

COLLEGE OF CHARLESTON
RELIGIOUS STUDIES 215
“RELIGION AND GLOBALIZATION”
SPRING SEMESTER, 2018
TR 12:15-1:30; ED CENTER 103

Instructor: Eugene V. Gallagher, gallaghergv@cofc.edu; Office: TT by appointment.

Description: This course provides an introduction to the academic study of religion by focusing on various dimensions of the contemporary globalization of religion. In its first section it will provide a basic orientation to the descriptive and analytical concepts of "religion" and "globalization" as they are used in current academic and popular discourse. In its second section, it will concentrate on three case studies that will treat aspects of Christianity, Islam, and Rastafari in the contemporary world.

The Purpose of Class Sessions

I view the classroom as a site for the provisional making and testing of knowledge. The readings provide us with the raw material for our attempts to make and test knowledge through asking questions, entertaining hypotheses, venturing comparisons, and trying out interpretations. Accordingly, class sessions will not be devoted to a simple review of the reading. Beyond making sense *of* what we read together, we will strive to make sense *with* it. The central question will always be: what can we make, together, with the material provided by this reading. *Consequently, your unfailing attendance, active participation, careful listening, and considered verbal contributions to class sessions are all essential elements of the course. Each of us is as essential to the success to the course as the other.*

Goals for the Course

It may help to conceive of our general task as involving three interrelated operations: *description* (“what is it”), *analysis* (“how does it work”) and *interpretation* (“what does it mean” or “why does it matter”). Effective description involves the marshaling of appropriate evidence and the preliminary sifting, sorting, and organization of it. Effective analysis involves the identification in the evidence of salient relationships, generative principles, and crucial problems; it seeks to identify the dynamics of a religious movement, an individual life, or a particular incident. Effective interpretation involves making the material interesting, important, and significant by relating it to broad questions in human life and substantial issues in the study of religion. It also involves discerning and evaluating the specific interpretive points of view embedded in all of the material you have considered. All of those processes involve *making an argument*, rather than simply rehearsing facts. See the handout on the course website entitled “Generating an Argument through Description, Analysis, and Interpretation.”

Listed below are the primary learning objectives of the course, brief descriptions of them, and indications of how they are linked to specific assignments.

Specifically, by the end of the course:

1. Students should have a solid grasp of
 - a. the focus, scope, and substance of different **theories about what religion is**, how it works in the lives of individuals and communities, and how it interacts with multiple social, cultural and historical factors;
 - b. the focus, scope, and substance of different **theories about what constitutes globalization** and what its most prominent effects are;
 - c. how to use different theoretical ideas to develop full and persuasive descriptions, analyses and interpretations of specific data, problems, and issues;
 - d. how religion and globalization interact in diverse social and cultural settings in the contemporary world.

2. Students should also be able to **evaluate**
 - a. the strengths and weaknesses of individual analytical perspectives;
 - b. the fundamental theoretical assumptions on which such perspectives depend;
 - c. the implicit judgments of value that are often embedded in analytical perspectives;
 - d. the applicability of any particular analytical perspective to specific data.

3. Students should be able to **demonstrate their grasp of readings** by
 - a. successfully identifying the central passage of what they have read;
 - b. posing illuminating questions in class
 - c. making accurate statements in class
 - d. proposing interesting comparisons in class
 - e. applying theories to specific data in written work.
 - f. situating specific data and issues in broader relevant contexts;
 - g. writing clearly, analytically, and persuasively in all communications.

4. Finally, students should be able to
 - a. understand the complexity of the processes summed up as globalization and the complexity of reactions to globalization;
 - b. understand the complexities of the interactions between religion and globalization in particular contexts;
 - c. understand the diversity, adaptability, and malleability of particular religious traditions in the contemporary world;

Readings:

The books below will be available on reserve in the library and for purchase in the bookstore. Readings available on the course website under “reserve” are marked ®.

