Our overall goal: To explore how various cultures have used religion in an attempt to resist the hegemony of Western modernity.

Who is modern? Who is not and why not? What is it to be modern?
Sept 7 Introduction & issues in learning

Sept 9 Where do you excel? http://www.vark-learn.com
The Great Western Transmutation: Hodgson (in Reader)

Sept 14 European impact - modernity: Hodgson (in Reader)

Ritual Resistance—CAPITALISM
Sept 16 Catherine Albanese, from America, Religions and Religion (in Reader)
John Neihardt, Black Elk Speaks, ch. 1 (“The Offering of the Pipe” thru ch. 5 (“At the Soldiers’ Town”), and ch. 7 (“Wasichus in the Hills”

query 1: Demonstrate your understanding of the six elements of modernity by giving an example of each from media reports about specific cultures or sub-cultures. — THIS QUERY IS MANDATORY

Sept 21 John Neihardt, Black Elk Speaks, chs. 10 (“Walking the Black Road”) thru 12 (“Gandmother’s Land”) and chs. 19 (“Across the Big Water”) thru Author’s Postscript.
James Mooney, from The Ghost-Dance Religion… (in Reader)
Vine Deloria, Jr., “Introduction” (in Neihardt)
Mary Crow Dog, from Lakota Woman (in Reader)

Sept 25 John Neihardt, Black Elk Speaks, Appendix 2, “Comparison of the Transcript and Draft for the Origin of the Peace Pipe” (READ FIRST!)

The Scientific Challenge—TECHNICALISM & EMPIRICISM
Sept 28 Edward Grant, “Science & Theology in Middle Ages” (in Reader)®
Martin J.S. Rudwick, “The Shape and Meaning of Earth History”

query 2: In what ways does the news media depict Native Americans as modern? In what ways does it not?

Sept 30 Lawrence & Lee, Inherit the Wind, all ®
4.15 pm lecture by Eliza Kent
Oct 5  Fundamentalism: Martin Marty, "A Season of Conflicts" (in Reader)  
Scopes trial: Edward Larson from Summer of the Gods (in Reader)  
8 p.m. Wednesday night at the movies: “Evolution: What About God?”

Iran and the United States – perceptions of difference  
Oct 7  Reader: "Iran"  
Beeman, chs. 1-3, 5-6

Oct 12  Beeman, chs. 7-9  
**query 3:** According to news sources, in the last decade, what social dangers have creationists sought to combat while denying evolution? What social dangers do evolutionists find in creationism?

Oct 14  class cancelled due to conference  

Oct 19 Fall Break – yeeeweeeeeeehhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhh

Oct 21  Beeman, chs. 4, 10-11

Veiling – INDIVIDUALISM  
Oct 26  “Concealing and Revealing Female Hair” by Ashraf Zahedi (in Heath volume)  
“Dress Codes and Modes” by Aisha Lee Fox Shaheed (in Heath volume)  
Researching a paper: discussion with research librarian Kendall Hobbs

Oct 28  “The Veil” by Marjane Satrapi (in Heath volume)  
“I Just Want to Be Me” by Pamela K. Taylor (in Heath volume)  
“From Veil to Veil” by Sherifa Zuhr (in Heath volume)  
“On the Road” by Maliha Masood (in Heath volume)  
“Virtue and Sin” by Rita Stephan (in Heath volume)  

Nov 2  *In-class film: “Paradise Lies at the Feet of Our Mother”*

Nov 4  “That (Afghan) Girl!” by Dinah Zeiger (in Heath volume)  
“Burqas and Bikinis” by Kecia Ali (in Heath volume)  
“Shattered Vessels That Contain Divine Sparks” by Barbara Goldman Carrel (in Heath volume)  
“He hath couerd my soule inwarde” by Désirée G. Koslin (in Heath volume)  
“The Amish Veil” by Jana M. Hawley (in Heath volume)

*RAW paper outline and bibliography due by 3 p.m.*
State of Resistance – NATIONALISM

Nov 9
“Sketch Map of India, c. 1929” (in Reader)
“Select events in Mohandas Gandhi’s life” (in Reader)
Gandhi, Intro, Part I to Part II, ch. XI

query 4: Are Muslim cultures incompatible with modernity? Use only news sources from the Muslim majority countries you discuss.

