



## **ANTH& 234 Religion and Culture Winter 2014**

---

Instructor: Dr. Julie Smith

[E-mail: jsmith@bellevuecollege.edu](mailto:jsmith@bellevuecollege.edu)

Office location: D200

Office Hours: By email or by appointment

---

### ***Course Information***

#### **Course Outcomes**

After completing this class, students should be able to:

- Evaluate religion using academic methods, such as those used in anthropology, comparative religion, and/or religious studies.
- Describe and compare the doctrine, institutional structures, and ethical systems of a sample of the religions (e.g., indigenous religions, Hinduism, Islam, Judaism, Christianity, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Zoroastrianism, and/or others) while emphasizing the development of World Religions and their subdivisions.
- Analyze the various media (e.g., texts, music, ritual, symbolism, architecture, etc.) through which religious knowledge and belief are expressed.
- Explore the interplay between religious belief systems and religious practice.

Evaluate relationships between religion and the social/cultural context, especially in relation to nationalism, politics, and globalization.

### **WHAT TEXTBOOK & MATERIALS ARE REQUIRED FOR THIS COURSE?**

**1. REQUIRED TEXTBOOK (hard copy or e-copy): IT IS YOUR RESPONSIBILITY TO PURCHASE THE**

**TEXTBOOK AS SOON AS POSSIBLE. IT WILL BE NEEDED FOR THE FIRST DAY OF CLASSES & EVERY DAY THEREAFTER.**

**Richter, Kent E., Eva Rapple, John C. Modscheider & R. Dean Peterson**

**ISBN: 978--0-534-55995-3 2013 *Understanding Religion in a Global Society***

This textbook was chosen for a number of reasons and it can be bought in an online format (e-textbook) or rented from the publisher.

## **2. REQUIRED STUDY GUIDE/ONLINE BOOK COMPANION WEBSITE**

Online Textbook Companion for Students: <http://www.cengagebrain.com/>

Choose “Free Study Tools” and enter your textbook’s ISBN:  
9780534559953

## **3. RING-BINDER NOTEBOOK (if you choose to print course materials-See *Eco-Conduct* below)**

You may find it difficult to continuously work online. You may find the course a great deal easier if you print the syllabus, calendar, each week’s assignment page, and various other supporting documents. Place them in a 3-ring binder and buy a set of section dividers, with one divider for each section’s assignments. Alternatively, you may want to download course materials to a thumb drive or other device for quick reference. Print only what you feel is necessary.

## **4. Software**

Word Processor: Microsoft Word is the only word processor supported at the college. You must use Microsoft Word to prepare any documents to be submitted. Documents submitted in any other format will not be accepted.

## **5. WEB BROWSER**

You must use a Web browser supported by Canvas and it must be properly “tuned.” Information about supported browsers and how to tune them is posted on the Distance Education Website ([www.bellevuecollege.edu/distance/](http://www.bellevuecollege.edu/distance/)).

## **AFFIRMATION OF INCLUSION**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. This classroom is a SafeSpace. Please check this website for further information: <http://bellevuecollege.edu/about/goals/inclusion.asP>

## **HOW CAN YOU BE ENVIRONMENTALLY-FRIENDLY?**

**Student Sustainability Guidelines:** Students are expected to make decisions that have the smallest environmental impact while maximizing student learning. These decisions include:

- Think before printing documents for this class, adjust printable margins, print double-sided & reuse paper for scrap paper.
- Turn in papers electronically or when necessary turn in printed assignments double-sided, single-spaced

and using narrow margins of at least .75 inches.

- Recycle all paper, bottles, and cans; and compost food and materials from the BC cafeteria.
- Adjust the power settings on your personal computer so the monitor and CPU will sleep after 20 minutes of inactivity and unplug all personal electronic devices when not in use.



### ***WHAT IS THE RHYTHM OF THIS COURSE?***

#### ***READ THIS SECTION VERY CAREFULLY***

**IF YOU DO NOT HAVE FLEXIBILITY IN YOUR SCHEDULE TO SYNC IT WITH THE RHYTHM OF THIS CLASS, YOU WILL HAVE A VERY DIFFICULT TIME SUCCEEDING IN THIS COURSE. REGARDLESS OF YOUR SUMMER SCHEDULE, DEADLINES ARE NOT FLEXIBLE; LATE ASSIGNMENTS ARE NOT ACCEPTED FOR ANY REASON.**

The on-line class has a very different rhythm from on-campus classes, and each on-line course is different from other on-line courses. On-line courses do not take off time for weekends, summer vacation, or holidays and often times it takes more time, dedication, and discipline to succeed in an online course. In this class, there are four sections to the course. Each section may start on a different day of the week and end on a different day of the week, when all work for that section must be completed. The major components of this course are described in detail below. It is your responsibility to be aware of all deadlines and course updates. Please see the document titled “Course Schedule” for the due dates of various assessments. Use your own version of the online course calendar to mark important deadlines for yourself.

