

PZ SOC 60.1

Religion in the U.S.: Power and Politics

Pitzer College, Fall 2022

Instructor: Valentina Cantori (she/her/hers)

COVID-19 NOTE: Please do not come to class if you experience any symptoms. You will be excused. I created a recurring Zoom meeting for our class that we can use if someone is in isolation due to COVID-19.

COVID POLICIES

Pitzer College students, faculty, and staff are committed to working together to safeguard the health of the entire college community.

COVID-19 safety guidelines and recommendations continue to evolve. Please read Pitzer's [Community Messages](#) and [FAQs](#) and visit the [Student Health Services \(SHS\) COVID page](#) for the latest campus information and guidance.

- **MASKING:** Barring a shift in guidance from the Los Angeles County Department of Public Health, indoor masking will be encouraged but not required on campus at the beginning of the fall semester. However, specific offices, classrooms, programs, and individuals will be able to determine the masking policies for their spaces on campus. Students are expected to cooperate with any such expectations or requirements.
 - For this course, students are strongly encouraged to wear a mask while indoors, but it will not be required to wear a mask.
 - Consistent with public health guidance, well-fitting, high-quality medical masks should be worn when required. Masks are available for free in the Office of Student Affairs, Dean of Faculty Office, Facilities, Gold Student Center, Dining Hall, and the Nurse Clinic.
- **TESTING:** All Pitzer students will be required to complete a PCR test at least once a week during the first two weeks of classes. Students will also be required to test following return from breaks and other times deemed necessary by Pitzer College.
 - **Students who are symptomatic are required to test and should immediately begin to wear a well-fitted mask, limit contact with others, and return to your room/apartment until they receive the results of their test.**
 - SHS will accommodate testing hours (appointments are not required) and a SHS-administered COVID-test vending machines have been installed at each of the 5Cs and The Claremont Colleges Library. Pitzer's is located at the northwest entrance of Atherton Hall.
 - After the first two weeks of classes, students are encouraged to participate in voluntary screening tests.
- **ISOLATION:** Pitzer students who test positive for COVID-19 must remain in isolation for 5-10 days as determined by the campus contact tracing team. In this circumstance,

students will not be able to attend class. If necessary, [Pitzer Academic Support Services](#) staff will contact students in isolation to review options for students to continue their academic work remotely, in coordination with their faculty.

- For this course, students will be able to attend class remotely and, if unable to do so, students can set an office hour appointment with the instructor to discuss their case. Extensions may be granted, but decisions will be made on a case-by-case basis.

Course Description

In the United States, religion continues to be a powerful social force shaping social inequalities, patterns of inclusion and exclusion of historically marginalized minorities, policy, advocacy, and political dynamics. In the current climate of rising political polarization, religion plays a critical role in shaping and reinforcing social and political cleavages on a variety of issues. Recent controversies surrounding abortion, gun control, LGBTQ+ rights, and COVID health protocols spurred vitriolic debates in U.S. civic spaces. Sociologists have pointed to the often-neglected role of religion in shaping public opinion, political decision-making, and forms of civic participation. As a result, the “wall of separation” between religion and state appears to be not as insurmountable as the Founding Fathers might have imagined it to be. Importantly, the focus of sociologists interested in the relationship between religion, politics, and power continues to be on Christian traditions. The recent growing attention to White Christian nationalism is an example of this trend. This course offers a different perspective by engaging students in an analysis of how both Christian and non-Christian traditions, particularly Islam and Muslim civic practices, influence (and are influenced by) the relationship between religion, power, and politics in the contemporary U.S. context.

Course Objectives and Learning Outcomes

This seminar will provide students with the necessary background knowledge and analytical skills to engage with contemporary social issues connected to religion and politics. Students will learn to identify the interconnections between religions, politics, and power in a critical fashion. Crucially, this seminar will also teach students to engage in difficult conversations by respecting each other’s points of view, critically evaluating texts, and building arguments using a social scientific perspective.