Nov 11
Gandhi, Part II, ch. XII to Part III, ch. XXIII (NOT II:XIX, XXIII)

Nov 16
Gandhi, Part IV (all) (except: IV: VI-VIII, XII, XV-XVIII, XX-XXII, XXXV-XXXVII, XL-XLVII)

Nov 18
Gandhi, Part V (all) and Farewell (except: XI, XIII, XVII, XIX-XXI, XXIV, XXXVII-XXXVIII)
V.S. Naipaul, “The Colonial” (in Reader)

Problems of SECULARISM

Nov 23
from Wright, “Davidians and Branch Davidians,” pp. 20-42
“The Davidian Tradition” pp. 45-74
“Breaching the Walls of Separation,” pp. 299-322

query 5: Adopt Gandhi’s voice and – using only current Indian news sources – judge how successfully India has resisted the elements of modernity about which he cautioned.

November 24-28 Thanksgiving Break

Nov 30
from Wright, “Religious Discourse and Failed Negotiations” pp. 263-281
"Cops, News Copy, & Public Opinion” pp. 177-204
"Public Narratives and the Apocalyptic Sect" pp. 205-235

Your investigations
Dec 2
Recommendations of Experts for Improvements in Federal Law Enforcement After Waco (in Reader)
In class film: “Rules of Engagement”

Dec 2, Thursday RAW paper due by 3 p.m.

Dec 7
Topic One: Modernity—protagonists, antagonists, & accommodationists
Topic Two: Is modernity destroying religion?

Dec 9
summary & review

Friday, Dec 17, 9 am-noon: Final learning opportunity
Required texts
William O. Beeman, *The “Great Satan” vs. the “Mad Mullaks”* (0226041476)
Mohandas Gandhi, *My Experiments with Truth* (0807059099)
Robert Lee, *Inherit the Wind* (0345501039) Ballatine
John Neihardt, *Black Elk Speaks* (0803283857) (ONLINE VIA OLIN)
Stuart Wright, ed. *Armageddon in Waco* (0226908453)

All of the texts above are also on Reserve in the library

Reader (available at It’s Only Natural, Main Street, downtown Middletown)

Course objectives
This course attempts to provide the following for students:

(A) Familiarity with the dynamics of modernity and Western hegemony.
(B) Awareness of the role of religion in various cultures and a critical perspective toward mainstream American understandings.
(C) Refinement of ability to critically engage and interpret texts and other cultural expressions.

Class participation
This constitutes the most important part of the class because of the opportunity it affords you to discuss the issues that are of concern to you and hear those of others. **Class attendance is mandatory** and students are expected to be punctual. Students who plan to miss class due to a religious holiday must notify the professor two weeks in advance.

The class presentation: Each student will be responsible for initiating discussion for one class. S/he will accomplish this through a five-minute (ONLY!) presentation that analyzes any aspect of the day’s reading in the context of previous class readings, lectures, or conversations. Analysis requires original thought (such as using an idea from one reading to understand another) and is not a synopsis of the reading. The student will conclude their presentation with a single, insightful question intended to prompt conversation. **No outside readings** should be used. This question must be emailed to the professor at least three hours before the beginning of class.

Classroom etiquette
Our time together is an opportunity to forge an environment and community of learning. The more focused and respectful we are of that time and place, the more intense our experience and the greater the possibilities for discovery. To that end, please observe the following courtesies during class.

- Disagree with your classmates and professor, but do not disrespect any of them.
- Have no communication with anyone outside of class during class.
- Please do not leave the room unless in case of emergency.
- If you’re loquacious, be mindful of allowing others the chance to speak; if you’re the strong silent type, rise to the occasion of helping carry the conversation.