### ***WHAT ACCOMMODATIONS FOR DISABILITY DOES THE COLLEGE HAVE?***

“The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc).”

Please let me know by Canvas mail as soon as possible if you have an accommodation. I will require a notification from the Disability Resource Center in order to provide you with appropriate accommodation. It takes at least one quarter for accommodations to be granted. One cannot simply state that one needs accommodations; the DRC will request appropriate documentation and make the decision. Only DRC students can be accommodated. Please let me know how I can help you.

### ***WHAT ARE THE REQUIREMENTS FOR THIS COURSE?***

A variety of instructional methods and learning opportunities exists for you to master class content.

**1. Materials in the “Start Here” Module:** You are required to review all materials in the “Start Here” module, including this Syllabus, Course Schedule, the Procedures and Guidelines of the Social Science Division, and all other documents in the module. Enrollment in the course constitutes an agreement to abide by the policies set forth in these items. By the end of the first week of the course, you should submit the

Course Agreement Form (no points) to your professor to indicate that you understand how the course works, the rhythm of the class, and how your performance will be assessed. You will also be asked to post an introduction, take the practice quiz (no points) and complete all assignments listed in the Overview.

### **Attendance & Participation**

It is well worth your time to “attend” class regularly and constructively participate. Ideally, you should log in on at least on a daily basis, but minimally 5 times per week. Participation is easily monitored by yourself and the professor. You are expected to keep abreast of due dates and any schedule changes. Check the announcements for class updates and reminders every time you log on. It is not the professor’s responsibility to remind you of when assignments are due. Please record your own due dates.

## **2. Read the textbook**

There is indeed a textbook for this course, listed above. It will be nearly impossible to master content without reading the textbook chapters. It is your responsibility to purchase the textbook in time for the beginning of classes. It is up to you to decide the best time to complete each section’s assigned readings. Please ask if you need clarification of materials.

## **3. Online Textbook Companion for Students:**

<http://www.cengagebrain.com/>

Access the textbook publisher’s FREE online study materials by choosing “Free Study Tools” and enter your textbook’s ISBN: 9780534559953. This website contains useful pertinent study tools for mastering course content. Students who regularly use this website learn considerably more and perform better on tests than students who do not make use of it.

### **3. Discussions**

In order to delve further into course content, this course will involve discussions with your classmates. For each discussion, you have questions to research, writing to complete, postings to read, and a minimum of two replies to contribute. Posting of your initial commentary, reading others’ commentaries, and responding to others are critical for furthering your knowledge, engaging in the class, and for excelling on tests.

If you miss a discussion, you cannot make it up since the moment will have passed. Late discussions are not accepted for any reason.

### **There are 4 steps to the discussion:**

- i. Research: A bit of research will be involved in the form of either reading an article or searching the internet. When there is an article that is the focus of the discussion, read it first, think about the material, and relate it to the textbook. When the discussion involves internet research, be sure to adhere to best practices in choosing websites or articles for information.
- ii. Writing: (up to 15 points) Each student will write an initial commentary (i.e., your informed scientific

analysis about the material in response to the questions provided). This step should occur BEFORE replies to others' commentaries are completed. Each initial commentary should be well written, proofread for grammatical and spelling errors, and substantive in content. An initial commentary of about 300-400 words is expected. (Do NOT post a Word.doc or other file as it will not be graded.) All sources must be cited, whether from the textbook, assigned article, internet website, fellow student, lecture, etc. Use the APA reference style which is posted on the course site. NO Wikipedia ever. You will not be able to view other students' postings until you first post your own commentary. Be sure to thoroughly answer each part of the discussion to earn credit.

iii. Peer Reading: It is informative to see how your classmates have responded to the discussion questions. You are required to read at least half of the initial commentaries of others. The number of commentaries may vary from discussion to discussion, but if you read at least 18 (half of full class enrollment of 36), you'll complete the requirements for this part. As the professor, it is possible for me to see how many postings each student has viewed. You should read your peers' commentaries BEFORE posting substantive thoughtful replies.

iv. Replies: (up to 10 points for each of 4 replies) Each student will comment on the initial posting of at least 2 other students.

This step of the discussion should begin after you have posted your commentary and read a number of others' commentaries. Each reply should be about 100 words. Responses such as "I agree" or "Terrific job", while encouraging to your peers, do not count for credit. If you use any source at all, you must cite it. NO Wikipedia ever. All postings should be thoughtful, informed, respectful, substantive, and constructive. Each reply should be at least several sentences in length to count for full credit.

