Fall 2023 L32 4060 Senior Seminar: Religion and Politics and Community[1]

Instructor: Dr. Stephanie N. Shady (she/her)

Email: shadys@wustl.edu

Class Meetings: Tuesdays and Thursdays, 4:00-5:20 PM

Classroom: Siegle 305

Office Hours: Mondays 1:00-3:00 PM, Wednesdays 10:00-11:00 AM

Office: Siegle 251

Figure 1: Dr. Shady's photos: a) Sheikh Zayed Grand Mosque, Abu Dhabi, United Arab Emirates, 2023. b) Holy Week parade, Seville, Spain, 2015. c) Memorial to Protestants and Catholics who died during the Troubles, Belfast, Northern Ireland, 2019. d) Paradesi Synagogue, Cochin, India, 2023.

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[1]Last edited on August 3, 2023. I reserve the right to update any aspect of this syllabus.

Course Description

Religion is a powerful social, economic, and political force across the globe. Its formal authorities and informal influences have changed over time and across space and traditions. Yet even where regular religious practice has become less common, religion remains a means of constructing communities, be it a diaspora, a unique nation within a state, or state-wide national identity or nationalism. Religion intersects with race, gender, and other important social identities, and it overlaps with organized political power from the grassroots to the government. Human relationships with the divine have influenced everyday norms and values, have marked key moments in our life cycle, and have provided material and social-psychological resources for communities. In this course, we will examine the political relationships between religion and community from a variety of social scientific perspectives. As a core part of this inquiry, you will conduct an original research paper on a topic of your choice relating to religion, politics, and community. We will work through each step of the scientific method over the course of the semester—using religion and community as a lens and set of thematic examples—and hold guided workshops to facilitate your research process.

Prerequisites: 363 Political Methodology OR 263 Data Science for Politics

Course Goals: Throughout this course, you will:

- Reflect critically upon a variety of ways that religion builds communities.

- Develop an intellectual curiosity about the socio-political effects of religions within and outside your own religious beliefs (or lack thereof).

- Understand the basic principles of the scientific method and sharpen your research skills by applying them to an original research project.[2]

- Hone your written communication skills by learning how to organize ideas in a logical order, choose words efficiently, and develop your voice.

Course Materials

Required book (available at the Washington University Bookstore): Ammerman, Nancy Tatom. 2021. Studying Lived Religion: Contexts and Practices. New York University Press.
https://nyupress.org/9781479804344/studying-lived-religion/
Listed as SLR in reading assignments in calendar below*

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles, book chapters, reports, and podcasts that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.

- Detailed guidelines for all assignments.

- Submission links for all assignments.

- Information about campus resources.

- An **"Extensions and Questions" folder**. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder.

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[2]I highly encourage you to view this research project as an opportunity for professional development. This is a paper that you might submit to an academic journal such as Pi Sigma Alpha's Undergraduate Journal for Political Science, take to a conference with one of your mentors, or use as a writing sample for graduate school applications. It is also an opportunity for you to develop the marketable skills of conducting and communicating research, which you will use in one form or another in a variety of professions outside the university setting or in it.

I will also periodically add items of interest such as news articles, films and fiction, or research that you may peruse if you are interested in diving deeper in a particular religion topic. If you come across a resource you'd like to share, please e-mail it to me!

Resources for Your Research Project
As you design your research project, you can find additional scholarly materials through the university library and Google Scholar. We will discuss strategies for literature searches in class.

The Association of Religion Data Archives (ARDA) is an excellent place to begin searching for pre-existing datasets related to religion: https://www.thearda.com/ . Even if your primary method is not quantitative, you may find helpful descriptive data here.

(optional) If you choose to use quantitative analysis in your research project, download/update R (https://www.r-project.org/) and RStudio (https://www.rstudio.com/products/rstudio/download/), both of which are free. **I have no preferences for the type of method (quantitative or qualitative or both) that you use in your final project. Use the method that is best suited to answer your research question.**

Classroom Norms
Your active engagement in the classroom will contribute to your learning and enrich class-wide discussions on topics that touch all of our lives in some form. On a typical day, we will:

- Discuss current events relevant to the religion topics we have read or talked about in class.