While the use of computers is allowed, should they distract the class or be used for any purpose unrelated to the course, all computers will be disallowed.
Query responses
Students choose to answer three of the five queries: (a) number 1, (b) one from numbers 2 & 3, and (c) one from numbers 4 & 5. These allow students the opportunity to fuse their class study with analysis of world events and communities while refining the ability to write succinctly. Using four to six examples from the appropriate news media, answer the question in an argumentative format with particular emphasis on analysis. Each response must be only 600-700 words long and must be accompanied by copies of the news sources utilized or, in the case of electronic sources, list the links. No quotation is allowed. Each is due at the beginning of class on the date listed.

It is strongly advised that students follow a news source daily with an eye on the next query they expect to answer. Studies have shown that examples are easier to find over the period of several weeks than the night before the query response is due. Please note the free copies of The New York Times available around campus.

NOTE: All written work must:
• be printed in 12-point font
• have the name of the student written on the back of the last page
• be printed double-sided when possible
• have the page numbers noted for all references to class readings

RAW Papers
Each student will write one research, analysis, and writing (RAW) paper (2200-2600 words) on any approved topic that examines a specific example of the societal use of religion to resist some dimension of modernity. Examples and sources must be other than those we’ve investigated in class. The topic should be discussed with the teacher before work begins. Papers allow you an opportunity to explore personal interests and develop writing skills. These papers must be entirely original, fully footnoted, and include a bibliography. They are graded for both style and content. An outline with thesis statement and annotated bibliography of the paper is due at by 3 p.m. on November 4. Papers are due by 3 p.m. on December 2. Students who fail to submit on time their outline, bibliography, or paper will lose points from their final paper grade. BE SURE THAT YOU UNDERSTAND THE RULES of PLAGIARISM. PLAGIARISM CAN RESULT IN AN IMMEDIATE FAILING GRADE. Please write your name only on the back of the last page and do not bother with a cover page. All papers must be submitted to Turnitin.com.

Roundtables
The two roundtables will provide a final opportunity for us to discuss the issues of religion and modernity we have considered throughout the class. Half the class will act as recorders, observing and assessing the conversation of the other half who will be divided into groups taking predetermined positions. Students in these groups must be prepared to argue and defend their positions.
Learning Opportunity
One exam will provide you the opportunity to assimilate the material discussed over the previous weeks and demonstrate your particular views. This opportunity will occur at the time and date determined by the Registrar during final exam week. The exam day is fixed and cannot be altered.

Basis of grade
Of the 1000 points which compose a grade, participation constitutes 100 points, each query response 100 points, roundtable participation 100 points, the final learning opportunity 200 points, and the RAW paper 300 points.

Accommodations
Wesleyan University will make reasonable accommodations for persons with documented disabilities. Students should provide documentation and schedule an appointment with the Office of the Dean of the College at least two weeks before services are needed. In each class where a student requests academic accommodations, the student must meet with the faculty member teaching the course at least one week prior to the requested accommodation. PLEASE! do not hesitate to discuss with me your needs for any accommodation.

Honor System
Students are expected to abide by the Honor System in regard to all work and participation in this class. For details, see www.wesleyan.edu/acaf/policy/sc_honor_system.htm

Editorial marks
Note: Although many comments made on your paper mark mistakes that affect your grade, others simply offer suggestions for writing improvement or further reflection and do not mark mistakes.

gen use gender inclusive language

@c’n contraction: do not use any

par use a parallel construction

cap capitalization mistake

awk awkward: reword

^ insert here

? meaning unclear

sp spelling mistake

a lien delete character

alieninvasion insert space

¶ make this a new paragraph

<— run together

x y exchange x for y

inc incomplete sentence

rep repetitious: avoid the overuse of the same word or sentence structure

trans transition: sentences and paragraphs should flow into one another

cons consistency: be consistent in plurality, tense, capitalization

Multiple mistakes of the same kind may be circled but not labeled.