Proposal to create **RELI 150B, Religion and Popular Culture, for Tier One - Individuals/Societies**
Approved by COH Assoc. Dean Kim Jones, 2/23/15

<table>
<thead>
<tr>
<th>Course Offerings</th>
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<tbody>
<tr>
<td><strong>Academic Career:</strong></td>
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<td><strong>Subject Area:</strong></td>
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<td><strong>Catalog Nbr:</strong></td>
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<td><strong>Academic Organization:</strong></td>
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<td><strong>Co-Convened</strong></td>
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<td><strong>Co-Convened Subject:</strong></td>
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<tr>
<th>Enrollment Requirements</th>
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<tr>
<th>Course Requisite Information</th>
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<tr>
<td><strong>Requisite Type:</strong></td>
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<td><strong>Course ID:</strong></td>
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<td><strong>Requisite Details:</strong></td>
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<th>Existing Requirement Groups to be added</th>
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<td><strong>Requirement Group</strong></td>
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<td><strong>Long Description</strong></td>
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<tr>
<th>New Requirement Group Information</th>
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<tr>
<td><strong>Description:</strong></td>
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<td><strong>Long Course Title:</strong></td>
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<td><strong>Long Description:</strong></td>
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<td><strong>First Term Effective</strong></td>
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<td><strong>Course Type</strong></td>
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<tr>
<th>Instructors</th>
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<tr>
<td><strong>Instructor</strong></td>
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<tr>
<td>22062266</td>
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<td>22063458</td>
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<tr>
<th>Course Attributes</th>
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<td><strong>Course Attribute</strong></td>
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<tr>
<td>General Education</td>
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<tr>
<td>Honors Course</td>
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**Additional Course Information**

| Minimum Units | 3 | Maximum Units | 3 |
| Instructor Edit | N | Drop Consent | N |
| Add Consent | N | Grade Roster Print | C |
| Grading Basis | GRD | Repeat for Credit | N |
| Total Units Allowed | 0 | Total Completions allowed | 1 |

**Course Components**

| Course Component | Lecture | Graded Component | Y |
| Default Section Size | 30 | Primary Component | Y |
| Workload Hours | 3 | Optional Component | N |
| Final Exam | N |

**Funding Analysis**

Is proposal of this course associated with a new hire? N

**Intended Course Fees:** n/a

*What programmatic need does this course satisfy:* required or optional in what undergraduate or graduate majors, minors, or certificates? Option in the curriculum for Religious Studies majors and minors.

*Field Trips:* n/a

*Provide a minimum of three learning outcomes for the course.*

1. develop critical reading and writing skills in the field of religion and popular culture; introduce students to a variety of texts, both oral and written
2. identify references and allusions to the periods, ideas, people, artifacts, and events generally felt to have been important in the past
3. appreciate the art, history, politics, and philosophies of cultures other than their own, including non-western cultures
4. recognize a variety of methods used in the study of religion and analyze how perceptions, values, beliefs, and customs influence individual and societal behavior and to use these analyses before judging
5. recognize the usage of this category of religion and how societies have adjusted to accommodate cultural changes in late twentieth-century American society

**Requester Details**

Name: Leonora - Escobar
Date: 01/21/2015
Department: School of International Languages, Literatures and Cultures
Email: lescobar@email.arizona.edu
Phone: -

**General Education**

Please explain how the course satisfies the criteria below:
*Writing:
The students will be writing 15 short (1-2 pages) reflection pieces responding to the 'cultural texts.' There will be a final project of a minimum of 5 pages that will be subject to revision and re-writing.

**Total number of pages the student must write: 12**

*Will at least one writing assignment involve revision after the instructor has provided feedback on a first draft or revision after an assignment in which peers have provided feedback on a first draft? Y

*Does the proposed course focus on non-western area studies and/or have a diversity emphasis? N

*Honors: This course will be eligible for an honors contract

*Assessment:
1. Attendance - 50 points
2. Exams (25 points x 5 Exams) - 125 points
3. Assignments (10 points x 15 Posts) - 150 points
4. Final Project (100 points) - 100 points
   Total Points = 425

*Critical Thinking Skills:
The following goals of this course emphasize and result in critical thinking:
1. develop critical reading and writing skills in the field of religion and popular culture; introduce students to a variety of texts, both oral and written
2. identify references and allusions to the periods, ideas, people, artifacts, and events generally felt to have been important in the past
3. identify and define their own world view, compare and contrast their world view with other world views, and through written and oral communication present and defend their world view
4. appreciate the art, history, politics, and philosophies of cultures other than their own, including non-western cultures
5. recognize a variety of methods used in the study of religion and analyze how perceptions, values, beliefs, and customs influence individual and societal behavior and to use these analyses before judging
6. recognize how religion has adjusted to accommodate cultural changes

*Interactive Modes of Instruction:
Students will engage in large and small group discussions on the course materials during each class period. Students will give an oral presentations as part of their final project.<detail required to submit>

*Information Literacy:
Standard Two: the ability to access information effectively and efficiently. (via readings and papers - see syllabus)

Standard Three: The ability to critically evaluate information and information sources. (via papers and exams)

