

RS 3030: Mapping Religious Diversity (Fall 2022)
Mondays and Wednesdays 12:40 pm – 2:05 pm
BAS S338

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Office Hours via Zoom: Monday, Wednesday, Friday 10 – noon (must sign up in advance)

Office Hours Sign-Up: <https://www.signupgenius.com/go/20f0d4dafa72aa7fa7-king>¹

Zoom Link: <https://mtsu.zoom.us/my/rebekka.king>

Course Description

Explores religious diversity in North America with a focus on local case studies. Students will conduct original, ethnographic research examining religious sites in Murfreesboro.

Course Premise

Murfreesboro, Tennessee, is the fastest-growing metropolitan area in the state (and one of the fastest in the nation). In the context of this rapid change, this course considers religious sites and spaces of meaning-making in our backyard by investigating historical materials and current trends. Our project seeks to determine how local trends reflect or divert from national ones and understand the cultural roles that religious institutions play within local communities. In this course, students will conduct site visits to local religious sites and engage in fieldwork methods (participant observation, review of primary and secondary literature, archival and online research, interviews). The intention of the site visits is not to report on a particular group in isolation but rather to examine large-scale trends involving religion in a general sense. Our attention will be focused especially on theories about religious identity formulation, material cultures, and congregational dynamics.

The logic of this course follows a seminar-style model and adopts a learner-centered teaching methodology. This means that rather than listening to lectures, students are expected to participate actively in each class and shape the direction of their own learning experience. The assignments will (in part) be determined and evaluated by students themselves, and the final paper project will be crafted to meet the needs of each particular student's learning goals.

A Note about Sensitivity: Many people have strong and personal views when it comes to the topic of religion. In this class, you are encouraged to hold strong opinions and to share these opinions with your classmates in a respectful manner. You are expected to listen politely to and offer your own analysis of doctrines/traditions/practices/beliefs you may not share. In many cases, we will be looking for the cultural logic within a viewpoint that may seem utterly foreign or appalling. Students who disrupt this process by being intolerant, dismissive, or unfair in their criticism will be asked to leave. If you are offended by something that is discussed in class, please come and speak to the instructor about it. When dealing with "hot" topics, it is best to keep communication lines open rather than to allow hurt feelings to stew.

¹ To avoid confusion and missed appointments, I will delete unfilled slots in the mornings.

Required Texts

The following texts are available for purchase or rent in the bookstore. They are also widely available through online bookstores and available for use in the library from the course reserves desk:

Annette Lareau (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. Chicago: University of Chicago Press. ISBN: 978-0-226-80643-3.

Thomas Tweed (2006). *Crossing and Dwelling: A Theory of Religion*. Malden, MA: Harvard University Press. ISBN: 978-0674027640 (Note: this text is also available online through the James Walker Library website).

Book Review Book – see list below (available through MTSU library, online, and/or from Dr. King's collection).

Readings on D2L: All other required readings (see syllabus) will be posted on D2L (<https://elearn.mtsu.edu/>). Please bring these readings with you to class. Please notify me immediately if there are any problems with the pdf files. If you experience difficulty with D2L, please contact the MTSU Helpdesk at 615-898-5345 or help@mtsu.edu.

Expectations, Policies, and Common Courtesy

Attendance: Attendance is absolutely necessary for a course such as this. You will not perform well in the course if you do not attend regularly. Two absences are permitted. Please consider these as an employer's "sick days" or "personal days"—you can use them for whatever reason, but you only have two, so you should use them wisely. Further absences will considerably reduce your overall grade and may result in a failing grade for the course. Should you miss a class, you are responsible for finding out what you missed from one of your colleagues in the class; Prof. King will not provide notes or an overview. Class sessions will not be recorded.

Punctuality: Please arrive on time and plan to remain for the entire class. We will start the class promptly and cover important classroom material at the beginning of class. If you know in advance that you cannot stay for the entire class, please sit next to the door and exit quietly. Unless you become ill, do not begin packing up your books because this is distracting to everyone. If you arrive late, it is your responsibility to notify the professor after class has ended so that I can mark you as late rather than absent on the attendance sheet. Students who regularly arrive late to class will have points deducted from their final grade.

