

Religion and Globalization

RLST 191 – Fall 2018

Meetings: Tuesdays, 7:00 -10:00 p.m., O'Connor Seminar Room

Instructor: Dr. David J. Howlett, Visiting Assistant Professor of Religious Studies,
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Office Hours: Tuesdays, 10:00 a.m.-12:00 p.m.; Wednesdays, 10:00 a.m.-12:00 p.m.;
Thursdays, 1:00-2:00 p.m.; O'Connor House 206

Course Description: This course investigates case studies from contemporary Hinduism, Christianity, and Islam that illustrate or complicate prevailing theories of globalization. With a historical focus that begins in the 1970s, we'll encounter diverse people like a hugging Hindu saint in India who advocates for female empowerment, Congolese charismatic Christians who worship in once empty London cathedrals, and Chicago Muslims who sell Halal meat at an eco-food cooperative. We'll discuss subjects like globalization and localized religious violence, religious brands and global consumer culture, publics and cosmopolitanism, religious diasporas and transnational religious networks, nation states and contested notions of religious freedom, and religious organizations as global political actors. Together we'll analyze how religions shape and have been shaped by intensified 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 theories of globalization, as well as gain a new academic vocabulary to describe the social processes of globalization.
- an understanding of the ways that various groups of Hindus, Christians, and Muslims have harnessed, reacted against, and helped produce the social processes of globalization.
- an ability to critically engage debates on "globalization" 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.

<u>Final Class Grade:</u>	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 eight to twelve pages in length. This assignment is broken into six parts: an initial research proposal, an annotated bibliography, an outline of your paper, a draft of your paper, a peer review of another student's paper (done anonymously), a Power Point presentation of your research (a "*Pecha Kucha*" presentation), and the final paper itself. A separate sheet detailing this assignment is attached.

Attendance and Participation: Students are expected to attend every class and 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 ten minutes and have three questions ready. A student who is chosen to lead the discussion may pass on leading it one time in the semester. Students are expected to arrive on time. Each class will have a daily question or exercise that students are expected to complete in the first few minutes of class. Daily questions will be collected at the time of the midterm and at the last class of the semester.

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 Moodle. I will conduct spot checks of your journal every two weeks during our class session break (we divide our three hours together into two sessions every time). Please print out and bring your journal to every class period.

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. Students receive the grades they earn.

Classroom Procedures and Policies:

Academic Dishonesty: According to the Kenyon College website (and official college policy), “Plagiarizing is the representation of words, ideas, figures, or material from other sources (print, audio, visual or digital, including the internet) as one’s own.”¹ The college further notes the following:

Plagiarism may be as small as five words or as much as the entirety of an assignment. It includes the cutting and pasting of language from the internet, or any other source, into a paper without proper acknowledgement. Material inadvertently used without citation is still plagiarized, even if accidentally plagiarized. Preventing plagiarism requires correctly citing all direct quotes, paraphrases, and ideas taken from other sources.²

Plagiarism is a most serious offense and will not be tolerated in this course. If a student is guilty of plagiarism, he or she may be failed on an assignment, failed for the course, or expelled from the college. For further information on what Kenyon College judges as plagiarism, students should read the full definition of plagiarism (and the consequences for committing it) at the following site: <http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/academic-integrity-and-questions-of-plagiarism/>

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 Students: If you are a student with an approved accommodation for your courses, please see me in private or e-mail me about the agreement that has been worked out with the Director of Student Accessibility and Support Services. If you do not have a documented accommodation and need one, contact Erin Salva (salvae@kenyon.edu), Director for Student Accessibility and Support Services. You will need to provide her office with documentation which verifies the existence of a disability and supports your request. For further information, please call (740) 427-5453 or stop by Student Accessibility and Support Services in 314 Peirce Hall.