- Hold student-led critiques of scholarly articles based on guided critiques prepared ahead of class. These critiques will focus on both the substance of the articles and the stage of the research process we are discussing at the time.

- Analyze key terms and concepts in the study of religion, politics, and community through conversational lectures, small-group and class-wide discussions, and other interactive activities.

- Check in on progress towards semester-long, original research papers through peer and instructor feedback, workshops, and reminders of recommended steps towards progress.

Assessment

You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:

Final presentation: 10%
Religious Studies Worksheets: 20%
Participation in research and writing workshops: 10%
Research paper: 60%

- Research questions: 3%

- Theory: 8%

- Nested literature list: 8%

- Research design: 8%

- First draft: 8%

- Final draft: 25%

Letter Grade Distribution

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

Research paper: 60%
One of the primary goals of this course is to equip you with the substantive and methodological tools to study religion in a social scientific way. You will design an original research paper over the course of the semester as we discuss each step in the research process. Several dates in the calendar below have been allotted for workshops, during which you will give and receive peer feedback and discuss your project with me. Besides the Final Draft, I will grade these assignments towards the research paper based on effort, not perfection, because the goal is to have something to work with in workshops. It is essential that you bring your best effort at each stage of the process to these workshop days so that you know what questions to ask me/your peers to improve your paper, and you will receive completion grades for preparing this work. The more effort you put in at the front end of these steps, the smoother the end of the semester will be. **If you are struggling with any part of the process, please come talk to me in offices hours sooner rather than later so that I can help right away, because the steps build on one another.**

Your final paper will have the following components: Introduction, theory supported by a literature review, hypotheses, data and method(s), analysis and results, discussion and conclusion, references – choose any style you like, just be consistent.[3] The only restriction is you must use in-text citations (Author Year), not footnotes, to keep pages consistent across students. Note: Tables, figures, and references do not count against your page limit.

Final presentation: 10%
In lieu of an exam, you will present your final research projects on during the final exam period. You will also be responsible for reviewing one of your peer's projects, using the same format as the Religious Studies Worksheets that we use throughout the semester.

Your presentation should be 10-15 minutes long. To ensure time for all presentations, you will be asked to stop presenting at 15 minutes. If time allows, the audience will have an opportunity to ask questions for 2-3 minutes per person.

Your presentation should explain how you approach each step in the scientific process, as you will see in class and on the rubric. You do not have time to cover every detail of your paper, so be selective and focus on the most important aspects of the project. You can cover more specific details on one aspect of the paper during the Q and A.

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[3]I've had this question often: I will NOT grade the details of your citation formatting. The important thing is that you give credit to your sources in a way that I could find the source myself with the information you provide.

Religious Studies Worksheets: 20%
Throughout the course, we will examine various topics in the social scientific study of religion by analyzing contemporary studies. We will also use these readings to study and evaluate different research designs. I will introduce these topics more broadly in a lecture at the beginning of class, and then we will discuss the readings in groups and as a class.

On the days marked on the schedule below, you will be expected to fill out a worksheet that serves as guided reading notes. At the beginning of the semester, you will sign up for one of the reading choices for each day and be responsible for assessing that reading only. I encourage you to opt for some readings about religions or parts of the world that you are less familiar with!

You will submit these worksheets online before the beginning of class but should bring a copy with you to class for discussion (electronic copy is fine). It is okay if you do not understand every single aspect of a paper. Write down what you understand and what you have questions about. We will discuss an overview the scientific method at the beginning of the semester, and I will adjust expectations as we discuss each step in more detail throughout the semester. For each study, the worksheet will ask you to identify in 1-3 sentences:

- The primary research question(s)

- The essential theory, drawn in a way that helps you visualize each step in the argument (you may write a sentence in addition but are not required to)

- The data source(s) and method(s) – I do not expect in-depth mathematical analysis, just explain the basic methodological approach in words (interviews, focus groups, surveys, etc.)