More specifically, in this seminar, students will learn to:

- 1) Engage with the analytical concepts of religion, power, and politics from a sociological perspective.
- 2) Ask sociologically relevant questions on the intersection of religion, power, and politics.
- 3) Apply these concepts to the critical analysis of contemporary social issues, like resistance to COVID-19 health protocols, gun control, reproductive rights, political polarization, and LGBTQ+ rights.
- 4) Think critically about the role of religion in shaping politics and power in the contemporary U.S. context and create original material on the topic.

Disclaimer: The course will address sensitive topics. The aim of the course is to give us theoretical instruments to address these problems sociologically, to ask sociological questions and to activate our sociological imagination. Please be always respectful of other's opinions and engage in a constructive discussion that allows for difference to positively emerge in the classroom space.

Assignments and Activities

This is a seminar-style course in which students' active engagement and participation in the classroom is expected. Please be aware that this is also a reading-intensive course. Each week, students are required to complete all the assigned readings. Students are expected to be ready to discuss the readings with their peers, both through structured class exercises and more unstructured discussions led by students themselves.

ATTENDANCE (15%): Attendance will make up 15% of your final grade. **You have two freebies to use during the Fall semester.** If you use one of your freebies, you do not need to send me an email ahead of time. If there is an emergency, you need to be in isolation due to COVID19 sickness or exposure, please send me an email ahead of class and I will excuse you. My philosophy for attendance is: Better to ask for permission than beg for forgiveness!

WEEKLY DISCUSSION LEADERS/PARTICIPATION GRADE (15%): Each student is expected to choose two weeks (between week 3 and week 13) to lead a portion of class discussion by bringing to class questions and themes that piqued their interest and that arose from the readings assigned for that week. More than one student can sign up each week. A sign-up sheet will be circulated during the first week of class. Leading class discussion will be counted towards students' participation grade.

Instructions for the discussion leader's role: Students who are discussion leaders for the week will come to class with a handout that will be copy-pasted **to Sakai's Forum page** before the beginning of class time. To save trees, it would be best not to print any copy out unless strictly necessary. Everyone will be able to access the handout from Sakai. The handout will contain between 3 to 5 questions that have arisen from the readings. We will use the questions for class discussion. While clarification questions are welcome, questions should focus on discussing the arguments that the authors we will read make and how these arguments can be applied to current socio-political phenomena. To give some examples of generative question structures, they can focus on (but not limited to):

- Comparing and/or linking together two or more readings for the week (e.g., Reading X states Z, but reading Y states Q, which approach is better for studying C?).

- Inviting the class to think critically about applying insights from the readings to current socio-political events (e.g., Can we apply the insights in reading F and B to the current situation in the U.S.?).
- Assessing the pros and cons of the arguments developed in the readings (e.g., Author X claims Z. Can this argument Z shed light on the *new wave of religious conservatism in U.S. institutions*?).

PAPER PROPOSAL, due September 23rd, 2022, by 6 PM via Sakai (15%): The first assignment consists of a one-page to two-page proposal for a final paper on a topic related to religion, power, and politics in the U.S. that is of interest to the student. The proposal can touch upon any of the topics that will be discussed later in the class or on any other issue related to the way religions intersect with power and politics in the U.S.

Instructions for the Paper Proposal: Upload on Sakai a Word Document [SURNAME_PAPER PROPOSAL.docx] with a topic proposal for your final paper assignment. The paper proposal should be between 750 and 1000 words max, New Times Roman, 12 points, 1 inch-margins, double-spaced, i.e., between one and two pages. To successfully complete this assignment, it is important to have carefully read the class syllabus.

The proposal should answer the following questions:

- 1) Which topic on religion in the U.S. would you want to focus on for your final research paper?
- 2) Why is this topic interesting/salient/worth pursuing?
- 3) Cite two sources (on the syllabus or not) that have already touched upon this topic and explain how they have dealt with it (for a proposal of this kind, it is enough to cite two journal articles instead of full books).
- 4) Craft a hypothetical research question you would like your ideal project to address.