Readings: I expect that you will complete the readings before the class for which they are assigned. I also expect you to ask questions for clarification about the readings either at the beginning of class or during my office hours. Lecture material will begin where the readings end: I will not offer an overview of the readings during class but will use them as a "jumping-off point" for a more advanced (and I hope more intellectually intriguing) conversation. You will be responsible for knowing both materials from the readings and lectures for assignments. If this sounds hard, that's a good thing. It's supposed to be challenging 😊

Recording Lectures: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussions, and/or activities under any circumstances. This course will not be recorded using the Panopto recording program (absent students should email the professor regarding what to do if they cannot be present in class due to illness).

Courtesy in Class: Other than responding to or asking a question, please do not converse during lectures. Even quiet whispering distracts and disrespects your fellow students and your professor. Please turn off (or silence) all cell phones before the class begins. You are not permitted to wear earphones or headsets (even if you are not explicitly listening to audio, they must be removed from your ears). Students who plan to spend the lecture time checking TikTok, Instagram, or texting are invited to sit at the back of the classroom or leave. Students are encouraged to limit their use of technology in the classroom and take notes the 'old-fashioned' way with a pen and paper. Studies have shown that overall, the use of computers and other fancy technological gadgets distracts students and alienates them from their learning environment.

Email, D2L, and Other Online Communication: Students are expected to write courteously and clearly (no text-messaging abbreviations or slang). All individual communication with the professor should be through her mtsu.edu email address (I do not respond to messages sent through D2L, Gmail, or social media). Always use your mtsu.edu email address and include an appropriate email topic summary along with the course code in the subject line. Once I have received an email from a student, I will gauge the urgency of the email and reply appropriately. I generally do not check email on weekends and keep regular business hours. You can expect a reply within two business days.

Submission of Work: All assignments will be submitted to Dropbox through D2L. Grades are linked to Dropbox, so I cannot assign a grade if an assignment is not in Dropbox. In some cases, you will also be asked to bring copies of your assignments to class and/or post your assignment to a Discussion Board in order to participate in conversations with classmates (be sure to check the assignment guidelines for details).

To Submit to D2L Dropbox:

- 1) Save your assignment as a doc, docx, or pdf file. If you do not do this, I cannot open the file, and the assignment will be considered late.
- 2) Enter the D2L system (using <https://elearn.mtsu.edu>) and select our course. Do NOT enter through Pipeline (it has a tendency to time out while you are working).
- 3) On the "Content" page, click on "Assignments" and select the assignment "Dropbox." You can also locate the assignment Dropboxes by clicking on "Assessment" and selecting "Dropbox" from the pull-down menu.
- 4) Click Browse to select a file to attach as your submission.
- 5) Click Submit.
- 6) Double-check to make sure you see your assignment in Dropbox. It is your responsibility to make sure the assignment is submitted correctly.

Discussing Grades: You are welcome to discuss your grades with Prof. King a minimum of 24 hours after you have received your work back. Please note that I put great effort into grading fairly and consistently. Mistakes in calculation do happen, but I generally take pride in grading well. This means that you must consider very carefully any urge you have to seek to change a grade. Do not think that "it never hurts to ask," as in this case, your request is, in fact, an affront to my academic integrity. If, however, you feel that a genuine mistake has been made or you wish an explanation for the grade you have received, you are always welcome to make an appointment or come to my office hours. You can expect a two-week turnaround from the date that you submit a test, paper, or assignment to the date it will be returned.

Policy on Late Work and Extensions: See the assignment guidelines regarding submission times (some assignments are due at the beginning of class and others by 10 pm). Late assignments will be penalized 5% initially for being late and an additional 2 percent per day, up to 25 percent. Some assignments have additional late penalties (depending on the nature of the assignment and whether the assignment will be used in a classroom exercise). When work is submitted late (even with a valid excuse), I will return the assignment to the student with only the grade and no additional comments or suggestions.

If you have a problem with the due date, please see Prof. King in advance (two weeks). If there is an emergency, I will be understanding. Students who miss an assignment due to illness must present me with a formal letter of petition and a doctor's note within one week of returning to school. In the case of a death in your family, documentation (such as an obituary) must be presented.