- The important findings: How were the research questions answered or not?

- One aspect of the paper you like: What does this paper contribute to our understanding? What is one of its core strengths? What about this paper would you like to emulate in your own research project?

- One aspect of the paper about which you have a concern: Is something missing from the argument? Do the measures capture the concepts well? Are the cases and method appropriate for the research question?

Participation in research and writing workshops: 10%
You will earn full credit by attending class on time for each workshop, bringing the required materials for that workshop (the next stage of your project), and actively engaging in peer review assignments for the duration of the class period.

Important Notes on the Nature of the Course

Studying Religion
There's an old saying that the two things you don't discuss in polite company are politics and religion. We will discuss both in this class, because these are important structures in our society that, in my view, we should strive to understand deeply. Please be respectful of your classmates' religious beliefs or lack thereof. This course is about the scientific study of religion, not about debating who's right or wrong about the nature of the divine. You are free to disagree with me, with your classmates, and with the materials we discuss. You will be graded solely on the quality of the analysis you conduct, not on the views you express. That said, we can disagree with each other in a respectful manner. Hate speech or speech that threatens the integrity of any student's right to exist based on their group memberships or identities is unacceptable. If at any point you experience harassment, discrimination, or other forms of targeting (especially in the context of our class, but in general), please let me know. I will refer the situation to the appropriate university channels on a need-to-know basis.

Research Methods Courses

This course will cover a range of methods that you may choose to use for your semester-long research project. We will cover some research that uses statistical analyses, which you will have seen some basics of previously in L32-263 or L32-363. However, you are NOT required to include statistical analyses in your final project. If you would like to do so, then I am happy to work with you on the analysis.[4] If you choose a qualitative method, that is equally rigorous and appropriate for this class, and I will also be happy to work with you on the analysis. **There is no preference for quantitative or qualitative work; the best method is the one that is suited to answer your research question.**

Writing-Intensive Courses

Students come to this course with different comfort levels with writing, especially with extensive, research-based writing. That is okay! There is no such thing as perfect writing, and my goal for every student is to help them improve from where they are at the beginning of the semester. We will break down the research and writing process into manageable steps, and I encourage you to ask questions or ask for help early and often. The Writing Center (https://writingcenter.wustl.edu/) is also an excellent resource that I encourage you to make use of no matter what your current research and writing experiences are.

Course Policies

- **General**

  - Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
  - You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.

- **Grades**

  - Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
  - Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
  - I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.

- **Assignments**

  - Students are expected to work independently on all assignments. **Offering** and **accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but all work produced should be your own.
  - The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any part of the coursework is permitted.**

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[4]If you aren't sure if you're comfortable with statistical analysis but are interested in trying it for your project, you are most welcome to come to office hours and talk through any and all questions, doubts or concerns. I was not confident about math or coding when I started out, so I know what that can feel like. I am very happy to help you make progress from wherever your starting point is.

– **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment (meaning the final paper or interview), you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted.

  * **Late quizzes and assignments leading up to the final paper are not eligible for extensions**. These assignments are cumulative and essential to your meaningful participation in in-class activities.
  * In case of an emergency, please communicate with me as soon as you are able to and we will assess the next steps.

– It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

  – As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material and to grade participation in research workshop sessions.

  – This course is inherently cumulative because we are discussing the sequence of the research process. It is therefore important that you attend class on a regular basis.

  – This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.

  – I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details about the reasons for a 1-day absence.

  – **Exception: If you will be absent for a research workshop day, you must provide documentation regarding the reason for your absence and communicate with me in advance via email. These absences will be excused for illness or family emergency only. If you do not communicate in advance and provide documentation, you will not be eligible for workshop credit.**

  – If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation**: You and your classmates will benefit from regular participation in class discussion and activities, especially as we consider the role of different religions in our different communities. You will also understand the research process more deeply if you are actively engaged in discussions about it. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from your questions and insights as well. **I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day. This is ESPECIALLY the case in a cumulative, application-based course like this one.**

- **Office Hours**: Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.

- **Contact Policy**:

  - You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.

