

## *McChristianity: Globalization and Religion*

REL 330D, Section 001 – Fall 2015

**Meetings:** T/R, 3:40 – 5:30 p.m., Ladd Hall 107

**Instructor:** Dr. David J. Howlett, Visiting Assistant Professor of Religion, dhowlett@skidmore.edu

**Office Hours:** Monday, 1:00-2:30 p.m.; Wednesday, 1:00-2:30 p.m., or by appointment  
205B Ladd Hall, (518) 580-8404 (office)

**Course Description:** This course investigates case studies from Hinduism, Christianity, and Islam that illustrate or complicate prevailing theories of globalization. With a historical focus that begins after WWII, we'll encounter diverse peoples like a hugging Hindu saint in India who advocates for feminism, Congolese charismatic Christians worshipping in once empty London cathedrals, and Chicago Muslims who sell Halal meat at an eco-food cooperative. We'll discuss subjects like the emergence of various religious "markets" in Communist China, the creation of ISIS in the Middle East, and American pastors who have influenced the creation of anti-LGBT legislation in Uganda. Together we'll analyze how religions shape and have been shaped by the larger cultural, political, and economic processes of connection, coercion, and consent that scholars call globalization.

**Course Goals:** Students will leave this class with

- a familiarity with major pilgrimage practices within selected world religions and new religious movements.
- an appreciation for the diverse religious uses of pilgrimage for personal, social, and political ends.
- an ability to critically engage debates on "pilgrimage" as a useful category for academic analysis, and, thus reflect upon academic classification more generally.
- an ability to engage secondary and primary historical sources in an original research paper.

<b><u>Final Class Grade:</u></b>	Book Review	20%
	Final Research Paper (6 component parts)	65%
	Attendance/Class Participation	5%
	Daily Questions/Journal Activity	10%

**Book Review:** Students will complete a book review of one of three scholarly texts assigned in class. A separate sheet detailing this assignment is attached.

**Final Research Paper:** Students will complete an original research paper of twelve to fifteen pages in length. This assignment is broken into six parts: initial research proposal, annotated bibliography, a draft of your paper, a critique of another student's paper (done anonymously), a Power Point presentation of your research (a "*PechaKucha*"), and the final paper itself. A separate sheet detailing this assignment is attached.

**Attendance and Participation:** Your attendance and participation grade consists of two components: leading a class discussion and regular attendance. First, each class will have a daily question or exercise that students are expected to complete at the beginning of each class. Daily questions will be collected at the midpoint of the semester and at the last class of the semester.

Second, students are expected to participate in class discussions. This means that students will come to class with notes from the readings and be ready to ask questions or lead the class in a discussion. In the course of the semester, each student will be randomly asked to lead the class in a discussion on one of the articles from the week. The student will be expected to lead the discussion for fifteen minutes without any intervention from the instructor. No student will be expected to lead a discussion on the week when his or her book review is due. Third, students are expected to attend every class, arriving on time. If a student is ten or more minutes late, he or she will be counted as absent, even if he or she attends the rest of class. If a student misses four classes, his or her grade will automatically be dropped by one letter grade. If a student misses six classes, he or she may be expelled from the course.

**Daily Questions/Journal Activity:** To facilitate engaged learning, better discussions, and better comprehension of the material, each class will have a daily question or exercise that students are expected to complete at the beginning of each class. Daily questions will be collected at the midpoint of the semester and at the last class of the semester. In addition, you will also keep a journal of insights from the material you read. A sheet outlining the requirements and rationale for this journal is attached to this syllabus. A template for the journal should be downloaded from Blackboard. I will conduct spot checks of your journal every two weeks during our class session break (we divide our two hours together into two sessions every time). Please print out bring your journal to class with you every day.

**Assessment of Student Work:** Students will be subject to a standard grading scale as follows:

A+	97-100
A	94-96
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	60-66
D-	56-59
F	55 and below

There is no curve for this class. A student will receive the grade he or she earns. There is no curve for this class. A student will receive the grade he or she earns.

## **Classroom Procedures and Policies:**

**Academic Dishonesty:** Skidmore College's *Academic Integrity Handbook, 2012-2013* defines plagiarism and its consequences as follows:

PLAGIARISM: Presenting as one's own the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging his or her academic, scholarly, or creative indebtedness, and the consequences for violating the Skidmore Honor Code. The Academic Integrity Board and the Board of Review will not regard claims of ignorance, of unintentional error, and of academic or personal pressures as an adequate defense for violations of the Honor Code.<sup>1</sup>

Further information on the college-wide policy on plagiarism and proper citation methods may be found on pages 14-26 of *The Academic Integrity Handbook*.