Finally, we live in a technological age. Unless a student was born yesterday, they are aware that technology has the potential to fail and that the likelihood of such an event doubles the night before a paper is due.² With this in mind, students are encouraged to backup assignments regularly; computer failure and other technological mishaps do not qualify for an extension.

MTSU's Academic Misconduct Policy

Middle Tennessee State University takes a strong stance against academic misconduct. Academic misconduct includes, but is not limited to, plagiarism, cheating, and fabrication.

Academic Misconduct: Plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply.

Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgment. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student can avoid being charged with plagiarism by acknowledging sources used. Sources must be acknowledged whenever:

- a) one quotes another person's actual words or replicates all or part of another's product;
- b) one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
- c) one borrows facts, statistics, or other illustrative materials – unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult your instructor in advance. In addition, it is considered to be plagiarism when you submit as your own any academic exercise (for example, written work) prepared totally or in part by another.

² Students born yesterday are not permitted to enroll in RS 3030.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Cheating: Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that they have mastered information on an academic exercise that they have not mastered, including the giving or receiving of unauthorized help in an academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor.

Fabrication: The intentional use of information that the author has invented when they state or imply otherwise, or the falsification of research or other findings with the intent to deceive. Examples include citing information not taken from the source indicated; listing sources in a reference not used in the academic exercise; inventing data or source information for research or other academic exercise.

Facilitation: Helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

Examples include, but are not limited to:

- a) letting another individual copy your homework, test answer, etc.;
- b) giving your assignment, paper, homework, etc. to another student for any reason without the permission of the instructor;
- c) giving test questions to another individual that has not yet taken the exam.

To be clear: going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is **academic misconduct**. If you work together on an assignment when it is not allowed, it is **academic misconduct**. If you hand in a paper (or part of a paper) to more than one class, it is **academic misconduct**. If you have a question about an assignment, please come see me to clarify. Any student suspected of committing academic misconduct will be required to meet with me to discuss the situation. I do not allow any "do overs." All cases of academic misconduct will be reported to the Office of Academic Affairs for violating the academic honesty requirements in the student handbook. They may also result in failure for the course. Remember – ignorance is NOT a defense.

MTSU Student Resources

Tennessee Lottery Scholarship Holders

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility. If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you will not be able to regain eligibility at a later time. For additional Lottery rules, please refer to your Lottery Statement of Understanding form (<http://www.mtsu.edu/financial-aid/forms/LOTFEV.pdf>) or contact your MT One Stop Enrollment Coordinator (<http://www.mtsu.edu/one-stop/counselor.php>).

Accommodations for Students with Disabilities

ADA accommodation requests (temporary or permanent) are determined only by Disability & Access Center. Students are responsible for contacting the Disability & Access Center Office at 615.898.2783 to obtain ADA accommodations and provide the instructor with the accommodation letter from Disability & Access Center.

Accessibility concerns affect many of us, and I want you to know that I care deeply about equality, justice, and making your learning experience one in which we can all participate fully. Please do not delay contacting the Disability and Access Center to obtain your accommodation letter; ideally, you should get these letters to me within the first two weeks of class for known issues.

Options for Veterans

MTSU is nationally recognized as a Veteran Friendly Campus. I understand that veterans and family members returning to school constitute a unique demographic and it is my goal to treat veterans fairly and with respect in this course. I also strongly encourage veterans to utilize the facilities, faculty, and staff at MTSU to help ensure academic success. Some of the services offered to veterans include the Veterans and Military Family Center on the 1st Floor of the KUC - Suite 124, BRAVO (A veteran student organization), and the veteran faculty committee. Please do not hesitate to contact me if you have specific needs or concerns.

Note: Accommodations for service-related injuries (temporary or permanent) are determined only by the Disability & Access Center (see above). Again, if you need assistance, please do not hesitate to contact me.

MTSU Tutoring

Free tutoring is available in study skills and learning strategies in several courses such as biology, physics, history, computer information systems, math, psychology, economics, recording industry, and many more. Further information about the Religious Studies Tutor and their hours will be posted on D2L when available.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact their college advisor or the dean's office in the college of their major for support. Information about emergency aid for students can be found on the MTSU Office of Student Success website (<http://www.mtsu.edu/studentsuccess/crisis-aid.php>). Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Statement of Acknowledgement of Traditional Land

I wish to acknowledge that this course will take place on land, which has long served as a site of meeting and exchange amongst Indigenous peoples. In Middle Tennessee, we are on the traditional territory of the Cherokee, Chickasaw, and Shawnee. We thank them for their past, present, and future contributions as caretakers of this land, and we are grateful to have the opportunity to work and study in their midst.

