth and Religion Group 4 posts summaries	25 Online Lecture/Discussion Listen: Narrated PPT on race; (3.6.3) and Merisa Davis on Bill Cosby (3.6.2) Read: Chaves ch 2 “Diversity;” Emerson 10, Marti ch 30, Emerson “Color Blind” pp 69-91. (Modules 3.6.3.1-4). Watch: Interracial churches PBS
Week 3	28 NO CLASS Observe, draft papers by Monday	29 Online Draft Workshop of Observation paper #1 Office hours	30 In-Class review and feedback on paper #1 RQ: Weber & Durkheim review Sam’s Office hours 3-4	31 Review for Test <u>Paper 1 DUE upload online</u>	EXAM 1 (MIDTERM) Friday at 9—Saturday at noon
Week 4	4 Online lecture (3.7.2.1.) Read: Wheaton College “Defining Evangelicals” (3.7.2.2) Watch: Mine Eyes Have seen the Glory (3.7.1) Blog: video reaction Group 5 posts summary	5 Watch: Balmer video (3.7.1) Read: (3.7.2.3-5) Smith, pp 1 - 20, 67-119. Chaves ch 7 (Liberal Protestant decline) ; Listen: Evangelicals and Racial Attitudes. (3.7.2) RQ: Evangelicals Group 6 posts summaries	6. Lecture on Secularization (4.1.1) Read: (4.1.3.1-3.) Emerson ch 5 News Flash , Chaves 26 , Berger “Religious America, Secular Europe?” ch 1 & 2. Blog: post on secularization	7 Activity: ARDA “God Test”; “Four Images of God” & read report; Visit the ARDA take learning center quiz and read article (4.7 & 4.8) Blog: Results from quiz Group 7 (Jillian and Evan) posts summaries	8 Online lecture, discussion Listen: Narrated PPT (4.2.1) Read: Emerson ch 8; Campbell and Putnam, Chaves ch 8, Bellah (4.2.2.1-4). RQ: Religion & American politics Group 8 (Sarah & Matt) posts summaries
Week 5	11. Listen: 4.3.2-3 Read: Ecklund, Science v. Religion chs 1-3; slides. (4.3.4 & 4.3.4.1) Watch: 4.3.4.1 Blog: religion/science Office hours	12 Online draft workshop for observation #2 Group 9 (Kendra) posts summaries	13 Religion & Violence Lecture Read: Emerson ch 6; Pew Forum report . (4.4.2.1-2). Visit: the ARDA article, quiz on religious freedom (4.9) Blog: Write on religious violence or religious freedom	14 Read: PPT slides, Emerson ch 11; Mooney ch 1 & 3; (4.5.2-3) & (4.5.3.1-3) Listen: Research on Religion Podcast (Mooney on Haitian Immigrants) (4.5.1) Blog: Faith Makes us Live	Papers due June 17th Final Exam June 18th