MIDTERM ASSIGNMENT, due October 28th, 2022, by 6 PM via Sakai (25%): The midterm assignment consists of a piece of original/creative work (i.e., a short YouTube video, a podcast, a recorded PPT voice-over presentation, an interview, an art piece, etc.) and it can be the result of a group collaborative effort (max. 2/3 students per group). Each group/student is invited to set an appointment during office hours to discuss their ideas ahead of the deadline to make sure they are on the right track.

Instructions for the midterm assignment: The assignment needs to be uploaded on Sakai. This assignment is meant to be fun and collaborative (if you want to). The format is flexible as long as there is a material product that the instructor can evaluate. If the students consensually agree, we

can transform the works we produce for this assignment in a YouTube class page featuring our work for a broader audience.

The material produced should touch upon one of the themes we discuss in class related to religion, power, and politics in the U.S. Students or groups of students should seek preliminary instructor's approval. Every individual student or group is expected to set a time during office hours to share ideas and get approval. The midterm can touch upon the theme you want to address in your final paper, in case you choose to do so, or center on a different topic all together.

FINAL ASSIGNMENT, due December 12th, 2022, by 6PM via Sakai (30%): The final assignment consists of a final research paper (8 double-spaces pages, 12 Times New Roman, 1-inch margins) on a topic agreed upon with the instructor ahead of time. Paper ideas will be presented to the class by students on week 14 and week 15 before final submission.

LATE SUBMISSION POLICY: Each student will have 2-day freebie for late submissions that they can use as they want. You can use one day on one assignment and one day on another, or 2 days on one single assignment. Please, inform the instructor if you are using one of your freebies for late submission. If you need a longer extension for extenuating circumstances, please set an appointment during office hours to discuss this. As always: better to ask for permission than beg for forgiveness! If you submit late, send your assignment to the instructor via email.

GRADING BREAKDOWN:

Attendance: 15%

Participation: 15%

First assignment: 15%

Midterm assignment: 25%

Final assignment: 30%

Your letter grade is based on a percentage of the 100 total possible points that you earn, and will be assigned on the following basis:

A = 94 to 100; A- = 90 to 93.99; B+ = 87.9 to 89.99; B = 83.33 to 87.89; B- = 80 to 83.32; C+ = 75 to 79.99; C = 70 to 74.99; D = 60 to 69.99 and F = 59.9 and below.

Special Accommodations: If you need any special accommodations to complete the course requirements, contact Pitzer's Academic Support Services (PASS) in the Office of Student Affairs to inquire about accommodations and support services (<https://www.pitzer.edu/student-life/academic-support-services/>). Please inform the instructor by scheduling an appointment during office hours as soon as possible.

Email policy: In case you have any questions, you can email me at Valentina_Cantori@pitzer.edu. Expect a reply within 24 hours. If, for any unforeseeable reasons, you do not receive an email back within 24 hours, feel free to send me a nudge: I am human and I have 4 different email addresses, so there is a minimal chance your email might end up in some remote and forgotten email bin in my Outlook. Thanks for helping me and keeping me on track!

Office hours: I will hold both in-person and Zoom office hours (see details on Page 1 of the syllabus). An appointment is required to come to office hours. You can schedule it via Calendly at the links provided on page 1 of this syllabus. I will hold extra office hours the week before an assignment is due.

Technology policy: Research demonstrates that students' learning is enhanced when notes are taken by hand. Consequently, no laptop/tablet is allowed during class unless: a) students have specific accommodation requirements; b) the instructor allows the use of technology for specific activities.

Course Schedule

PART 1: THINKING THEORETICALLY ABOUT RELIGION, POWER, AND POLITICS

Week 1 – August 29th, 2022

Introduction: How to study things sociologically:

- C. Wright Mills ([1959] 2000), *The Sociological Imagination*: Chapter 1, “The Promise,” pp. 3-13 (until the end of Section 3).
- Peter Kaufman, “Doing Sociology,” <https://www.everydaysociologyblog.com/2011/09/doing-sociology.html>

Week 2 – September 5th, 2022 **LABOR DAY**

Week 3 – September 12th, 2022

Approaches to Religion, Power, and Politics

RELIGION:

- Brent Nongbri (2013), *Before Religion: A History of a Modern Concept*: “Introduction,” pp. 1-14.