Grading Scale

A → 90% or above
B+ → 86% to 89%
B → 81% to 85%
B- → 77% to 80%

C+ → 73% to 76%
C → 68% to 72%
C- → 63% to 67%

D+ → 59% to 62%
D → 54% to 58%
D- → 50% to 53%
F → 49% or below

Course Requirements and Assessment

This course is designed to foster participation and dialogue. It is my hope that in this course, you will learn as much about the learning process as you do about the subject matter. With this in mind, the course adopts what is known as a “learner-centered” pedagogy. You will be expected to be an active participant in your own learning experience, as well as that of the other students in the class. You will also be given a fair amount of choice when it comes to assignments.

1 – 15% for Participation

This includes class attendance, participation, general engagement, evidence of reading comprehension, and special participation assignments. If deemed necessary, online discussion opportunities will be set up for students to augment their participation and involvement in class. Students are expected to come prepared to discuss the assigned readings at each class session in a thoughtful and lively manner. Attendance is only a necessary pre-condition for participation, not a measure of it. The participation grade is based not only on attendance but, more importantly, on preparation and engagement of material for class discussions, as evidenced by asking questions and active participation in class discussions.

- 10% for general engagement in class discussions, class activities, and questions for discussion.
- 5% for mini-seminar to discuss final papers during exam week.

2 – 40% for Field Site Visit Reports (4 total: 10% each)

Students will work in groups of three or four to complete field site visits at four different religious sites in Murfreesboro (the historic downtown area, newer developments, a non-Christian site, and a non-religious site). You must change group members for each assignment. Further details concerning the field reports will be distributed in class.

1. First Field Site Visit Report (September 19)
2. Second Field Site Visit Report (October 3)
3. Third Field Site Visit Report (October 24)
4. Fourth Field Site Visit Report (November 14)

3 – 5% for CITI Training Module

This module must be completed by October 12th, and your CITI report must be submitted to D2L before the beginning of class. This assignment is an essential component of the rest of the class. Students who do not complete it will automatically receive a grade of zero on their final paper.

4 – 15% for Book Review and Presentation (due on the day of presentation)

During the August 24th class, students will sign up to review and present about a particular book (see schedule for dates). The responsible student(s)/reviewer(s) will read the entire book and, during the class in which it is assigned, provide an overview of the entire book. You will be asked to think critically about how the scholar presents their ethnographic location and how their larger argument ties into the themes from our course.

There are several different components to the Book Review and Presentation assignment:

First, students will write a scholarly book review (1000-1500 words) of their selected book. Guidelines for writing book reviews will be provided in class (see syllabus). Remember that this is a scholarly book review, and there are particular stylistic guidelines and expectations that you will be expected to follow.

Second, the reviewer(s) will choose a chapter from the book they would like the rest of the class to read (along with the introduction, which is already posted on D2L). You must let Dr. King know what chapter you would like to assign to the rest of the class to read at least one week before your presentation day. You will need to arrange with Dr. King to scan a copy of the assigned chapter so that it can be posted to D2L for the rest of the class to read.

Third, on the day on which their book is assigned, the student reviewer(s) will lead the rest of the class through a conversation about the book. All students will read the introduction and one chapter (selected by the reviewer(s)) and will be active participants in the discussion about the book. Presentations should begin with a formal presentation of the book's content, major arguments, etc., and then move to an open discussion about the book with a special focus on the sections read by the entire class.

All the assigned books are available either at the MTSU library or from my personal collection. I recommend you complete the reading for your selected book during the first few weeks of class before your other responsibilities and assignments start to build up.

