

**Upper-division Writing Requirement Review Form (12/1/08)**

<b>I. General Education Review – Upper-division Writing Requirement</b>			
Dept/Program Subject	Sociology	Course # (i.e. ANTH 455) or sequence	Soc 488
Course(s) Title			
Description of the requirement if it is not a single course			
<b>II. Endorsement/Approvals</b>			
Complete the form and obtain signatures before submitting to Faculty Senate Office.			
	Please type / print name	<b>Signature</b>	<b>Date</b>
Instructor	variable		
Phone / Email			
Program Chair	Celia Winkler		1/7/09
<b>III Overview of the Course Purpose/ Description</b>			
<p>Soc 488 is a “special topics” course that may be taught by different instructors. Topics covered and the particular configuration of assignments will vary from semester to semester. Nevertheless, there are particular learning outcomes common to all versions of the course. All versions will meet the ASCRC requirements for upper-division writing courses.</p> <p>Students will develop their writing skills by doing a series of carefully structured writing assignments with considerable feedback and guidance from the instructor. All writing assignments are required to be clear, well organized, and to demonstrate appropriate English language usage. Formal writing assignments will utilize the American Sociological Association (ASA) style for citations and references. Students also enhance their oral communication skills by participating in class discussions.</p>			
<b>IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.</b>			
<b>Student learning outcomes :</b>			
Identify and pursue more sophisticated questions for academic inquiry		Since this is a special topics course, specific learning outcomes may vary depending the course topic. Regardless of the subject matter, students will be required to write a final research paper formatted for publication in a sociological journal. The topic of the paper will be based on student interests, course material, and consultation with the instructor to arrive at research questions appropriate for academic inquiry.	
Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a> )		Early in the semester students will participate in a library session to learn how to locate and utilize library resources. The final paper will require integration of primary sources into a literature review on their topic for their final paper.	

Manage multiple perspectives as appropriate	The course will address different perspectives on the course topic through lectures, assigned readings, and class discussions. The final paper will require students to examine those perspectives that are most relevant to their own topics.
Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline	Instruction will be provided on general writing and formatting issues, with special attention given to the technical aspects of professional sociological writing.
Use multiple drafts, revision, and editing in conducting inquiry and preparing written work	Faculty and peers will provide reviews of a series of short papers totaling at least 20 pages over the course of the semester. Students will then revise and resubmit their papers for final evaluation. These papers may be sections of the final paper or independent assignments.
Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline	The final paper will include a reference list and in-text citations that follow guidelines in the <i>American Sociological Association Style Guide</i> .
Develop competence in information technology and digital literacy	As noted above, students will be instructed in how to use library resources to do research on sociological topics. This includes evaluation of digital content and how to effectively utilize electronic data search engines.

**V. Writing Course Requirements Check list**

Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Enrollment is capped at 20 students.
Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?	x Yes o No In addition to the syllabus, students will receive multiple handouts detailing requirements for organization, coverage, development, clarity, grammar, punctuation, and mechanics (e.g., citations and references).

<p>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</p>	<p>Students will be required to purchase the latest edition of the ASA Style Guide. Other writing-related readings will depend on the instructor. Class sessions devoted to writing will focus on introductions, arguments and evidence, paragraphing and transitions, organization and development of ideas, etc. These and other issues also will be addressed in handouts. Students will be given explicit instructions for conducting peer reviews, and they will be required to revise their own papers based on peer and faculty comments.</p>
<p>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>VI. Writing Assignments:</b> Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.</p>	
<p>Formal Graded Assignments</p>	<p>Assignments will vary somewhat depending on the instructor.</p> <ul style="list-style-type: none"> <li>\$ 1 draft of each section of the term paper to be submitted for faculty and peer review</li> <li>\$ 1 revision of each section of the term paper</li> <li>\$ 1 draft of the term paper to be submitted for peer review</li> <li>\$ final paper to be formally evaluated by the instructor</li> <li>\$ other substantive assignments that the instructor deems necessary</li> </ul>
<p>Informal Ungraded Assignments</p>	<p>Aside from the assignment designed to familiarize students with the library (see above), informal assignments will vary. They might include in-class writing on either substantive issues or topics pertaining to writing itself.</p>
<p><b>VII. Syllabus:</b> Paste syllabus below or attach and send digital copy with form. ↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: <a href="http://teaching.berkeley.edu/bgd/syllabus.html">http://teaching.berkeley.edu/bgd/syllabus.html</a></p>	

# Religion and Political Movements

Sociology 488w

Prof. Celia Winkler

SS 323; 243-5843, 549-6285  
celia.winkler@umontana.edu

Office Hours:

---

**Purpose of Course:** Introduce students to the sociological study of the interrelationship between religion and political movements, situated within social, economic, political, and historical contexts. This course will analyze movements that seek to effect social change through political means and their relationship to religion and spirituality. In addition to those presented in class, students will examine political movements of their own interest.