  - For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.

  - If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.

  - Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.

  - Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.

  - I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

WashU Policies and Resources

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habif to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habif. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at `https://covid19.wustl.edu/health-safety/`. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.

- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (`www.disability.wustl.edu`) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.

- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cm-copeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: `http://www.disability.wustl.edu/`; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: `https://veterans.wustl.edu/policies/policy-for-military-students/`.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with

me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on adminstratively recognizing your preferred name and pronouns see: `https://students.wustl.edu/pronouns-information/`, `https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/`.

Emergency Preparedness
Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit https://emergency.wustl.edu/. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:
Danforth Campus: (314) 935-5555
School of Medicine Campus: (314) 362-4357
North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity
Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: `https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/`. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

Course Schedule Fall 2023

This course generally requires light reading for class preparation, but keep in mind that you will also be reading quite a bit as you review the literature for your own research project. We will discuss how to read scholarly articles efficiently in class, but it will still be a time investment. I encourage you to begin reading on your topic as soon as your research question is finalized to break it into manageable tasks.

You are expected to have completed all readings and assignments before class on the dates listed below. Always bring a copy of the readings and assignments to class (electronic is fine). On workshop days, please bring a computer or tablet for working on your project.

Date	Topic	Readings	Assignments
Aug. 29	Introduction	Syllabus SLR Introduction and Chapter 1 (Studying What People Do)	Bring your questions about the syllabus and the course to class.
Aug. 31	What is social science research? How do we study religion in a social scientific way?	Taves, Ann. 2009. *Religious Experience Reconsidered: A Building Block Approach to the Study of Religion and Other Special Things*. Princeton University Press. **Chapter 1, Religion: Deeming Things Religious.** SLR Chapter 2 (Lived Religion and Its Contexts)	On Canvas, sign up for readings for the days when there is a topic choice listed on the calendar (you will complete the religious studies worksheets on these readings only). Class will be divided to ensure coverage of each article, first come, first serve.
Labor Day Sept. 4			
Sept. 5	Asking research questions I: What makes a	Grzymala-Busse, Anna. 2012. "Why Comparative Politics Should Take Religion (More) Seriously." *Annual Review of Political Science 15:* 421-442.	

	good research question?		
Sept. 7	Asking research questions II: Exploring topics in religion and community	SLR Chapters 3 (The Spiritual Dimensions of Lived Religion) and 4 (Embodied Religious Practice)	Bring to class 3 possible research questions you're interested in studying this semester. After we work with them in class, you will submit a brief proposal online with a) 1 research question, b) brief justification (max. ½ page).
Sept. 12	Religion and nationalism	Gentry, Hope Dewell. 2021. "The Political Strategy of Appealing to Religious Nationalism: Examining Motivations to Join Religious Organizations by Japanese LDP Politicians." *Politics and Religion 14*(4): 691-711. **OR** Malji, Andrea. 2021. "Gendered Islamophobia: The Nature of Hindu and Buddhist Nationalism in India and Sri Lanka." *Studies in Ethnicity and Nationalism* (online first). https://doi.org/10.1111/sena.12350	Submit Religious Studies Worksheet online
Sept. 14	Religion and migration	Vaughan, Kenneth R. 2021. "Religious Moral Communities or Secular Tolerance? Individual-, National-, and Regional-Level Explanations for Restrictive Refugee Policy Preferences in Europe." *Sociology of Religion 82*(3): 305-331. **OR**	Submit Religious Studies Worksheet online