Title IX Rights and Responsibilities: Kenyon College does not discriminate in its educational programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status, genetic information, or any other characteristic protected by institutional policy or state, local, or federal law. The requirement of non-discrimination in educational programs and activities extends to employment and admission. All employees, including faculty, are considered Responsible Employees and must notify the College's Civil Rights & Title IX Coordinator

¹ “Violations of Academic Integrity,” Kenyon College website, accessed on 28 February 2018. <http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/academic-integrity-and-questions-of-plagiarism/> .

² Ibid.

with any relevant information. For further information, please refer to the following Kenyon College policies:

Sexual Misconduct & Harassment: Title IX, VAWA, Title VII:

<https://www.kenyon.edu/directories/offices-services/ocr/title-ix-vawa/kenyon-policies/title-ix-policy/>

Discrimination & Discriminatory Harassment Policy (non sex or gender):

<https://www.kenyon.edu/directories/offices-services/ocr/discrimination/>

ADA & Section 504:

<https://www.kenyon.edu/directories/offices-services/ocr/discrimination/504-ada-grievance/student-grievance-procedure-resolving-complaints-under-ada-section-504/>

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.

Course Books (available for purchase at the Kenyon College Bookstore)

- Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed. (New York: Oxford University Press, 2017).
ISBN: 978-0198779551 **[Note: Available online through the library's website as an e-book. You may access this without any charge.]**

- Britt Halvorson, *Conversionary Sites: Transforming Medical Aid and Global Christianity from Madagascar to Minnesota* (Chicago: University of Chicago Press, 2018).
ISBN-13: 978-0226557267

- Daromir Rudnykyj, *Spiritual Economies: Islam, Globalization, and the Afterlife of Development* (Ithaca: Cornell University Press, 2010).
ISBN-13: 978-0801476785 **[Note: Available online through the library's website as an e-book. You may access this without any charge.]**

- Ipsita Chatterjee, *Spectacular Cities: Religion, Landscape, and the Dialectics of Globalization* (New York: Oxford University Press, 2016).
ISBN-13: 978-0199465132 **[Note: Available online through the library's website as an e-book. You may access this without any charge.]**

SCHEDULE OF WEEKLY TOPICS & STUDENT READING ASSIGNMENTS

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

Prologue: What is Globalization?

WEEK 1 Course Introduction; Dimensions of Globalization

(9/4)

Readings: 1) Manfred B. Steger, *Globalization: A Very Short Introduction* (New York: Oxford University Press, 2017), 1-61 (note: very small pages).

WEEK 2 Dimensions of Globalization

(9/11)

Readings: 1) Manfred B. Steger, *Globalization: A Very Short Introduction* (New York: Oxford University Press, 2013), 62-134 (note: very small pages).

WEEK 3 Theories of Globalization and/of Religion

(9/18)

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. [Moodle]

2) Ipsita Chaterjee, "In the Name of the Father, the Globalization, and the Holy City, Amen!" in *Spectacular Cities: Religion, Landscape, and the Dialectics of Globalization* (New York: Oxford University Press, 2016), 36-66. [Moodle or Print]

Unit I: Selves and Societies

WEEK 4 Transformations of the Self

(9/25)

Research Topic Due

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. [Moodle]

2) Olivier Roy, "The Triumph of the Religious Self," in *Globalized Islam: The Search for a New Ummah* (New York: Columbia University Press, 2004), 148-200. [Moodle]

WEEK 5 Gender and Sexuality
(10/2)

- Readings:
- 1) Marcia Oliver, "Transnational Sex Politics, Conservative Christianity, and Anti-gay Activism in Uganda," *Studies in Social Justice* 7.1 (2013): 83-105. [Moodle]
 - 2) Ipsita Chaterjee, "Subjecting Globalization: The Class and Gender of Globalization," in *Spectacular Cities*, 144-174. [Moodle or Print]

WEEK 6 Globalization and Religious Conflict **Annotated Bibliography Due**
(10/9)

- 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. [Moodle]
 - 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. [Moodle]

Unit II: Global Flows and Exchanges

WEEK 7 The Global-Local Nexus
(10/16)

- Readings:
- 1) Ipsita Chaterjee, "Introduction," "Transcendental Landscapes: Akshradham Temples in the US" in *Spectacular Cities*, 1-16, 68-109. [Moodle or Print]

WEEK 8 Neoliberal Spiritual Economies **Book Review Due Group 1: Rudnycky**
(10/23)

- Readings:
- 1) Daromir Rudnycky, "Introduction," "Spiritual Economies," and "Life Not Calculated?" in *Spiritual Economies: Islam, Globalization, and the Afterlife of Development* (Ithaca, New York: Cornell University Press, 2010), 1-24, 131-156, 253-262.