Standard Four: The ability to use information effectively to accomplish a specific purpose or complete a specific project. (via Papers, Class Presentations, and Exams ? taking a stance and making a persuasive argument to support that stance)

*Explain how required readings and materials will be available to students:
Several required textbooks to be purchased.
Materials available on D2L
*Course Format - Indicate the overall percentage of time spent in the following activities (total should add to 100%):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>100%</td>
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<tr>
<td>Discussion Section</td>
<td>0%</td>
</tr>
<tr>
<td>Lab</td>
<td>0%</td>
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<tr>
<td>Practicum/Service Learning</td>
<td>0%</td>
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<tr>
<td>Other</td>
<td>0%</td>
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*Will 40% of grade points be completed by the 8th week of classes?  Y

SYLLABUS: RELI 150B, Religion and Popular Culture

Instructor: Dr. Konden R. Smith
(http://religion.arizona.edu/people/dr-konden-smith)

Office Hours                    Day/Time
Office: Harvill 339             Class Location
E-mail: krsmith2@email.arizona.edu Schedule Line #
Phone
Course Web Address: http://d2l.arizona.edu

Prerequisites: None
Honors component: Yes

Course Description:
This course provides an introduction to the study of Religion and Popular Culture in the modern world. We will study what constitutes “religion” and how definitions of religion change over time. We will also look at such distinctions as “high” versus “low” culture; “the sacred” and “the profane;” and “religious” and “secular.” We will examine the ways popular culture becomes “religious” and how religious institutions reflect popular taste and opinion. This course will challenge students to read popular culture “texts” through a critical lens that takes into account issues such as orientalism, appropriation, and racial, gendered, and sexual identity. We will also look closely at the meaning and creation of mythology through the lens of comic book superhero fantasy. Finally, we will consider the ramifications of exporting religion and popular culture to a global audience.

Learning Outcomes
After taking Religion and Popular Culture, students will be able to:

1. identify references and allusions to the periods, ideas, people, artifacts, and events generally felt to have been important in the past
2. identify and define their own world view, compare and contrast their world view with other worldviews, and through written and oral communication present and defend their world view
3. appreciate the art, history, politics, and philosophies of cultures other than their own, including non-western cultures
4. recognize a variety of methods used in the study of religion and analyze how perceptions, values, beliefs, and customs influence individual and societal behavior and to use these analyses before judging
5. recognize how religion has adjusted to accommodate cultural changes in late twentieth-century American society

**Required Reading:**


In addition to these three texts, you will be expected to watch assorted films, and additional articles that will be made available online.

**A Variety of tools will be used to help you achieve the objectives of the course:**

1) **Five Quizzes** (5 quizzes x 25 points = 125 points)
   
   At the 5 appointed times of the semester, you will be expected to take a short online quiz of 10 questions. You will be reminded of these dates and they will be found in the “Quizzes” tab on blackboard. Each will be made up of multiple choice and true/false questions, as taken from online lectures and articles. You will not be given a study guide. Exams are open book, but are timed. As such, you will not have time to look up many answers.

2) **Reflection Pieces** (10 points x 15 reflections = 150 points)
   
   Each week students will be required to respond to that week’s cultural “texts” via short 1-2-page reflection pieces. The object of these assignments is to get you to make relevant what you read and to get you in conversation with other students. These reflections will be handed in and graded, but will serve the basis of your in-class discussions. Not only will these assignments help you engage the material, but they will allow for important peer-student feedback and response.

3) **Attendance** (50 points)
   
   Your attendance and attention are both mandatory. It is expected that you are alert, undistracted, and contributing to class discussion. An attendance sheet will be passed out and picked up during the first 15 minutes of class. It is your responsibility to sign it before I collect it. To say that you were here, but to have no documentation, is to not have been here. Each unexcused absence will lead to a loss of 5 points each. More than 5 unexcused absences will lead to an automatic loss of all attendance points.

   All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.

4) **Final Project** (1 project X 100 points = 100 points)
   
   Final paper need to be at least 5 pages in length, inclusive of a 1 full page drawing of your comic character(s). You will also need a bibliography, but this is not counted in your 5 pages. I prefer you use Chicago style for your citations, but you are free to use whatever citation style is required by your major. It is understandable that most do not have artistic skills to draw an impressive character(s), but that is not the point of this assignment. You will not be graded on quality of art (though I do reward effort). These projects will be due early enough in the semester that you will be able to revisit them and hand them back in at the end of the semester. Knowledge is not monopolized in the dissemination of words and facts alone, but in body posture, hair style, and in the case of superheroes, masks and capes. Everything tells us something, and
your drawing will become a point of analysis concerning North American culture. Details on this will come shortly and will make sense after you have begun to read Fingeroth’s *Superman on the Couch*.

**Course Requirements and Grading**
The course grade will be computed on the basis of total points, divided as follows:

1. Attendance…………………………………………………………………………………..50 points
2. Exams (25 points x 5 Exams)……………………………………………………………125 points
3. Assignments (10 points x 15 Posts)…………………………………………………...150 points
4. Final Project (100 points)…………………………………………………………….……100 points

| Total Points = 425 |

**40% of grade by week 8:** By the end of week 8, students will have taken 3 quizzes (75pts), taken 8 reflections (120pts), Attendance (25pts), equaling 220points. The course is worth 425 points, making the total points by week 8 just under 50% of the total grade.