Edward Curtis IV, *The Call of Bilal: Islam in the African Diaspora*

Ennis B. Edmonds, *Rastafari: A Very Short Introduction*

Philip Jenkins, *The Next Christendom*

Mark Juergensmeyer, ed., *Global Religions: An Introduction*

Manfred B. Steger, *Globalization: A Very Short Introduction*

Requirements:

1. Read the goals for the course carefully. Consult the “Guide to Writing Papers” before you hand in any written material. Tour the course website as soon as you can in order to familiarize yourself with its contents. **Download any materials that you need for class well in advance in order to avoid last minute problems. Bring the assigned readings with you to class every day.**
2. Informed participation in class is essential. All readings listed for a specific class session should be completed **in advance** of the class session in which they will be discussed. Both excellent participation and poor performance in class will have an impact on your final grade. **I reserve the right to assign a grade of "F" to anyone who misses more than three class sessions.** Late papers will not receive comments and may be returned only at the end of the semester. **All assigned work must be completed in order to receive a passing grade.** For grading values see “A Guide to Writing Papers” on the course website.
3. As part of your participation in class discussions, you will be responsible for *weekly* analytical reports on the readings (I will divide the class roughly in half, with one group posting for the Tuesday class and the other for Thursday). The purpose of the reports is to generate and guide discussion of the assigned material. I will ask some class members briefly to summarize and elaborate on their reading responses at the beginning of each class. You will alternate between two formats: one will identify the most telling passage (of no more than 3 consecutive sentences) in the assigned reading and offer a one-page (no more than 300 words) explication of it. The other will pose three questions designed to get to the heart of the assigned reading; each question must have a 75-100 word rationale that explains why you think it is important, interesting, or significant (one page, no more than 300 words). **Please include a word count at the end of each response.**

The focus of these short papers is on the evaluation of information, analysis, and interpretation. The first reading reports will be for the class on Jan 25; therefore they will be due on Jan. 24 at noon. Your papers will be circulated to the class via the course website, and **must** be available by noon Monday for the Tuesday class and Wednesday noon for the Thursday class so that I and the other members of the class can read them before the class session. You must complete a total of ten reading reports during the semester. For further guidance, see the handout on “Discussion Starter” papers on the course website under “Guides for Assignments.” Along with your participation in class, the “discussion starters” will count for 20% of your final grade.

4. As a preliminary gauge of your developing understanding of the interactions between religion and globalization, you will write a short (1,000 word) analytical response to the film “Sita Sings the Blues” which we will view and discuss in class. In the paper you should use at least some of the theoretical material we have read to make a case for a particular analytical understanding of the film. **This essay is due at the beginning of class on February 11. Since your essays will form the substance of that class session, no late papers can be accepted.** You have the option of doing this paper with another

student in the class. This short essay will count for 20% of your final grade.

5. In order to consolidate and extend your understanding of the material in the first larger case study you will write a comparative analysis and interpretation of **two** of the examples of global Christianity (e.g., the Zulu Zionist churches, the Kimbanguist Church, Liberation Theology, the conflicts within global Episcopalianism) that we cover in class. This paper will be based on the readings done for class and should not require further research. If you do want to do further research, make sure that you provide citations in the University of Chicago style for the material that you use. The paper should be 2000 words in length. It is due at the beginning of class on March 8. **No late papers can be accepted since we will discuss your arguments in class on March 8.** This paper is worth 30% of your final grade.
6. In order to consolidate and extend your learning in the course, you will write a final comparative paper that takes into account both the theoretical material that we have read and elements of each of the case studies. Again, this paper will be based primarily on the materials that we have read for the class. You will be able to pick the topic, but we will discuss possibilities in class. If you do want to do further research, make sure that you provide citations in the Chicago style for the material that you use. The paper should be 2500 words in length. It is due at midnight on April 22. This paper is worth 30% of your final grade.
7. Note: Students with documented disabilities who have been approved to receive accommodation through SNAP should feel free to discuss this during office hours. For more information, contact Disability Services at 953-1431.