Book Review options are:

1. Corinne G. Dempsey (2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. New York: Oxford University Press (September 19).*●
2. Joseph Webster (2013). *The Anthropology of Protestantism: Faith and Crisis among Scottish Fishermen*. New York: Palgrave MacMillan (September 21).†●
3. Kristy Nabhan-Warren (2021). *Meatpacking America: How Migration, Work, and Faith Divide the Heartland*. Chapel Hill: University of North Carolina Press (September 26).*
4. Ahmed Afzal (2014). *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*. New York: New York University Press (October 17).●*
5. Onaje X. Woodbine (2016). "Introduction," pp.1-22 in *Black Gods of the Asphalt: Religion, Hip-Hop, and Street Basketball*. New York: Columbia University Press (October 19).†●
6. Ayala Fader (2009). *Mitzvah Girls: Bringing Up the Next Generation of Hasidic Jews in Brooklyn*. Princeton, NJ: Princeton University Press (October 24th).●*
7. Jiemin Bao (2015). *Creating a Buddhist Community: A Thai Temple in Silicon Valley*. New York: Columbia University Press (November 2).*

8. Jessica Johnson (2018). *Biblical Porn: Affect, Labor, and Pastor Mark Driscoll's Evangelical Empire*. Durham: Duke University Press. (November 7th) ●*
9. Rebekka King (2023). *The New Heretics: Secularism, Skepticism, and Progressive Christianity*. New York: New York University Press (November 9).●
10. Amanda J. Lucia (2020). *White Utopias: The Religious Exoticism of Transformative Festivals*. Oakland, CA: University of California Press (November 14).●
11. Kimberly Jenkins Marshall (2016). *Upward, Not Sunwise: Resonant Rupture in Navajo Neo-Pentecostalism*. Lincoln, NE: University of Nebraska Press (November 16).*
12. Emily Sigalow (2019). *American JewBu: Jews, Buddhists, and Religious Change*. Princeton, NJ: Princeton University Press (November 28).●*
13. Su'ad Abdul Khabeer (2016). *Muslim Cool: Race, Religion, and Hip Hop in the United States*. New York: New York University Press (November 30).†●*

* book available online through MTSU library.

† book available in hardcopy from MTSU library.

● book available in hardcopy from Dr. King.

5 – 25% for Final Paper (Due: December 5th – final exam day)

Your final paper will ask you to make use of and apply the theoretical materials from class to a local context. There are several options available for this assignment, and more details will be provided in class. Students will conduct research on a particular religious site in Murfreesboro. Students who would like to conduct interviews as part of this paper will need to complete an ethics review application. This is an extremely lengthy process, so you will need to begin to prepare for it within the first few weeks of class. Your IRB application must be completed by November 2nd.

Your essay will be 8 to 10 pages (11 or 12-point font, conventional type, double-spaced). While the methodology associated with this assignment may be less conventional than a typical university course, you are expected to present your data in clear, concise, scholarly English and formulate a persuasive argument supported by an extensive understanding of the concepts and terms relevant to your discussion and the course. You are expected to rely heavily on the theoretical concepts from Thomas Tweed's *Crossing and Dwelling* (more details will be provided in class).

There is no final written exam for this course, but you are expected to sign up for one of the final paper mini-seminars that will be taking place from December 6th-8th. You will be asked to read in advance papers submitted by two of your classmates and come prepared to ask questions and provide commentary on their papers and answer questions about your own.

An online sign-up form will be available toward the end of the semester to sign up for the mini-seminars. The scheduled exam slot (December 5, 12:30-2:30 pm) will be reserved for students who are unable to sign up for any additional time slots. Students opting for this date/time will need to submit their papers on Friday, December 2, by 9 am.

Assigned Readings and Course Schedule

1 - SETTING THE STAGE: ETHNOGRAPHY AND AMERICAN RELIGIONS

Monday, August 22, 2022 – Introductions, Course Syllabus, and Expectations

- In-class activity: Mapping Spaces

Wednesday, August 24, 2022

- Brendan Jamal Thornton (2022). "Fieldwork: Time, Fidelity and the Ethnographic Method in Religious Studies." *Fieldwork in Religion* 17(2): 13-25.
- Annette Lareau (2021). Chapter 1 – "Introduction: The Emergent Nature of the Research Process," pp.1-10 in *Listening to People*.
- Book Reviews (distributed in class)
- In-class activity: Book Review Workshop and Sign-Up

Monday, August 29, 2022

- Thomas Tweed (2006). "Itineraries: Locating Theories and Theorists," pp. 1-28 in *Crossing and Dwelling*.
- Annette Lareau (2021). Chapter 2 – "Before you Begin: Dreaming and Thinking," pp.11-37 in *Listening to People*.
- In-class activity: Collecting Data as a Class