**Late Assignment Policy:** Any paper not given to the instructor in person by the student on the due date is late and will have its grade automatically dropped by one full letter grade. A student will have forty-eight hours to e-mail the instructor a copy of the late paper. (The student must still submit a hard copy.) Any paper that is not given to the instructor within forty-eight hours of the due date will not be accepted, and the offending student will receive a zero for that assignment.

**Accommodations for Disabilities:** If you are a student with a documented disability and need an approved accommodation for this course, please see me in private or e-mail me about the agreement that has been worked out with the Coordinator for Students with Disabilities.

**Work Expectations:** Students should expect nine to ten hours of outside preparation work for class each week. On written assignments, successful students distribute their workloads over the course of a week rather than cram their writing into the night before the due date. Be a successful student.

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<sup>1</sup> *Academic Integrity Handbook, 2012-2013* (Saratoga Springs, New York: Office of Academic Advising--Skidmore College, 2012), 17.

**Textbook** (available for purchase at the Skidmore Shop)

- Manfred B. Steger, *Globalization: A Very Short Introduction* (New York: Oxford University Press, 2013).  
**ISBN:** 978-0199662661

**Books to Review** (choose one)

- Amanda J. Lucia, *Reflections of Amma: Devotees in a Global Embrace* (Berkeley: University of California Press, 2014).  
**ISBN-13:** 978-0520281141

**-OR-**

- Olivier Roy, *Globalized Islam: The Search for a New Ummah* (New York: Columbia University Press, 2004).  
**ISBN-13:** 978-0231134996

**-OR-**

- Henrietta Harrison, *The Missionary's Curse and Other Tales from a Chinese Catholic Village* (Berkeley: University of California Press, 2013).  
**ISBN-13:** 978-0520273122

## SCHEDULE OF WEEKLY TOPICS & STUDENT READING ASSIGNMENTS

*McChristianity: Religion and Globalization*  
REL 330D, Section 001 - Fall Semester 2015

All assignments are to be read before Tuesday or Thursday's class. The instructor reserves the right to make changes to the reading schedule. Should changes be made, students will be informed in advance.

**WEEK 1**      Course Introduction

(9/10)

Topics:      Course outline

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### **Prologue: What is Globalization?**

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**WEEK 2**      Dimensions of Globalization

(9/15 – 9/17)

Readings:      1) Manfred B. Steger, *Globalization: A Very Short Introduction* (New York: Oxford University Press, 2013), 1-73 (note: very small pages).

2) Steger, *Globalization*, 74-137.

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**WEEK 3**      Theories of Globalization and/of Religion

(9/22 – 9/24)

Readings:      1) Robert Wuthnow, "Four Faces of Globalization: Debating Heterogeneity and Inequality" in *Boundless Faith: The Global Outreach of American Churches* (Berkeley: University of California Press, 2010), 62-94.

2) Thomas J. Csordas, "Introduction: Modalities of Transnational Transcendence," *Anthropological Theory* 7.3 (2007): 259-272.

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### **Unit I: Selves and Societies**

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**WEEK 4**      Transformations of the Self      **Book Review: Roy, *Globalized Islam* (10/1)**

(9/29 – 10/1)

Readings:      1) Joel Robbins, et. al. "Evangelical Conversion and the Transformation of the Self in Amazonia and Melanesia: Christianity and the Revival of Anthropological Comparison," *Comparative Studies in Society and History* 56.3 (2014): 559-590.

2) Olivier Roy, "The Triumph of the Religious Self," in *Globalized Islam: The Search for a New Ummah* 148-200. [Book review: *Globalized Islam*]

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**WEEK 5**      Gender and Sexuality

(10/6 – 10/8)

**Book Review: Lucia, *Reflections of Amma* (10/8)**

- Readings:
- 1) Marcia Oliver, “Transnational Sex Politics, Conservative Christianity, and Anti-gay Activism in Uganda,” *Studies in Social Justice* 7.1 (2013): 83-105.
  - 2) Amanda J. Lucia, “Congregational Dynamics: Growing Pains En Route to the Particular to the Universal,” *Reflections of Amma: Devotees in a Global Embrace* (Berkeley: University of California Press, 2014), 182-225.

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**WEEK 6**      Globalization and Religious Conflict

(10/13 – 10/15)

**Research Topic Due (10/13)**

- Readings:
- 1) Andrea R. Jain, “Who Is to Say Modern Yoga Practitioners Have It All Wrong?: On Hindu Origins and Yogaphobia,” *Journal of the American Academy of Religion* 82.2 (2014): 427-471.
  - 2) Chad Bauman, “Hindu-Christian Conflict in India: Globalization, Conversion, and the Coterminal Castes and Tribes,” *Journal of Asian Studies* 72, no. 3 (2013): 633-53.