Grading Scale: A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 61-62 F: 60 or below

COURSE OUTLINE

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| JAN 9 | Introduction: |
| JAN 11 | What is Globalization? What is Religion?
Reading: “What is Globalization?” from www.globalization101.org ; click on “Culture” at the left of this page and read its various sections (there is a button at the top where you can click to download the entire section on “Culture”); Bruce Lincoln, <i>Holy Terrors</i> , ch. 1® |
| JAN 16 | Religion and Globalization in Interaction
Reading: Luke Herrington, "Globalization and Religion in Historical Perspective: A Paradoxical Relationship" ® |
| JAN 18 | Globalization: A Closer Look
Reading: Steger, chs. 1-4 |

- JAN 23 Situating Religion within Globalization
Reading: Steger, chs. 5-8
- JAN 25 Thinking Globally About Religion
Reading: Juergensmeyer, in Juergensmeyer, ed., ch. 1; Riesebrodt in Juergensmeyer, ed., ch. 9;
- JAN 30 Religious Resistance to Globalization
Reading: Pentakainen in Juergensmeyer, ed., ch. 8; Robertson in Juergensmeyer, ed., ch. 10; “The Saami Controversy” ® and “The Mambu Myth” ®.
- FEB 1 *No Class: Professional Meeting*
- FEB 6 Global Hinduism: A Brief Example
Reading: Madan in Juergensmeyer, ed., ch. 5; background and summary of the Ramayana at https://www.maxwell.syr.edu/moynihan/sac/The_Ramayana_A_Telling_Of_the_Ancient_Indian_Epic/; view “Sita Sings the Blues” in class: <http://sitasingstheblues.com/>
- FEB 8 Global Hinduism: A Brief Example
 Finish “Sita Sings the Blues” in class; discussion: Globalization in “Sita Sings the Blues”
- FEB 11 *******Short “Sita” Paper Due at Midnight*******
- FEB 13 Discussion: Religion and Globalization in “Sita Sings the Blues”
- FEB 15 First Case Study: Global Christianity I
Reading: Cox in Juergensmeyer, ed., ch. 2; Olupona in Juergensmeyer, ed., ch. 7;
- FEB 20 First Case Study: Global Christianity II
Reading: Film: “Zulu Zion” to be viewed in class; Jenkins, intro, ch. 1
- FEB 22 First Case Study: Global Christianity III
Reading: Jenkins, chs. 2-4
- FEB 27 First Case Study: Global Christianity IV: An Example
Reading: Martey, “Prophetic Movements in the Congo: The Life and Work of Simon Kimbangu and How His Followers Saw Him” ®; brief biography of Simon Kimbangu ®; Kimbanguist Catechism ®.
- MAR 1 First Case Study: Global Christianity V
Reading: Jenkins, chs. 5-7; Letter from the Episcopalian Bishop of Uganda to the Episcopal Church of the US ®.

MAR 6 First Case Study: Global Christianity VI: Another Example
Reading: Jenkins, chs. 8-10; Texts for Liberation Theology ®; The Medellin Statement

MAR 8 Discussion: Paper on Global Christianity
*****Paper Due at the Beginning of Class*****

MAR 13 Second Case Study: Global Islam I
Reading: Curtis, Introduction; Arjomand in Juergensmeyer, ed., ch. 3

MAR 15 Second Case Study: Global Islam II
Reading: Curtis, chs. 2-3

MARCH 19-23: SPRING BREAK

MAR 27 Second Case Study: Global Islam III: An Example
Reading: view in class: "Little Mosque on the Prairie, episodes 1 (<https://www.youtube.com/watch?v=KILXHnySsr0>) and 2 (<https://www.youtube.com/watch?v=qse2h1NQRMs>)

MAR 29 Second Case Study: Global Islam IV
Reading: Curtis, chs. 4-5

APR 3 Second Case Study: Global Islam V
Reading: Curtis, ch. 6 and Conclusion

APR 5 Third Case Study: Global Rastafari I
Reading: Edmonds, chs. 1-3

APR 10 Third Case Study: Global Rastafari II
Reading: Edmonds, ch. 4; van Dijk, "Chanting Down Babylon Outernational: The Rise of Rastafari in Europe, the Caribbean, and the Pacific," Hepner, "Chanting Down Babylon in the Belly of the Beast;" both ®; view "Rastafari Rites" at https://www.youtube.com/watch?v=OwKERl_dCx0;

APR 17 Third Case Study: Global Rastafari III
Reading: Edmonds, chs. 5-6

APR 19 Third Case Study: Global Rastafari IV: Rasta and Reggae: **Reading:** Lyrics from Bob Marley and Mutabaruka ®; R. Salter, Interview with Mutabaruka ®; listen to Marley, Mutabaruka, and Ethiopian National Anthem on YouTube

APR 22 *****FINAL PAPER DUE AT MIDNIGHT*****