INSTRUCTOR: Dr. Stephen A. Kent
Office: 6-16 Tory
OFFICE HOURS: Tu/Th 4:00-5:30 or by appointment (It is wise to call first to verify that I am there).
TELEPHONE: 492-2204 (Please leave name and phone number if I am out.)
Email: steve.kent@ualberta.ca
Website: http://www.arts.ualberta.ca/~skent/

PLEASE NOTE: If a situation arises that will affect your performance in the course, then I expect to be informed immediately. Either speak with me directly or send an email or phone message with instructions as to how I can contact you. I will allow only approved absences from exams, according to a strict interpretation of University rules.

PREREQUISITE:

Sociology 100 or consent of instructor

REQUIRED READINGS:

A list of readings for the course appears below. All of them are available for free, either through the Library article search system or the Internet.

COURSE PURPOSE AND OBJECTIVES:

The purpose and objectives of this course are to provide an overview of the prominent theoretical issues in the sociology of religion, supplemented by historical and contemporary examples from a variety of cultural contexts. I emphasize Canadian issues whenever possible.

EVALUATION:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam I</td>
<td>33.3%</td>
<td>October 4, 2018</td>
<td>(Readings for the first third of the course)</td>
</tr>
<tr>
<td>Mid-term exam II</td>
<td>33.3%</td>
<td>November 1, 2017</td>
<td>(Readings for the second third of the course)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>33.3%</td>
<td>TBA in regularly scheduled exam time, which will be available in Beartracks</td>
<td>(Readings for the final third of the course)</td>
</tr>
</tbody>
</table>

Please Note: Bring a pencil and your ONEcard to each exam. The exams will contain multiple choice questions, and all of the exams will contain essay answers (probably short and long essay answers). The exams will cover only the
assigned chapters and accompanying lectures for each of the three segments of the course.

**GRADING:**

Each exam will count 33 1/3%, which means that I do not give supplemental tests. Each test will comprise three sections: multiple choice, short answer, and long answer, with each section weighted to be roughly equal. I will tabulate and record the grades for each exam, add all three together, and then translate them into the University’s 4-point grading according to the following scheme:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>95 - 100</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>90 - 94.9</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>85 - 89.9</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>80 - 84.9</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>76 - 79.9</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>72 - 75.9</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>68 - 71.9</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
<td>64 - 67.9</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60 - 63.9</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>54 - 59.9</td>
</tr>
<tr>
<td>Minimal</td>
<td>D</td>
<td>1.0</td>
<td>50 - 53.9</td>
</tr>
<tr>
<td>Pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>0 - 49.9</td>
</tr>
</tbody>
</table>

**ACADEMIC INTEGRITY:**

Please review the amendments to the Code of Student Behaviour, especially Section 30.3.2(2). In a phrase, if I catch you cheating, then I’m coming down on you like a ton of bricks (and I have done it before). You likely will wind up in a hearing before a Dean. Believe me, it isn’t worth it.

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

https://www.ualberta.ca/current-students/academic-resources/academic-integrity

All students should consult the Academic Integrity website. If you have any questions, ask your instructor.

**MISSED EXAMS:**

Strict university rules require that I follow a rigid procedure for students seeking approval for missed exams. Here is information about the policy:

*Absence from Exams (See Attendance in the University Calendar)*

Excused absence for a missed exam is not automatic and is granted at the discretion of the instructor (in the case of term exams) or the student’s Faculty (in the case of final exams).
Instructors and Faculties are not required to grant excused absences for unacceptable reasons that include, but are not limited to personal events such as vacations, weddings, or travel arrangements. When a student is absent from a term or final exam without acceptable excuse, a final grade will be computed using a raw score of zero for the exam missed. Any student who applies for or obtains an excused absence by making false statements will be liable under the Code of Student Behaviour.

To apply for an excused absence from MID-TERM EXAMS, a student first must notify me by e-mail within two working days of the missed exam. Second, a student must provide me with supporting documentation pertaining to the absence. ALL STUDENTS WILL WRITE ALL THREE EXAMS, and no procedures exist for replacing an exam with another kind of work. Make-up exams for the first two tests will occur at times that are negotiated between the professor and the students.