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**Unit II: Global Flows and Exchanges**

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**WEEK 7**      The Power of Media

(10/20 – 10/22)

- Readings:
- 1) Thomas G. Kirsch, “Ways of Reading as Religious Power in Print Globalization,” *American Ethnologist* 34.3 (2007): 509–20.
  - 2) Jonathan D. James, “Hindu Televangelism: The Economics of Orthopraxy” in *McDonaldisation, Masala McGospel, and Om Economics: Televangelism in Contemporary India* (Sage, 2010), 115-132.
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**WEEK 8**      The Global-Local Nexus

(10/27 – 10/29)

**Book Review: Harrison, *The Missionary's Curse* (10/27)**

- Readings:
- 1) Henrietta Harrison, "Introduction," "The Village since 1980," excerpt from "Conclusion" in *The Missionary's Curse and Other Tales from a Chinese Catholic Village* (University of California Press, 2013), 1-12, 172-198, 207-209.
  - 2) Thomas J. Csordas, "Global Religion and the Re-Enchantment of the World: The Case of the Catholic Charismatic Renewal," *Anthropological Theory* 7.3 (2007): 295–314.

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**WEEK 9**      Global Consumer Culture and Religion

(11/3 – 11/5)

**Annotated Bibliography Due (11/3)**

- Readings:
- 1) Sarah E. Robinson, "Refreshing the Concept of Halal Meat: Resistance and Religiosity in Chicago's Taqwa Eco-Food Cooperative," in *Religion, Food, and Eating in North America*, eds. Zeller, et. al. (New York: Columbia University Press, 2014), 274-293.
  - 2) Elif Izberk-Bilgin, "Infidel Brands: Unveiling Global Alternative Meanings of Global Brands at the Nexus of Global Brands, Consumer Culture, and Islamism," *Journal of Consumer Research* 39.4 (2014): 663-687.

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**Unit III: Transnational Religions, Publics, and Nation States**

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**WEEK 10**      Publics and Cosmopolitanism

(11/10 – 11/12)

- Readings:
- 1) Elizabeth Pritchard, "Pilgrimage and Publics: The Case of Taize," *Anthropological Theory* 15.1 (2015): 68-91.
  - 2) Joseph Hill, "The Cosmopolitan Sahara: Building a Global Islamic Village in Mauritania," *City & Society* 24.1 (2012): 62-83.
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**WEEK 11**     Religion, (Trans)nationalisms, and Diasporas

(11/17 – 11/19)

- Readings:
- 1) John R. Bowen, “Does French Islam Have Borders? Dilemmas of Domestication in a Global Religious Field,” *American Anthropologist* 106.1 (2004):43-55.
  - 2) David Garbin, “Regrounding the Sacred: Transnational Religion, Placemaking and the Politics of Diaspora among Congolese in London and Atlanta,” *Global Networks* 14.3 (2014): 363-382.

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**WEEK 12**     Professor Howlett at American Academy of Religion Meeting, Thanksgiving Break  
**Rough Draft Due by Email Attachment (11/24)**

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**WEEK 13**     Political Change and Transnational Religions

(12/1 – 12/3)

**Peer Review of Essay Due (12/3)**

- Readings:
- 1) Jeffrey Haynes, “Transnational Religious Actors and International Politics,” *Third World Quarterly* 22.2 (2001): 143–58.
  - 2) Elizabeth Shakman Hurd, “International Religious Freedom,” in *Beyond Religious Freedom: The New Global Politics of Religion* (Princeton: Princeton University Press, 2015), 37-64.

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**WEEK 14**     Student *Pecha Kucha* Presentations

(12/8 – 12/10)

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**FINAL RESEARCH ESSAYS – Due on 12/17 by email attachment at noon.**

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## Writing a Book Review

A book review is not simply a book summary. Instead, a book review summarizes an author's main argument, highlights an author's contribution, and critiques an author's work (that is, a book review analyzes an author's strengths and weaknesses). A good book review is approximately 1,000 words in length. While you may use some creativity in how you organize and compose your book review, try to use the following guidelines.

Title your review as follows:

*Name of Book*. By Name of Book's Author. Place of Publication: Press of Publication, Year of Publication. Pp. xi [for forward, if applicable], 514 [total pages, including index and endnotes]. Reviewed by Your Name Here.

In your first paragraph, you should quickly tell your reader the subject matter of your book. You may also very briefly alert your reader to the background of the author. Is the author a new scholar, an independent scholar, a tenured professor? By the end of the first paragraph, you need to let your reader know the book's main thesis. You may also try to fit the author's work into a larger framework. In other words, relate how the reviewed text answers particular historiographical questions, concerns, or trends.

In your body paragraphs, you should briefly summarize the author's arguments. This summary should not be a blow-by-blow description of the work; instead, highlight the main points of the author's work and the insights that this work brings to the field.