		Wu, Stephen, Paul Hagstrom, Stephen Ellingson, and Jaime Kuckinskas. 2021. "Religion and Refugee Well-Being: The Importance of Inclusive Community." *Journal for the Scientific Study of Religion 60*(2): 291-308.	
Sept. 19	Theory I: Concepts and mechanisms	Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review 95*(3): 529-546.	
Sept. 21	Theory II: Theorizing religion in social science	SLR Chapters 6 (Lived Religious Emotions) and 9 (Narratives in Religious Practice)	
Sept. 26	Theory workshop	None	Draw your initial theory and explain the diagram in half a page or less. Bring theory to class for workshop.
Sept. 28	Religion and race	*Everyone (you do not need to write a worksheet for this piece, only on one of the two below):* Al-Fatham, Hajer. 2021. "Researching American Muslims: A Case of Surveillance and Racialized State Control." *Perspectives on Politics 19*(4): 1131-1146. Braunstein, Ruth. 2021. "The 'Right' History: Religion, Race, and Nostalgic Stories of Christian America." *Religions 12*(2): 1-21. **OR** Gerteis, Joseph, Douglas Hartmann, and Penny Edgell. 2020. "Racial, Religious, and Civic Dimensions of Anti-Muslim Sentiment in America." *Social Problems 67*: 719-740.	Submit Religious Studies Worksheet online
Oct. 3	Religious minority status	Scheitle, Christopher P., and Elaine Howard Ecklund. 2020. "Individuals' Experiences with	Submit Religious

		Religious Hostility, Discrimination, and Violence: Findings from a New National Survey." *Socius 6*: 1-15.	Studies Worksheet online
		OR	
		Adelman, Levi, Maykel Verkuyten, and Kumar Yogeeswaran. 2021. "Distinguishing Active and Passive Outgroup Tolerance: Understanding Its Prevalence and the Role of Moral Concern." *Political Psychology* (online first). https://doi.org/10.1111/pops.12790	
Oct. 5	Literature reviews: Purpose and process	Hart, Chris. 2018. *Doing a Literature Review: Releasing the Research Imagination*. 2nd ed. Chapters 2 (The Purpose of Literature Reviewing) and 3 (Classifying and Reading Research to Review)	
Fall Break October 7-10			
Oct. 12	Literature review workshop	None	Identify the key concepts in your theory (dependent / independent variables, mediating / moderating variables) and make a nested outline of the order in which you will need them to explain your theory. We will begin filling in this outline with literature in class.
Oct. 17	Religion and extremism	Armaly, Miles T., David T. Buckley, and Adam M. Enders. 2022. "Christian Nationalism and Political Violence: Victimhood, Racial Identity, Conspiracy, and Support for the Capital	Submit Religious Studies Worksheet online

Attacks." *Political Behavior* (online first). https://doi.org/10.1007/s11109-021-09758-y

OR

Blair, Graeme et al. 2021. "Trusted Authorities Can Change Minds and Shift Norms During Conflict." *Proceedings of the National Academy of Sciences of the United States of America 118*(42): 1-6.

Oct. 19	Religion and democracy	Hoffman, Michael. 2020. "Religion, Sectarianism, and Democracy: Theory and Evidence from Lebanon." *Political Behavior 42*: 1169-1200. **OR** Perry, Samuel L., Andrew L. Whitehead, and Joshua B. Grubbs. 2021. "'I Don't Want Everybody to Vote': Christian Nationalism and Restricting Voter Access in the United States." *Sociological Forum* (online first). https://doi-org.libproxy.lib.unc.edu/10.1111/socf.12776	Submit Religious Studies Worksheet online
Oct. 24	Methods I: Quantitative, qualitative, or mixed?	Wuffle, A. 2015. "Uncle Wuffle's Reflections on Political Science Methodology." *PS: Political Science and Politics 48*(1): 176-182. Gerring, John. 2004. "What Is a Case Study and What Is It Good For?" *American Political Science Review 98*(2): 341-354. SLR Conclusion (Methods for Studying Lived Religion)	Nested literature outline due (you do NOT need to have read everything on your outline from beginning to end by this point)
Oct. 26	Methods II: Using quantitative methods to study religion and community	Adler, Gary J, Jr. Brad R. Fulton, and Catherine Hoegeman. "Survey Data Collection Methods and Discrepancy in the Sociological Study of Religious Congregations." *Sociology of Religion 81*(4): 371-412. Spencer, Anne C., and Scott Draper. 2018. "Introducing the Sort-of Buddhist: Or, 'If There Is No 'I' to Have a Religious Identity,	