WEEK 9 Development and Religious Networks **Book Review Due Group 2: Halvorson**
(10/30)

- Readings:
- 1) Britt Halvorson, "Remembering and Forgetting through Medical Aid Work," "Traversing Shadow Spaces of Accountability," "Aid's End Times," in *Conversionary Sites: Transforming Medical Aid and Global Christianity from Madagascar to Minnesota* (Chicago: University of Chicago Press, 2018), 27-63, 208-246.

WEEK 10 Global Consumer Culture and Religion

(11/6)

Essay Outline Due

Visit to the Gund Gallery to see "Afghan War Rugs" Collection

- 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. [Moodle]
 - 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. [Moodle]
 - 3) Brian Spooner, "Afghan Wars, Oriental Carpets, and Globalization." *Expedition* 53.1 (2011): 11-20. [Moodle]

WEEK 11 The Power of Media

(11/13)

- Readings:
- 1) Thomas G. Kirsch, "Ways of Reading as Religious Power in Print Globalization," *American Ethnologist* 34.3 (2007): 509-20. [Moodle]
 - 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. [Moodle]

WEEK 12 Thanksgiving Break

(11/20)

Unit III: Transnational Religions, Publics, and Nation States

WEEK 13 Publics and Cosmopolitanism

(11/27)

Rough Draft Due

- Readings:
- 1) Elizabeth Pritchard, "Pilgrimage and Publics: The Case of Taize," *Anthropological Theory* 15.1 (2015): 68-91. [Moodle]
 - 2) Joseph Hill, "The Cosmopolitan Sahara: Building a Global Islamic Village in Mauritania," *City & Society* 24.1 (2012): 62-83. [Moodle]
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WEEK 14 Religion, (Trans)nationalisms, and Diasporas **Peer Review Due**
(12/4)

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. [Moodle]

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. [Moodle]

WEEK 15 Political Change and Transnational Religions **Pecha Kucha Presentations**
(12/11)

Readings: 1) Jeffrey Haynes, "Transnational Religious Actors and International Politics," *Third World Quarterly* 22.2 (2001): 143-58. [Moodle]

2) Elizabeth Shakman Hurd, "International Religious Freedom," in *Beyond Religious Freedom: The New Global Politics of Religion* (Princeton: Princeton University Press, 2015), 37-64. [Moodle]

FINAL RESEARCH ESSAYS – Due Tuesday, December 18, 8:30 a.m. by email attachment

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 Kenyon Library's online search tool, "Summon," found on the library home page.

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 fields of religious studies or globalization 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.

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September 25 —Your proposed topic is due with a two-paragraph thesis-driven explanation of what you want to investigate. (5% of your Research Essay grade.)

October 9 —A typed, annotated list of five to six printed secondary sources (articles, book chapters, or books) is due. (7% of your Research Essay grade.)

November 6 — An outline of your research essay, complete with a refined thesis statement, is due. (8% of your Research Essay grade.)

November 27 — A draft of your research paper is due at this time. (10% of your Research Essay grade.)

December 4 — Your evaluation of another student's research paper is due. You will be given a rubric to evaluate the other student's paper. (5% of your Research Essay Grade.)

December 11 —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 18 — Your research paper is due. Late papers will be assessed a full letter-grade deduction for every day after this due date. (55% 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 research essay. Thus, this activity will likely have a direct impact on your theory section in 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 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 their prior knowledge, this assignment assures that you will have two excellent quotes that could 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 your compiled document during each class period.