Next, provide a summary of the reception of the author's work. You should consult and cite several book reviews by scholars in peer-reviewed journals. Use Chicago-Turabian-style footnotes for any citations. Actual published book reviews rarely (if ever) cite other reviews, but you will benefit from reading and summarizing the critiques of others. You may find book reviews for each work through the online databases ATLA and JSTOR.

Once you have documented the book's critical reception, you should offer your own critique. You might want to assess the author's work in the light of some of the following questions. Is the work well-documented? Has the author used questionable sources or made hasty interpretations? Do you find major logical faults with her/his arguments? Does academic jargon obscure the author's argument? When you make such arguments, do not clutter your text with "I think. . ." or "in my opinion." Do not be tentative. Be bold and make strong arguments. However, always try to be fair.

Finally, summarize the contribution the reviewed work makes to the broader field of Native studies or religious studies. What does this work help scholars understand in general? At this point, you may also make suggestions about the text's suitability for various reading audiences. Should this text be used in undergraduate survey courses, upper-level undergraduate classes, graduate courses, or simply by specialist historians? Conclude with a final recommendation on the book. Is this work definitive or is there much more to be studied? Does the work make a stunning contribution, or is the work so seriously flawed as to merit little notice?

**Stylistic format:** double-spaced, times-new roman font, one-inch margins, no page number on first page, all other pages numbered at the bottom (centered)

**Due date:** Varies by text chosen; consult the syllabus

## Research Essay

As part of your final grade, you will write a twelve- to fifteen-page double-spaced research paper drawn from primary and secondary sources. Your topic may be on anything related to the course, but it must be approved in consultation with me. This is your chance to investigate a topic that fascinates you in an in-depth manner; seize your opportunity!

To help you succeed in this project, the following schedule spreads out your work load over the course of the semester.

**October 13** —Your proposed topic is due with a one- to two-paragraph explanation of what you want to investigate. (10% of Research Essay grade.)

**November 3** —A typed, annotated list of five to six printed secondary sources (articles, book chapters, or books) is due. (15% of Research Essay grade.)

**November 24** —A draft of your research paper is due at this time.

**December 3** —Your evaluation of another student's research paper is due. You will be given a rubric to evaluate the other student's paper. Your evaluation of the student's work will count as 5% of the other student's grade. Failure to complete this assignment will mean that you will lose 5% of your grade and the student you evaluate will be granted a full 5% mark on the assignment.

**December 8 or 10** —You will present a seven-minute Power Point slide presentation about your research. You will be limited to only 20 slides and may spend no longer than 20-seconds per slide. This type of presentation is known as a *Pechakucha*, and you may find examples of this kind of presentation at <http://www.pecha-kucha.org/>. (10% of your Research Essay grade)

**December 17** — Your research paper is due. Late papers will be assessed a full letter-grade deduction for every day after this due date. (60% of your Research Essay grade)

All papers should be written in double-spaced, twelve-point Times New Roman font with Chicago Turabian-style footnotes. Please also include a title page with your name, date, class, and title for your work. Do not place your name on any of the following pages. Number your body pages with a centered page number at the bottom of your text. All submissions should be by e-mail in MS Word format. I will return your papers with my comments by e-mail.

## Insights about Globalization and Religion: A Journal Activity

### **The Assignment:**

In your research essay for the course, you will be asked to analyze a topic of your own choosing by deploying some of the theories or insights from the scholars you encounter in class (or elsewhere). To facilitate your engagement with the wider scholarly literature on globalization, you will need to do the following with each reading from each class period.

- **First**, you need to find and type out **two quotes** from the author that you found helpful. After the quote, include the author's name and a shortened version of the title, along with the page number.
- **Second**, you need to **write one to two sentences explaining** why these are useful concepts. As you do so, you need to type these into a document that I will send to you in MS Word format.

### **Further Rationale for the Assignment:**

- Once you begin writing your research essay, you should read through all of your quotes. Some you will find helpful, others you will not find applicable. Several undoubtedly will find their way into your essay. Thus, this activity will likely have a direct impact on your theory section for your essay.
- This activity is intended to help you be more organized in your research, and this can apply to courses across the curriculum.
- Furthermore, this activity will undoubtedly aid in your comprehension of the sometimes difficult reading assignments. Studies have shown that any written reflection on an assigned reading aids in better student comprehension of that piece.
- Finally, since each student will be asked to lead a discussion without her prior knowledge, this assignment assures that you will have two very good quotes that might be the basis for two of the three questions you are required to ask when you lead a discussion.

### **Journal Assessments:**

Every two weeks, I will spot check your document during our class break to ensure that you are completing this assignment. This means that you need to print out and bring with you your compiled document during each class period.