Chapter 1, “What Do We Mean by ‘Religion?’” pp. 15-24.

- Christian Smith (2012), “Religion and Human Nature:”
<https://www.youtube.com/watch?v=3doYWEGw2uI>
- Nancy T. Ammerman (2006), *Everyday Religion: Observing Modern Religious Lives: “Introduction,”* pp. 3- 15
- Willian Arnal and Russel T. McCutcheon (2012), *The Sacred is the Profane: The Political Nature of “Religion,”*
Chapter 1, “On the Definition of Religion,” pp. 17-30.

Suggested readings (not required, but on Sakai):

- Christian Smith (2017), “What is Religion?” in *Religion: What It Is, How It Works, and Why It Matters*, pp. 20-42.

POWER AND POLITICS:

- C. Wright Mills (1956), “The Power Elite”
Chapter 1, “The Higher Circles” pp. 3- 13 (skip section 4); 15-25 (no section 7).
- Robert Dahl (1961) *Who Governs? Democracy and Power in an American City*, pp. 1-8, 89-103 (skip “Some Political Axioms” section pp 90-91).
- Antonio Gramsci, “Hegemony” <https://www.youtube.com/watch?v=RFQrV8UxpVA>

Suggested reading:

- Cedric de Leon and Andy Clarno (2020), “Power,” in *The New Handbook of Political Sociology*, edited by T. Janoski, C. de Leon, J. Misra, and I. William Martin, pp. 35-49.
- Foucault, “Society Must Be Defended,” 14 January 1976, pp. 23-40

Week 4 – September 19th, 2022

Religion and Democratic Practices

[Someone from the Writing Center will join us at the beginning of class to share more about their services for all students on campus.]

- Robert Wuthnow (2021), *Why Religion is Good for American Democracy: “Introduction,”* pp. 1-18
“Inclusion: Immigrant Religion and Immigrant Rights,” pp. 157-186
“Conclusion,” pp. 248-262.
- Robert Wuthnow (1988), *The Restructuring of American Religion: Society and Faith Since World War II:*
Chapter 1 “The Question of Restructuring” pp. 3-13

Chapter 12, “A Broader Context: Politics and Faith”

- Paul Lichterman and C. Brady Potts, *The Civic Life of American Religion*:
“An Introductory Statement,” pp. 1- 22
“Building Religious Communities, Building the Common Good: A Skeptical Approach,”
by Nancy T. Ammermann, pp. 48-62
- Lydia Bean (2014), *The Politics of Evangelical Identity: Local Churches and Partisan Divides in the United States and Canada*:
Chapter 2, “The Boundaries of Evangelical Identity,” pp. 45-61
Chapter 5, “Evangelicals, Economic Conservatism, and National Identity,” pp. 112-132.

First assignment, due September 23rd, 2022, by 6 PM via Sakai: Final paper proposal, max 2 pages (double-spaced, 12 Times New Roman, 1-inch margins).

PART 2: WHICH RELIGION? WHOSE RELIGION? WHOSE COUNTRY?

Week 5 – September 26th, 2022

A Christian America?