## Course Objectives:

- Identify and understand the significance of key concepts and theoretical perspectives in the sociology of the religion
- Identify and understand the significance of key concepts and theoretical perspectives in political sociology with regard to social movements
- Begin to identify the space occupied by religious thinking and acting in struggles over economic and political power
- Strengthen understanding of the relationship among ideology, social structures, and agency
- Make connections among the readings, current events, historical events, and your own experience
- Strengthen writing skills

## Reading:

- McGuire, Meredith B. 2002. *Religion: The Social Context*, Fifth Edition. Belmont, Calif.: Wadsworth.
- American Sociological Association. 2007. *ASA Style Guide. Third Edition*. (The formatting basics of the ASA Style Guide are also available yearly in each of its journals. It may be downloaded in its entirety from the ASA website—free of charge only IF you are a member.)
- Williams, Smith. 2006. *Style: Lessons in Clarity and Grace*, 9<sup>th</sup> ed. Longman.
- Several articles on ERES, password soc488

## Evaluation:

	Points
Midterm exam	40
Paper proposal	20
Revised Paper proposal	20
Bibliography	20
Revised Bibliography	20
Rough draft	40
Final paper	100
Presentation	20
Participation	40
<b>Total</b>	<b>320</b>

**Exam:** One take-home midterm exam (essay)  
**Paper:** Submitted in stages: proposal, annotated bibliography, rough draft, and final paper, constituting a total of 60% of your grade.  
**Writing:** With the combination of the essay portion of the midterm exam and the paper, over 80% of the grade is based on written work. Your work will be graded primarily on content, but this requires that you have mastered effective communication techniques, including appropriate composition, formatting, and use and citation of sources. Depending on the

nature of the assignment, a percentage of the grade you earn will be based on writing. Instructions for each stage of paper construction will include the grading rubric.

**Presentation:** You will present your paper to the class as if you were presenting a paper at a conference. This means you have 15 minutes to summarize your paper and make the audience (the class) find it interesting. The class then will have the opportunity to ask questions and engage in a discussion on the issues raised by the paper.

**Attendance and Participation:** This class will be held in a seminar format, requiring regular attendance and participation. Participation includes asking intelligent questions, making incisive comments, and acting in a respectful manner towards fellow class members.

**Other business:**

**Drops:** May 25. For other deadlines, see the summer schedule of classes and <http://www.umt.edu/ce/summer/calendar.htm>

**Incompletes:** See the Catalog, <http://www2.umt.edu/catalog/acpolpro.htm>

**Disability Accommodations:** See <http://www.umt.edu/dss/current/default.htm>

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely manner. Speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

**Plagiarism:** See the Student Conduct Code:

<http://www.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf>

as well as a useful guide offered by the Mansfield Library:

<http://www.lib.umt.edu/services/plagiarism/index.htm>

**Religion and Political Movements ~~~ Sociology 488w**  
**Summer 2007 ~~~ Calendar Subject to Change**

Week	Date	Topic	Reading	Assignment
1	5/21	Introductions Sociologies of Religion and Politics		
	5/22	Concepts and Histories <i>About paper proposals</i> <i>About paper formats</i>	ERES: Neuman	
	5/23	Meaning and Belonging <i>Peer review</i>	MM: Chap 1,2 [1-39]	Paper Proposal
	5/24	Individual religion <i>About library research</i> <i>About bibliographies and citations</i>	MM: Chap 3 [73-96] ERES: Rashid	Revised paper proposal
2	5/28	<b>Memorial Day – No Class</b>		
	5/29	Official and Nonofficial religion <i>Peer review</i>	MM: Chap 4 [127-148] ERES: Rauschenbush	Bibliography
	5/30	Religion & Conflict	MM: Chap 6 [195-220]	Revised Bibliography
	5/31	Religion & Conflict continued <i>About paper formats</i> <i>Writing coherent paragraphs</i>		
3	6/4	Religious collectivities	MM: Chap 5 [171-185] ERES: Hunt & Benford	
	6/5	Religion and Social Change	MM: Chap 7 [236-265] ERES: Jenkins & Form	
	6/6	Power & Legitimacy	MM: Chap 8 [300-325] ERES: Phillips	
	6/7	Review <i>More about paper formats</i>		<i>Midterm exam</i>
4	6/11	Conferences Religion & Politics in America	ERES: Wald & Calhoun-Brown, 348-372	
	6/12	Conferences <i>About paper presentations</i>		
	6/13	Peer review		<i>Rough Drafts</i>
	6/14	Conferences		
5	6/18	Paper presentations		
	6/19	Paper presentations		
	6/20	Paper presentations		
	6/21	Paper presentations		<i>Final papers</i>