Wednesday, August 31, 2022

- Michel de Certeau (1980). "Walking in the City," pp. 91-110 in *The Practice of Everyday Life* (D2L).
- Eric Hoenes Del Pinal (2022). "Data: On Learning How to Ask, See, and Feel." *Fieldwork in Religion* 17(2): 37-46.
- In-class activity: Fieldtrip to downtown Murfreesboro

Monday, September 5, 2022 – Labour Day

2 - DOING ETHNOGRAPHY

Wednesday, September 7, 2022

- Thomas Tweed (2006). "Boundaries: Constitutive Terms, Orienting Tropes and Exegetical Fussiness," pp. 29-53 in *Crossing and Dwelling*.
- Kristy Nabhan Warren (2022). "Participant Observation: Embodied Insights, Challenges, Best Practices and Looking to the Future." *Fieldwork in Religion* 17(2): 26-36.
- In-class activity: Theoretical Framework I

Monday, September 12, 2022

- Lauren Leve (2022). "Interlocutors: Language, Power, and Relationality in Decolonial Ethnographic Practice." *Fieldwork in Religion* 17(2): 47-61.
- Annette Lareau (2021). Chapter 3 – "Preparing: The Early Steps in a Study," pp. 38-59 in *Listening to People*.
- In-class activity: Myers-Briggs Personality Test

Wednesday, September 14, 2022

- Thomas Tweed (2006). "Confluence: Toward a Theory of Religion," pp. 54-79 in *Crossing and Dwelling*.
- In-class activity: Theoretical Framework II

3 - RURAL SPACES AND OBSERVATIONS

Monday, September 19, 2022

First Fieldsite Visit Report Due

- Corinne G. Dempsey (2006). "Introduction: A Temple Trip," pp.3-14 in *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*.
- Dempsey chapter – TBA
- In-class activity: Reflection on Participant Observation

Wednesday, September 21, 2022

- Joseph Webster (2013). "Introduction: Gamrie, Words, Signs" pp. 1-30 in *The Anthropology of Protestantism: Faith and Crisis Among Scottish Fishermen* (D2L)
- Webster chapter – TBA
- In-class activity: Presentations of First Field Site Visits

Monday, September 26, 2022

- Kristy Nabhan-Warren (2021). "Introduction: Rosa - Journeying to the Dream," pp.1-10 in *Meatpacking America: How Migration, Work, and Faith Unite and Divide the Heartland*.
- Nabhan-Warren chapter – TBA
- In-class activity: Reflection on Self-Representation

4 - BEING AN ETHNOGRAPHER

Wednesday, September 28, 2022

- Annette Lareau (2021). Chapter 4 – "Learning to Interview: What to Do before and after the Interview," pp.60-90 in *Listening to People*.
- Annette Lareau (2021). Chapter 5 – "How to Conduct a Good Interview," pp.91-139 in *Listening to People*.
- In-class activity: Ethnographic Interviews

Monday, October 3, 2022

Second Fieldsite Visit Report Due

- Thomas Tweed (2006). "Dwelling: The Kinetics of Homemaking," pp. 80-120 in *Crossing and Dwelling*.
- Lareau Chapter 6 – "Learning to do Participant Observation," pp.140-162 in *Listening to People*.
- In-class activity: Theoretical Framework III

Wednesday, October 5, 2022

- Thomas Tweed (2006). "Crossing: The Kinetics of Itinerancy," pp. 123-163 in *Crossing and Dwelling*.
- Annette Lareau (2021). Chapter 7 – "Writing High-Quality Field Notes: Details Matter," pp.163-194 in *Listening to People*.
- In-class activity: Theoretical Framework IV and Presentation of Second Fieldsite Visits

Monday, October 10, 2022 – MTSU Fall Break

Wednesday, October 12, 2022

CITI Training Report Due

- Students must complete the CITI training module and upload a report to D2L before class.
- Christopher B. Taylor (2022). "Ethics: How to Study a Secret" *Fieldwork in Religion* 17(2): 62-71.
- In-class activity: Research Ethics Workshop