## 8. Activities:

Anthropologists are noted for doing fieldwork and contributing first-hand information about a subject matter, so you will have the chance to complete two activities. Activity assignments will be completed during two different sections of the course and they will have the same weight as discussions.. Full instructions for activities will be posted in the appropriate section. Each is worth up to 35 points.

9. Tests: A major portion of your grade will be derived from 4 tests, each of which is on different material. A test may consist of definitions of terms and 2 brief essays. There are 25 questions on each test (each worth 4 points) and you will have 90 minutes to complete each test. There is also a Final exam during the last week of class.

To take the test, you will need to be familiar with Canvas. Be sure you know how to successfully submit your answers when completed. Test questions are derived from assigned readings, learning modules, videos/DVDs, handouts, discussions, activities, internet links, lectures, tutorials, and any other instructional material presented in class. It is helpful to turn off all electronic devices before the start of a test so that you can fully concentrate on the matter at hand. Be sure to have a secure internet connection and a reliable computer. In order to submit the test on time, it needs to be started at least 90 minutes prior to the due date/time. No late tests are accepted for any reason.

10. Read the  
Textbook

There is indeed a textbook for this course, listed above. It will be nearly impossible to master content without reading the textbook chapters. It is your responsibility to purchase the textbook in time for the beginning of classes. It is up to you to decide the best time to complete each section's assigned readings. Please ask if you need clarification of materials.

**HOW MANY POINTS MAKE UP YOUR GRADE?**

| Assessment   | Quantity             | Value       | % of Grade  |
|--------------|----------------------|-------------|-------------|
| Discussions  | 10 at 35 points each | 350         | 35%         |
| Tests        | 4 at 100 points each | 400         | 40%         |
| Final exam   | 1 at 250 points      | 250         | 25%         |
| <b>TOTAL</b> |                      | <b>1000</b> | <b>100%</b> |

ON THE NUMEROUS ASSIGNMENTS AND TESTS. MAKE USE OF THE ONLINE STUDY GUIDE OFFERED THROUGH THE TEXTBOOK PUBLISHER (<http://www.cengagebrain.com/>).

**IF YOU NEED HELP, PLEASE LET YOUR PROFESSOR KNOW RIGHT AWAY. OFTEN TIMES, A PROBLEM CAN BE RESOLVED IMMEDIATELY AND EFFECTIVELY INSTEAD OF WAITING UNTIL THE END OF THE QUARTER WHEN IT MAY NOT BE POSSIBLE TO RESOLVE THE ISSUE.**

GRADE  
CALCULATIONS IN THIS  
CLASS  
**Course Grade**

**Decimal**

**Percentage  
Scale**

**Corresponding  
Point Value**

|    |     |         |                 |
|----|-----|---------|-----------------|
| A  | 4.0 | 92-100% | 920-1000 points |
| A- | 3.7 | 90-91%  | 900-919 points  |
| B+ | 3.3 | 88-89%  | 880-899 points  |
| B  | 3.0 | 82-87%  | 820-879 points  |
| B- | 2.7 | 80-81%  | 800-819 points  |
| C+ | 2.3 | 78-79%  | 780-799 points  |
| C  | 2.0 | 72-77%  | 720-779 points  |
| C- | 1.7 | 70-71%  | 700-719 points  |
| D+ | 1.3 | 68-69%  | 680-699 points  |
| D  | 1.0 | 50%-67% | 500-679 points  |
| F  | 0   | <50%    | 0-499 points    |

Who is teaching this course?

My name is Julie Smith and my specialization in Anthropology is Cultural Anthropology. After having lived between two cultures, the United States and Italy, for most of my life I am fascinated by how culture(s) shape how we view and think about the world. After growing up in the South Sound in Washington state I lived for many years in Florence, Italy. I have Italian citizenship and I speak fluent Italian. When I returned to the United States, I discovered the discipline of Anthropology—the best one for my interests. I graduated from the University of Washington with a degree in Anthropology and then continued my studies at the Graduate Faculty for the New School for Social Research in New York City. I majored in Anthropology and minored in History which informed my dissertation research on migration and immigration in Milan Italy.

I received a Wenner- Gren doctoral dissertation grant and spent a year in Milan in a public housing tenant organization where I studied past attitudes to Southern Italian migrants after WWII and the attitudes toward new immigrants from Asia, Africa, Eastern Europe, and Latin America. I started teaching at Bellevue College in 2005 and I continue doing applied anthropology with an affordable housing organization in Seattle that provides housing to seniors and low income individuals. My research interests are the History of Anthropology, nation-state development (both in Europe and the Americas), race and ethnicity, and labor history in the United States.