- Kevin M. Kruse (2015), *One Nation Under God. How Corporate America Invented Christian America*:
“Introduction,” pp. ix-xvi;
Chapter 1, “Freedom Under God,” pp. 3-34;
Chapter 4, “Pledging Allegiance,” pp. 95-125;
Chapter 6, “*Whose* Religious Tradition?,” pp. 165-201;
“Epilogue,” pp. 275-294.
- Saher Selod (2018), *Forever Suspect: Racialized Surveillance of Muslim Americans in the War on Terror*:
“Introduction,” pp. 1-29;
Chapter 2, “Flying while Muslim: State Surveillance of Muslim Americans in U.S. Airports,” pp. 49-74.
Chapter 3, “Citizen Surveillance,” pp. 75-80.
- Ruth Braunstein (2017), “Muslims as Outsiders, Enemies, and Others: The 2016 Presidential Election and the Politics of Religious Exclusion,” in *Sociology of Religion: A Quarterly Review*.
- “An activist plans to test Texas' 'In God We Trust' law with signs in Arabic,” NPR:
<https://www.npr.org/2022/08/26/1119488708/in-god-we-trust-texas-signs-arabic>

Week 6 – October 3rd, 2022

The Rise of White Christian Nationalism and Jan. 6th

- Philip S. Gorski and Samuel Perry (2022), *The Flag + The Cross: White Christian Nationalism and the Threat to American Democracy*:
“Introduction,” pp. 1-12.
Chapter 1, “This is Our Nation, Not Theirs,” pp. 13-45.
- Andrew L. Whitehead and Samuel L. Perry (2020), *Taking America Back for God: Christian Nationalism in The United States*:
“Introduction,” pp. 1-21.
Chapter 2: “Power,” pp. 55-87
- “The Power of Religion: Christian Nationalism and Trump Support” -
<https://www.everydaysociologyblog.com/2021/06/the-power-of-religion-christian-nationalism-and-trump-support.html>
- Baker, Perry, and Whitehead (2020) “Keep America Christian (and White): Christian Nationalism, Fear of Ethnoracial Outsiders, and Intention to Vote for Donald Trump in the 2020 Presidential Election” in *Sociology of Religion: A Quarterly Review*.
- Robert P. Jones (2020), *White Too Long: The Legacy of White Supremacy in American Christianity*:
“Introduction,” pp. 1-24
Chapter 5, “Mapping: The White Supremacist Gene in American Christianity,” pp. 155-187.

Week 7 – October 10th, 2022

The Black Church and Emancipatory Politics

- W.E.B. Du Bois, *The Philadelphia Negro*,
Chapter XII: “The Organized Lives of Negroes”
- Aldon Morris (1996), “The Black Church in the Civil Rights Movement: the SCLC as the Decentralized, Radical Arm of the Black Church,” in C. Smith (ed.), *Disruptive Religion: The Force of Faith in Social Movement Activism*, pp. 29-46.
- “The Role of the African American Church in the Civil Rights Movement”
<https://www.youtube.com/watch?v=VLxddvkYmic>
- Roger Baumann (2016), “Political Engagement Meets the Prosperity Gospel: African American Christian Zionism and Black Church Politics” in *Sociology of Religion: A Quarterly Review*.

Week 8 – October 17th, 2022
FALL BREAK

Week 9 – October 24th, 2022
“New Immigrant” Religions in the U.S.

- Fenggang Yang and Helen R. Ebaugh (2001), “Religion and Ethnicity among the New Immigrants: The Impact of Majority/Minority Status in Home and Host Countries,” in *Journal for the Scientific Study of Religion* 40(3): 367-378.
- Karen Leonard (2007), “Finding Places in the Nation: Immigrant and Indigenous Muslims in America” in *Religion and Social Justice for Immigrants*, edited by Pierrette Hondagneu-Sotelo, pp. 50-58.
- Valentina Cantori (2022), “Inclusive and Included? Practices of Civic Inclusivity of American Muslims in Los Angeles” in *Sociology of Religion: A Quarterly Review* 83(2): 145-168.
- John O’Brien and Eman Abdelhadi (2020), “Re-examining Restructuring: Racialization, Religious Conservatism, and Political Leanings in Contemporary American Life,” in *Social Forces*.
- “Latinx Religion and Partisanship in the Post-Trump Era:”
<https://www.interfaithamerica.org/latinx-religion-and-partisanship-in-the-post-trump-era/?fbclid=IwAR28GG9giKvZR38tXQRHY5wdRIGutFgJnc6mOwEn78i7REMCyFBHennzmnE>