		Then How Do I Fill Out This Survey?" *Interdisciplinary Journal on Research on Religion 14*: 1-34.	
Oct. 31	Methods III: Using qualitative methods to study religion and community	Cantori, Valentina. 2021. "Inclusive and Included? Practices of Civic Inclusivity of American Muslims in Los Angeles." *Sociology of Religion* (online first). https://doi.org/10.1093/socrel/srab019 Honig, Lauren, Amy Erica Smith, and Jaimie Bleck. 2021. "What Stymies Action on Climage Change? Religious Institutions, Marginalization, and Efficacy in Kenya." *Perspectives on Politics* (online first). https://doi.org/10.1017/S153759272000479X	
Nov. 2	Religion and intergroup relations	Kayaoglu, Turan. 2015. "Explaining Interfaith Dialogue in the Muslim World." *Politics and Religion 8*(2): 236-262. **OR** Day, Joel. 2020. "Everyday Practices of Toleration: The Foundation of the Peace Accords in Sierra Leone." *Politics and Religion 14*(1): 54-82.	Submit Religious Studies Worksheet online
Nov. 7	Secularity and community	Smith, Jesse M., and Caitlin L. Halligan. 2021. "Making Meaning without a Maker: Secular Consciousness through Narrative and Cultural Practice." *Sociology of Religion 82*(1): 85-110. **OR** Kasselstrand, Isabella. 2015. "Non-believers in the Church: A Study of Cultural Religion in Sweden." *Sociology of Religion 76*(3): 275-294.	Submit Religious Studies Worksheet online
Nov. 9	Religion and civic engagement (remote asynchronous class)	Audette, Andre P., Mark Brockway, and Rodrigo Castro Cornejo. 2020. "Religious Engagement, Civic Skills, and Political Participation in Latin America." *Journal for the Scientific Study of Religion 59*(1): 101-118. **OR**	Submit Religious Studies Worksheet online Dr. Shady will be at a

		Travão, Susana. 2012. "Religion and Civic Participation Among Children of Immigrants: Insights from the Postcolonial Portuguese Context." *Journal of Ethnic and Migration Studies 38*(5): 851-868.	conference, and you will receive instructions for remote, asynchronous class via email and on Canvas.
Nov. 14	Research design workshop I	None	Prepare 1-2 possible ideas for testing your hypotheses based on the methods we've discussed in class, and bring them to class to workshop.
Nov. 16	Research design workshop II	None	Narrow down a general research design from day 1 of the workshop and bring to class to work on refining.
Nov. 21	Religion and colonialism	Dulay, Dean. 2022. "The Search for Spices and Souls: Catholic Missions as Colonial State in the Philippines." *Comparative Political Studies* (online first). https://doi.org/10.1177/00104140211066222 **OR** Hager, Anselm. 2021. "Protestant Missionaries Are Associated with Reduced Community Cohesion." *Sociology of Religion* (online first). https://doi.org/10.1093/socrel/srab032	Submit Religious Studies Worksheet online

Thanksgiving Break Nov. 22-26

Nov. 28	Written and oral communication of research	None	
Nov. 30	Writing workshop I: Guiding the reader through paragraph organization and transitions	None	First full draft of paper due at the beginning of class (on Canvas, bring a printed or electronic copy to class to work with) Bring materials to work on your final paper in class independently and with a peer
Dec. 5	Writing workshop II: Introductions and conclusions in research papers	Baglione, Lisa. 2007. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. Chapter 8 (Considering the Significance and Limitations of Your Findings)	Bring materials to work on your final paper in class independently and with a peer
Dec. 7	Writing workshop III Last day of class	None	Bring materials to work on your final paper in class independently and with a peer
Reading Days			Submit final paper on Canvas by

			Dec. 16 at 11:59 PM **In fairness to the classmate who will be reviewing your paper, this is a hard deadline.**
Dec. 20, 6:00-8:00 PM	Final research presentations	You will be assigned one of your classmate's research papers to read in advance.	Prepare your research presentation and submit worksheet on your assigned classmate's paper (see Assignments on Canvas for details)