5 - URBAN SPACES AND OBSERVATIONS

Monday, October 17, 2022

- Ahmed Afzal (2014). "Introduction," pp. 1-29 in *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*.
- Afzal chapter – TBA
- In-class activity: TBD

Wednesday, October 19, 2022

- Onaje X. Woodbine (2016). "Introduction," pp.1-22 in *Black Gods of the Asphalt: Religion, Hip-Hop, and Street Basketball*.
- Woodbine chapter – TBA
- In-class activity: TBD

Monday, October 24, 2022

Third Fieldsite Visit Report Due

- Ayala Fader (2009), "Introduction," pp. 1-33 in *Mitzvah Girls: Bringing Up the Next Generation of Hasidic Jews in Brooklyn*.
- Fader chapter – TBA
- In-class activity: Free Write Exercise I

6 – WRITING AND RECORDING ETHNOGRAPHY

Wednesday, October 26, 2022

- Annette Lareau (2021). "Chapter 8 – Data Analysis: Thinking as You Go," pp.195-225 in *Listening to People*.
- Stephen Selka (2022). "Positionality: Identity, Standpoint and the Limits (and Possibilities) of Fieldwork." *Fieldwork in Religion* 17(2): 92-100.
- In-class activity: Presentation of Third Fieldsite Visits

Monday, October 31, 2022

- Annette Lareau (2021). "Chapter 9: Writing: Becoming Clearer about your Contribution," pp.226-260 in *Listening to People*.
- Jessica Johnson (2022). "Writing: The Ethics and Poetics of Reflexivity in Ethnography." *Fieldwork in Religion* 17(2): 84-91.
- In-class activity: Free Write Exercise II

7 - SUBURBAN SPACES AND OBSERVATIONS

Wednesday, November 2, 2022

IRB Application Due

- Jiemin Bao (2015). "Introduction: A Community in the Making," pp.1-27 in *Creating a Buddhist Community: A Thai Temple in Silicon Valley*.
- Bao chapter – TBA
- In-class activity: TBD

Monday, November 7, 2022

- Jessica Johnson (2018). "Introduction," pp.1-43 in *Biblical Porn: Affect, Labor, and Pastor Mark Driscoll's Evangelical Empire*.
- Johnson chapter – TBA
- In-class activity: Paper workshop I

Wednesday, November 9, 2022

- Rebekka King (2023). "Introduction: Believers in Exile," pp. XX in *The New Heretics: Skepticism, Secularism, and Progressive Christianity*.
- King chapter – TBA
- In-class activity: TBD

8 - TRANSNATIONAL SPACES AND OBSERVATIONS

Monday, November 14, 2022

Fourth Fieldsite Visit Report Due

- Amanda J. Lucia (2020). "Introduction," pp. 1-33 in *White Utopias: The Religious Exoticism of Transformative Festivals*.
- Lucia chapter – TBA
- In-class activity: Paper workshop II

Wednesday, November 16, 2022

- Kimberly Jenkins Marshall (2016). "Introduction: Resonate Rupture, pp. 1-20 in *Upward, Not Sunwise*.
- Marshall chapter – TBA
- In-class activity: Presentation of Fourth Fieldsite Visits

Monday, November 21, 2022 – Dr. King is away at a conference.

- Thomas Tweed (2006). "Conclusion: An Itinerary" pp.164-186 in *Crossing and Dwelling*.
- Annette Lareau (2021). Chapter 10 – "Conclusion: Why Interviews and Participant Observation Research Are Valuable," pp.260-265 in *Listening to People*.
- Work on papers/research

Wednesday, November 23, 2022 – American Thanksgiving

Monday, November 28, 2022

- Emily Sigalow (2019). "A Note on the Spelling of JewBu," p.xi in *American JewBu: Jews, Buddhists, and Religious Change*.
- Emily Sigalow (2019). "Introduction: Sheldon on the Mountain," pp.1-14 in *American JewBu: Jews, Buddhists, and Religious Change*.
- Sigalow chapter - TBA
- In-class activity: Paper workshop III

Wednesday, November 30, 2022

- Su'ad Abdul Khabeer (2016). "Introduction," pp.1-25 in *Muslim Cool: Race, Religion, and Hip Hop in the United States*.
- Khabeer chapter – TBA
- In-class activity: TBD