American Muslim Political and Civic Engagement

- Grace Yukich (2018), “Muslim American Activism in the Age of Trump” in *Sociology of Religion: A Quarterly Review*, 79(2): 220-247.
- Emily Cury (2021), *Claiming Belonging: Muslim American Advocacy in an Era of Islamophobia*:
Chapter 1: “Discrimination, Advocacy, and Collective Identity,” pp. 16-32
Chapter 5: “Domestic Advocacy,” pp. 91-115

Midterm assignment due October 28th, 2022, by 6 PM via Sakai: Produce creative content on one of the topics discussed in class so far. Examples include but are not limited to: a podcast recording, YouTube video, painting or any other form of visual art that highlights the intersection of religious and political meanings, instructional video, interview to an activist/policymaker, etc.

The midterm can be a collaborative project (max 2/3 students per group).

PART 3: RELIGION/S AND CONTENTIOUS ISSUES

Week 10 –October 31st, 2022

The COVID-19 Pandemic

- Gary A. Fine et al. (2021), “Religion at the Frontline: How Religion Influenced the Response of Local Government Officials to the COVID-19 Pandemic” in *Sociology of Religion: A Quarterly Review* 82(4): 397-425.
- Samuel Perry, Andrew Whitehead, and Joshua Grubbs (2020), “Culture Wars and COVID-19 Conduct: Christian Nationalism, Religiosity, and Americans’ Behavior During the Coronavirus Pandemic” in *Journal for the Scientific Study of Religion*.
- Samuel Perry, Andrew Whitehead, and Joshua Grubbs (2021), “Save the Economy, Liberty, and Yourself: Christian Nationalism and America’s Views on Government COVID19 Restrictions” in *Sociology of Religion: A Quarterly Review* 82(4): 426-446.

Guest speaker (via Zoom): Luther Young from The Ohio State University.

Week 11 –November 7th, 2022

Gender and LGBTQ+ Rights

- Samuel L. Perry (2020), “Bible as Product of Cultural Power: The Case of Gender Ideology in the English Standard Version” in *Sociology of Religion: A Quarterly Review*.
- Helana Darwin (2018), “Redoing Gender, Redoing Religion,” in *Gender & Society* 32(3): 348-370.
- Luther Young (2022), “To Condemn or Not to Condemn: Perceived Climates Concerning Sexual Orientation in Black Churches” in *Sociology of Religion: A Quarterly Review*, 83(2): 169-193.
- Jasbir K. Puar (2017), *Terrorist Assemblages: Homonationalism in Queer Times*: Chapter 1, “The Sexuality of Terrorism,” pp. 37-78.

Suggested readings:

- Momin Rahman (2010), “Queer as Intersectionality: Theorizing Gay Muslim Identities” in *Sociology* 44(5): 944-961.
- Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission (2018): https://www.youtube.com/watch?v=_M3t255Ix5s

Week 12 – November 14th, 2022
Abortion and Reproductive Rights

- Pew Research Center, Views on Abortion by Religion:
<https://www.pewresearch.org/religion/religious-landscape-study/views-about-abortion/>
<https://www.pewresearch.org/religion/fact-sheet/public-opinion-on-abortion/>
- Munson, Ziad (2018), *Abortion Politics*, chapter 2, “The Making of the Abortion Controversy,” pp. 15-38.
- Hoffman, John P., and Mills Johnson, Sherrie (2005), “Attitudes toward Abortion Among Religious Traditions in the United States: Change or Continuity?” in *Sociology of Religion: A Quarterly Review*.
- The New Yorker (2022), [“Is Abortion Sacred?”](#)
- “Some Jewish groups blast the end of Roe as a violation of their religious beliefs,” NPR (June 2022): <https://www.npr.org/2022/06/26/1107722531/some-jewish-groups-blast-the-end-of-roe-as-a-violation-of-their-religious-belief>

Suggested readings:

- *A Pro-Religion Court*, NYT: <https://www.nytimes.com/2022/06/22/briefing/supreme-court-religion.html?smid=url-share> – this article talks about the Maine case, but makes a good, short point about the role of the Supreme Court in determining the role of religion in public life.
- Munson, Ziad (2006), “When a Funeral isn’t Just a Funeral: The Layered Meaning of Everyday Action,” in *Everyday Religion*, edited by Nancy T. Ammerman.
- Lydia Bean (2014), *The Politics of Evangelical Identity: Local Churches and Partisan Divides in the United States and Canada*:
Chapter 6, “Captains in the Culture War,” pp. 133-165.

Suggested video:

- “God, Guns, and Country,” Vice News: https://video.vice.com/en_nz/video/god-guns-and-country/5f68e4f1d4f57c533b5d658f (we will watch this in class, but it is here for your reference)

Week 13 – November 21st, 2022 [ZOOM CLASS – I will be in Denver for a Conference, so we will all be connecting remotely]
Gun Control

- “God, Guns, and Country: The Evangelical Fight over Firearms,” *The New Yorker* (2022): <https://www.newyorker.com/news/on-religion/god-guns-and-country-the-evangelical-fight-over-firearms>
- “The Myth of the ‘Good Guy With a Gun’ Has Religious Roots,” *The New York Times* (June 2022): <https://www.nytimes.com/2022/06/23/opinion/uvalde-evangelicals-guns.html>
- David Yamane (2016), “Awash in a Sea of Faith and Firearms: Rediscovering the Connection between Religion and Gun Ownership in America” in *Journal for the Scientific Study of Religion*.
- Andrew Whitehead, Landon Schnabel, and Samuel Perry (2018), “Gun Control in the Crosshairs: Christian Nationalism and Opposition to Stricter Gun Laws,” *Socius: Sociological Research for a Dynamic World*, <https://doi.org/10.1177/2378023118790189>

Week 14 – November 28th, 2022

So What? + Final Paper Ideas Class Presentations (1)

- Paul R. Lichterman (2012), ““Religion in Public Action: From Actors to Settings” in *Sociological Theory*.

Suggested reading:

- Daniel Della Posta, Yongren Shi, and Michael Macy (2015), “Why Do Liberals Drink Lattes?” in *American Journal of Sociology*.

Week 15 – December 5th, 2022

Final Paper Ideas Class Presentations (2)

FINAL PAPER DUE DECEMBER 12TH, 2022 BY 6 PM: final paper on chosen topic related to the class (7/8 double-spaced pages)

PITZER RESOURCES

Pitzer is committed to the well-being of its student corpus. Please find below useful contact information would you need to receive assistance for any matter.

*****In case of emergency, please contact Campus Safety at 909-607-2000*****

Sexual Assault/Misconduct

Emergency: Campus Safety 909-607-2000

24-hr Confidential Help: Project Sister 909-626-4357
Dean of Students: 909-621-8241 (after hours, contact on-call Dean through Campus Safety)
Title IX Coordinator: 909-607-2958 or titleix@pitzer.edu
More info/online reporting: <https://www.pitzer.edu/about/title-ix/>

PITZER WRITING CENTER

Located in 131 Mead Hall, just across from the fountain, the Pitzer Writing Center offers virtual and in-person consultations with peer Fellows trained to work with writers on assignments in any discipline and at any stage of the writing process, from brainstorming ideas to polishing a final draft. The Writing Center is one of Pitzer's most popular academic resources, holding close to 2,000 one-on-one consultations per year. I encourage you to make use of the center early and often during the writing process. To book a 50-minute session or learn more about workshops and other resources and events, visit <https://www.pitzer.edu/writing-center/>. Specialized appointments are also available for fellowship applicants and multilingual writers. Students working on substantive research papers, like senior theses, may book 90-minute appointments.

All Pitzer students may use the Writing Center for any writing need. Students from the other 5Cs are welcome to book appointments for courses taken at Pitzer.