For medical illnesses, students can present one of the following:

- "University of Alberta Medical Statement" signed by a doctor (this cannot be required, but will be accepted if provided in lieu of other documents)
- "Medical Declaration Form for Students" (for Faculty of Arts students)
- "Statutory Declaration" (for students in Faculties other than Arts, to be obtained from home Faculty or the Office of the Registrar)

For other acceptable absences, such as domestic afflictions or religious convictions, the student should submit appropriate documentation to the situation. This could include the following:

For a death in the family – a copy of the death certificate
- For a religious conflict – a letter (on letterhead) from a priest, rabbi, imam, pastor, or other recognized religious congregational leader
- For a car accident – a copy of the accident report
- For other serious afflictions – consult with Instructor or Department about appropriate documents

If you are unable to write the FINAL EXAM, you must formally apply to your Faculty office within two working days following the missed final exam in order to be considered for a deferred final examination (or as soon as you are able in regard to the circumstance underlying the absence). The decision to grant a deferred final exam is not the instructor’s. Only the student’s home Faculty can grant a deferred final exam. Deferred examinations are intended to accommodate students who have experienced an incapacitating illness or severe domestic affliction; applications based on minor or inconsequential ailments will not be approved.

A deferred exam will not be approved if a student (i) has not been in regular attendance where attendance and/or participation are required, and/or, (ii) excluding the final exam, has completed less than half of the assigned work.

Any student who is granted a deferred final exam will write the make-up on Saturday, January 12, 2019 at 9:00AM in BUS 1-10

A few further notes:

1. STUDENTS WITH DISABILITIES: Students who require accommodation in this course due to a disability are advised to discuss their needs with Accessibility Resources (formerly known as Student Accessibility Services). The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment at the University of Alberta.

https://www.ualberta.ca/current-students/student-accessibility-services
2. “Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

3. Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.

SAMPLE QUESTIONS:

Below please find examples of a multiple choice exam that I gave several years ago, the format and style of which is what you can expect with the three tests. Each of the tests are comprised of a number of multiple choice, short answer, and longer answer questions, with probably a few more taken from the readings than the lectures. Here are some sample questions, based upon a different text:

MODEL MULTIPLE CHOICE EXAM QUESTIONS

10. Several insights are behind the conclusion that “the question of the plural religions (both Christian and non-Christian) forced a new interest in the singular, generic religion” (p. 32). Which of the following is NOT one of those insights?

   a. The discovery of Hinduism, with its numerous gods, goddesses, and rituals pushed researchers into developing the concept of “religion.”
   b. Western colonizers tried to map and classify the new forms of belief that they encountered.
   c. Scholars adopted the terms “religious” and “religion” to describe the range of beliefs that they encountered
   d. Scholars had to struggle with the fact that most other cultures do not have classifications of religious and religions
   e. Scholars introduced the idea that people have “religions” distinct from the simple and relatively unthinking expressive of their native culture.

Dawson ch. 3:

11. Regarding Canadians’ beliefs in God and a higher power, the trend is:

   a. increasingly believe in Them.
   b. decreasingly think that they believe in them
   c. definitely believe in them
   d. increasingly definitely do not believe in them
   e. to have stabilized in their beliefs of them

12. Taboos act as:

   a. mechanisms of permission
   b. mechanism of aggression
   c. mechanisms of social control
d. mechanisms of resilience

e. mechanisms of harmonizing

EXAMPLE OF A SHORT ANSWER QUESTION EXAMPLE:

List, without elaboration, seven types of religious BELIEFS and an equal number of religious ACTIVITIES.

EXAMPLE OF A LONG ESSAY QUESTION:

What are some of the many issues that Canadians face when attempting to combat types of religious terrorism?

READINGS:

First Exam: Definitions of religion; religion in Canada


Second Exam: Conversion, Relative Deprivation; Millennialism and Apocalypticism; Failed Prophecies

   http://www.whale.to/b/lifton_b.html


Third Exam: Max Weber’s Types of Capitalism; *The Protestant Ethic and the Spirit of Capitalism*; Hinduism and Confucianism; Charisma and its Routinization; Religious Rejections of the World; Canadian Secularization


The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.