Grading will be:
A = 90-100 (382-425)
B = 80-89 (340-381)
C = 70-79 (297-339)
D = 60-69 (255-296)
E = 00-59 (0-254)

**CLASS CALENDAR**

**Section 1:** Introduction/”Sacred” and the “Profane”/”Secular” and the “Religious”

Week 1: Assignments: Santana, *Preface* and Chapter 1; Mircea Eliade, “The Sacred and the Profane” (selection online)

**Reflection 1**

Week 2: Assignments: Enrique Dussel, “World Religions and Secularization from a Postcolonial and Anti-Eurocentric Perspective” (online)

**Reflection 2**

**Section 2:** *American Folk Religion*

Week 3: Assignment: Lee, Intro and Chapter 1 (online); Santana, Chapter 4

**Reflection 3**

Week 4: Assignment: Smith, “The Dawning of a New Era: Mormonism and the World’s Columbian Exposition of 1893” (online)

**Reflection 4**

**Quiz 1**
Section 3: Pop Culture as Religious Medium

Week 5: Assignments: Jennifer Stuller, “Feminism: Second-wave Feminism in the Pages of Lois Lane” (online)
Reflection 5

Week 6: Santana, Chapter 7; Watch Film “Left Behind II: Tribulation Force” (Netflix); View and explore these online sites: Play Spiritual Warfare: http://www.wisdomtreegames.com/arcadesw.html; view these “gigachurches”: http://www.momentumchurch.com/About/WhatIsMo and http://www.lifechurch.tv/who-we-are/about
Reflection 6
Quiz 2

Section 4: Pop Culture as Ideology

Week 7: Assignment: Randy Duncan, “Comic Books and Ideology” (Online); Watch: Battlestar Galactica (1978 series), “War of the Gods” part I and II or “Planet Hulk” (Netflix)
Reflection 7

Week 8: Assignment: Leonard Rifas, “Ideology: The Construction of Race and History in Tintin in the Congo” (Online); Watch: “Planet Hulk” (Netflix)
Reflection 8
Quiz 3

Section 5: The Sacred as Commodity

Week 9: Assignment: Santana, chapter 2
Reflection 9

Week 10: Assignment: Santana, chapters 6
Reflection 10

Section 6: Religion as Big Business

Week 11: Assignment: Santana, Chapter 3
Reflection 11

Week 12: Assignment: Colleen McDannell, “Christian Retailing” (Online); online readings of Levi-Strauss’s Structuralism (online); Film: “With Great Power: The Stan Lee Story” (on Netflix):
Reflection 12
Quiz 4

Section 7: Pop Culture as Community/ The “Mystic” other; the “Dangerous” other

Week 13: Assignments: Watch Trekkies (Netflix); Watch “Doctor Strange” (Netflix)
Reflection 13
Final Project due
Week 14: Assignment: 24 Season 4: Episode 1 – “7:00AM to 8:00AM” (Netflix) (24 became part of a larger conversation in our popular culture regarding Islam in the media, see: http://www.youtube.com/watch?v=EW2tuJZlSve; see also BBC News, “24 Under Fire”)

Reflection 14
Quiz 5: June 24 (Monday)

Final Week: Globalization of American Popular culture


Reflection 15

Course Policies:

Electronics and Late Work

In order to avoid competition for your interest, I do not allow for electronics to be used in class, this includes, but not limited to laptops, iPads, cell phones, smart phones, etc. For those who need translation devices or have other special needs, it is expected that you inform me and I will happily oblige. There are those who find they take better notes if they have access to a laptop, but studies have shown that even though you record more information, you retain less using electronics. But another reason I don’t allow electronics in class, is because it proves to be more of a distraction than not. For a scientific study in support of banning laptops in classrooms, see: https://www.mcla.edu/Academics/uploads/textWidget/3424.00018/documents/laptop_use_in_the_classroom.pdf

Concerning late work, I do not accept it. If you know you will be gone on a certain date, it is expected that you arrange with me a time to turn it in. This should be extremely rare. In the case of some unanticipated emergency, it is expected that you have some sort of documentation.

Academic Integrity

You are expected to know and strictly follow the University of Arizona Code of Academic Integrity. Any violation of academic integrity — any instance of cheating — is grounds for the unconditional failure of the course and possible expulsion from the University. Read the Code thoroughly, if you have not already done so. You can find it at: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Code of Student Conduct

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Arizona Board of Regents’ Student Code of Conduct, is designed to promote this environment at each of the state universities. To read the Student Code of Conduct, see: http://deanofstudents.arizona.edu/studentcodeofconduct.
University Policy Regarding Threatening Behavior by Students

Threatening Behavior is Prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. For more information, see: http://policy.web.arizona.edu/threatening-behavior-students

Accessibility and Accommodations

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For more information, see: http://drc.arizona.edu/

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm