**Fall 2017**

**Sociology Department, Graduate Center**

**Course: Religion, Morality, and Crime in Global Perspective 36235 - SOC 83000**

**Day/time: Tuesdays, 4:15-6:15 pm**

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| Professor Amy Adamczyk  Email: AAdamczyk@jjay.cuny.edu  Office hours: Tuesdays after class |

**COURSE DESCRIPTION:**

In this seminar students will examine the theoretical and empirical literature on the relationship between religion and attitudes and behaviors that may be seen as deviant, moral, or illegal. Eminent works from criminology and sociology will provide the course’s theoretical foundation. Several empirical studies will lay the ground work for discussions of how the relationship is typically understood and assessed. The course will not only focus on the role of religion in shaping attitudes and behaviors, but also how engagement in criminal and deviant behaviors may shape religious beliefs. We will examine a variety of different regions and major religions to understand how and when there is likely to be a relationship between religion, morality, and crime, when the relationship may be the result of other processes, and how the influence of religion on some behaviors (e.g., terrorism, gang violence, sex trafficking) or attitudes (e.g., homosexuality) may differ from the North American context. The development of this seminar is being supported with a grant from the Global Religion Research Initiative from the University of Notre Dame.

**LEARNING OBJECTIVES:**

Upon completion of this course, students will be able to:

* Synthesize the major theoretical ideas underlying the relationship between religion, crime, and morality.
* Develop an understanding of the different areas of research that focus on religion, deviance, and morality.
* Critically evaluate (in oral and written form) published social science research on the linkages between religion, crime and morality.
* Demonstrate the ability to design and write an original research proposal or final paper that includes both the theoretical and empirical work in this area of research.

**COURSE ASSIGNMENTS:**

1. **Discussion Facilitator and Critical memo**

At the beginning of the semester, students will sign up to lead class discussions. For the classes they select, each student will: (1) craft an in-depth memo on the assigned readings and 5 discussion questions (to be distributed in class); (2) conduct a 10-15 minute presentation that reviews the core propositions and implications of the assigned readings; (3) lead a class discussion on the assigned readings; and (4) stimulate debate by raising five thought-provoking questions related to the readings and act as a mediator of this discussion. When it is your turn to present, please bring a copy of your memo for each member of the class, including the instructor.

The memo should present your reflections on, reactions to and intellectual questions concerning the week’s reading. Your memo and presentation should set out what you see as the context, key concepts, and controversies related to this approach or research. *At the minimum, presenters should identify particularly problematic passages in the text(s) and help the group engage with them, either by providing and then eliciting alternate readings of the text(s), contextualizing the debates implicit or explicit in the text(s), or preparing answers to specific questions submitted by your peers*. These memos are intended to help create lively and focused discussion of the readings on the day they are due. They are also intended to help your classmates who may not fully understand the required reading for the week. Finally, an important part of being an academic is being able to verbally present ideas and lead discussion. Hence, these memos are meant to give you an opportunity to formally present ideas and manage the classroom discussion. **The memo should be no longer than 3 single-spaced pages in length.**

Here are some additional ideas for what you can write about. (1) things you found praiseworthy about what the writers did; (2) things you thought the researchers might/should have done differently; (3) things you thought the authors are mistaken about; (4) things that you see as advantages and limitations to the kind of data the researchers used; (5) things the researchers did that confused you; (6) things about how the research was conducted that you wished they had talked more about; (7) ways the authors might extend their work; (8) connections between the ideas discussed in the article and things discussed in class/other readings; (9) specific connections between the research discussed in the article and things you think should be considered in class/other readings; (10) questions the research raised for you about how research is conducted more generally; (11) reactions the paper inspired for how you think about some kind of research or theory more generally; (12) ways the paper did or did not exemplify things you see as strengths and weaknesses in the work.

In addition to your presentation, you must be prepared to present and manage a class discussion/debate on five thought-provoking questions. You should not present five questions and then tell the class how you would address them. Rather, the questions are intended to stimulate discussion and you should be prepared to keep this discussion going, not end it.

Finally, some students may have to pair up with others to present. If so, both students must develop a full memo with both readings, even though they may be going over just one reading.

# How to be a good discussion facilitator on the days you present

1. ORIENTATION: There are a lot of different kinds of presentations (i.e. teaching, professional presentations, job talks, presentations to the public) that you will do as you go through graduate school and once you complete your Ph.D. Each presentation requires different things. The summary presentations that you are doing in our class are most analogous to co-teaching. Hence, rather than demonstrate your public speaking abilities your goal is to try and get everyone to understand, remember, and think through the main ideas of what you are presenting.

2. TECHNIQUES: There are a lot of different teaching techniques you can use to help people understand and remember. To illustrate main ideas some people use a lot of examples, but other people might use interesting stories, jokes, references to pop culture, etc. Think of interesting ways to make the ideas you are presenting come alive.

3. WHAT TO COVER: To the extent that you can try to interact with your audience and get a sense of what they do and do not understand. Most people will have done the reading (if you have not done the reading, please refrain from participating in the discussion) and many may know these ideas from other classes, but, of course, some will not. As I discuss the readings, note which ideas have been covered. Then when you give your summary, go quickly through the parts I have already discussed and spend more time on ideas and questions that you deem important, but have received little attention.

4. TIME FRAME: Sometimes you will have an entire hour to present a single article, other times there will be much less time available. To the extent you can come prepared to work with whatever time is available. Often when you teach undergraduates you will not always know how much time you are going to be able to spend on a topic. Sometimes students grasp things very quickly, but other times it will take longer.

5. YOUR NOTES: Since most people should have done the reading and you are giving them a written summary of the main ideas, the time you spend presenting can be used to elaborate/explain/question the main ideas. The summaries you give to the class may be different from what you read when you present. While you will have to do some summary of the main ideas you can also take this time to give your audience new information or interesting ideas to help them remember the main ideas.

6. LOOK UP: To the extent that you can try to make eye contact with your audience. One way to do this is to memorize parts of your summary, or give yourself just a few bullet points as a guide. As you prepare to take your exams, you will likely memorize major research ideas. Now might be a good time to start memorizing and it will make for a better presentation.

7. WHO HAS NOT SPOKEN: Remember that some people are more aggressive than others. Some people will refrain from speaking because they have not done the reading, but some people are just shy or not used to speaking up. For this latter group try to create an environment where they will feel comfortable speaking. Also, you are welcome to call on people who have not had a chance to speak. I will also try to keep track of who has not spoken.

If you tend to speak a lot in class and you see that other students want to speak, please give them a chance. If you think that a reading is particularly interesting and you want to keep the conversation going, consider going out for a drink or dinner with your classmates after class.

While I am requiring everyone to complete all the readings, inevitably there will be days when this does not happen. For graduate-level classes it is customary to simply tell the professor (if you are called on) that you did not do the reading. Trying to respond to questions when you have not done the reading is inconsiderate to your fellow classmates.

### 2. Research proposal or final paper

Each student will prepare a final paper or research proposal for a project they would like to do that relates to the seminar’s subject matter. The proposal must include the following sections: (1) statement of research problem; (2) review of literature, theory, and significance; (3) expectations/hypotheses/specific aims; (4) long-term objectives; (5) research design (e.g. case selection, operation of key concepts); (6) data analysis plan; (7) budget; (8) biographical sketch; (9) bibliography that correspondences to the references used in the paper. If you choose to write a proposal, it should be consistent with the type of proposal you would submit to the National Science Foundation, National Institute, Society for the Scientific Study of Religion, National Institute of the Humanities, and so forth. Also, the final project should be distinctly different from anything you have previously submitted in class or for a degree (e.g., MA thesis). If I have any doubt that you are submitted original work, I may ask to see your previous papers.

Each student will present his or her proposal/final paper at the end of the semester. Be prepared to give a brief “defense” of your project (10-15 minutes) and also be prepared to offer feedback on the work of your colleagues. The proposal/paper should be no more than fifteen, double-spaced pages in length, not inclusive of the bibliography.

**3. Providing a critique of a classmate’s research proposal**

In addition to giving verbal feedback during the presentations each student will have to write a 5 page double-spaced written critique of another students’ final proposal/paper. The critique should be substantively helpful and thorough, but should also note the strengths of the work.

4. **Attendance and class participation**

Graduate study means learning to learn from every possible source -- from your readings, your peers, your life experience, your professor, and your research. Participating in discussions is one of the best ways to learn. You are expected to contribute your questions and insights to the class. The culture of the class will, I hope, be a congenial one for self-expression. I will work to maintain such a culture by swiftly countering displays of contempt and by practicing principles of pedagogical equity to the extent possible. I cannot help you learn if you don't participate in discussion, however. Doing excellent written work is not enough to demonstrate adequate performance in graduate school. So organize yourselves in whatever way you need in order to ensure broad participation in the discussion, and whatever you do, don't suffer in silence. Say anything you can to defend against reasoned argument. Treat your colleagues' contributions with respect (which means taking them seriously and challenging them as Ill as extending basic courtesy).

This should go without saying, but attendance at each scheduled class meeting is required. Frequent absences and/or a lack of participation may result in your grade being lowered below what you would receive based solely on your written work.

**EVALUATION**

Class attendance and participation (15%)

Class presentation and memo (15%)

Research proposal/paper and presentation (50%)

Critique of a classmate’s paper/proposal (20%)

**COURSE ADMINSTRATION/ CLASSROOM POLICIES:**

**Submission of late papers:** Timely submission of your work is expected. However, emergencies do occur. Therefore, if you notify me IN ADVANCE of an assignment’s due date (not immediately before the class that it is due), I will consider your request for an extension**.** I will not provide extensions beyond the beginning of class on the final day.If you need an extension at that time, you will need to take an incomplete or have us calculate your final grade with the grades you have at that point.

**In-class computer use:** I do allow you to have laptops in the classroom so you can take notes. However, you should be fully engaged in the discussions and not surfing the internet or checking your email. Graduate classes tend to be small and everyone, including the instructor, can typically easily see if you are online, which will result in a lower class participation grade.

**Email:** To correspond with students I will be using the university email system. Every student has an account, which you can merge with other accounts (i.e. aol, yahoo, gmail).

**Eating in the classroom:** You are welcome to drink beverages in the classroom, but please do not bring food (e.g. hamburgers), especially hot food that everyone can smell. If you bring in hot food, I will ask you to get rid of the food or leave the classroom.

**Some general points about written assignments:** All written work is to be typed or computer-printed in 12-point font, double-spaced, spell-checked and proofread. Please provide full citations for all articles referenced. My preference is for in-text ASA style. Students are expected to retain a copy of their written work until **AFTER** they receive their final grades at the end of the semester.

**Academic honesty:** In this course I will conform to the university’s plagiarism policy. Please see student handbook for further details.

**Class alterations:** I reserve the right to make alterations to class content and requirements as the semester progresses.

**Due dates:** If you cannot fully complete and turn in all assignments by the time class starts on the last day, you will be offered an opportunity to take an incomplete or a final grade based on what you submitted. If you take an incomplete, it is your responsibility to investigate how that will influence your standing in the program.

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| **Date** | **Topic** | **Readings** |
| Tuesday, August 29th | Introduction |  |
| Tuesday, September 5th | Religion, crime and morality | Adamczyk, Amy, Joshua D. Freilich, and Chunrye Kim. 2017. “Religion and Crime: A Systematic Review and Assessment of Next Steps.” *Sociology of Religion*. (ADAMCZYK)  Hitlin, Steven and Stephen Vaisey. 2013. “The New Sociology of Morality.” *Annual Review of Sociology* 39(1):51–68. (STUDENT)  **Pick one additional article and be ready to discuss:** (STUDENTS)  Finke, Roger and Amy Adamczyk. 2008. “Cross-National Moral Beliefs: The Influence of National Religious Context.” *Sociological Quarterly* 49(4):617–652.  Adamczyk, Amy and Yen-hsin Alice Cheng. 2015. “Explaining Attitudes about Homosexuality in Confucian and Non-Confucian Nations: Is There a ‘cultural’ influence?” *Social Science Research* 51:276–289.  Hadler, Markus. 2012. “The Influence of World Societal Forces on Social Tolerance. A Time Comparative Study of Prejudices in 32 Countries.” *Sociological Quarterly* 53(2):211–237.  Corcoran, Katie E., David Pettinicchio, and Blaine Robbins. 2012. “Religion and the Acceptability of White-Collar Crime: A Cross-National Analysis.” *Journal for the Scientific Study of Religion* 51(3):542–567. |
| Tuesday, September 12th | NO CLASS |  |
| Tuesday, September 19th | NO CLASS | Classes follow a Thursday schedule |
| Tuesday, September 26th | Religion and social control | Hirschi, Travis. 2002. *Causes of Delinquency*. Piscataway, New Jersey: Transaction Publishers. (Chapter 2) (ADAMCZYK)  Stark, Rodney and William Sims Bainbridge. 1996. *Religion, Deviance, and Social Control*. New York: Routledge. (Chapters 4-6) (STUDENT)  Wang, Xiuhua and Sung Joon Jang. 2016. “The Relationship between Religion and Deviance in a Largely Irreligious Country: Findings from the 2010 China General Social Survey.” *Deviant Behavior* 1–21. (STUDENT) |
| Tuesday, October 3rd | Religion and deviance | Adamczyk, Amy. 2017. *Cross-National Public Opinion about Homosexuality: Examining Attitudes across the Globe*. Berkeley, CA: University of California Press.(Chapter 1). (ADAMCZYK)  Stark, Rodney and William Sims Bainbridge. 1996. *Religion, Deviance, and Social Control*. New York: Routledge. (Chapters 7-10) (STUDENT) |
| Tuesday, October 10th | Moral panic | Goode, Erich and Nachman Ben-Yehuda. 1994. *Moral Panics: The Social Construction of Deviance*. Any edition. Wiley-Blackwell. (Chapter 3-6) (ADAMCZYK)  Critcher, Chas. 2008. “Moral Panic Analysis: Past, Present and Future.” *Sociology Compass* 2(4):1127–44. (STUDENT)  Grossman, Guy. 2015. “Renewalist Christianity and the Political Saliency of LGBTs: Theory and Evidence from Sub-Saharan Africa.” *The Journal of Politics* 77(2):337–351. (STUDENT) |
| Tuesday, October 17th | Religion, morality and social learning | Akers, Ronald L. 2003. *Criminological Theories: Introduction, Evaluation, and Application*. Roxbury Pub Co. (Chapter 5) (ADAMCZYK)  Brauer, Jonathan R., Charles R. Tittle, and Olena Antonaccio. 2013. “Does Religion Suppress, Socialize, Soothe, or Support? Exploring Religiosity’s Influence on Crime.” *Journal for the Scientific Study of Religion* 52(4):753–774. (STUDENT)  van de Pol, Jasper and Frank van Tubergen. 2014. “Inheritance of Religiosity Among Muslim Immigrants in a Secular Society.” *Review of Religious Research* 56(1):87–106. (STUDENT) |
| Tuesday, October 24th | Research methods | Wuthnow, Robert. 2003. “Studying Religion, Making It Sociological.” in *Handbook of the Sociology of Religion* edited by Michele Dillon. Cambridge: Cambridge University Press. (Chapter 2). (ADAMCZYK)  Heath, Anthony, Stephen Fisher, and Shawna Smith. 2005. “The Globalization of Public Opinion Research.” *Annual Review of Political Science* 8:297–333. (STUDENT)  Spickard, James V. 2008. “Micro Qualitative Approaches to the Sociology of Religion: Phenomenologies, Interviews, Narratives, and Ethnographies.” in *The SAGE Handbook of the Sociology of Religion* editedby James A Beckford, Jay Demerath. London: SAGE Publications. (STUDENT) |
| Tuesday, October 31st | Religion and gangs | Brenneman, Robert. 2012. *Homies and Hermanos: God and Gangs in Central America*. New York: Oxford University Press. (Chapters 3-6) (STUDENT) |
| Tuesday, November 7th | Religion and sex trafficking | Zimmerman, Yvonne C. 2013. *Other Dreams of Freedom: Religion, Sex and Human Trafficking*. New York: Oxford University Press. (Chapters TBA) (STUDENT)  Peach, Lucinda Joy. 2006. “‘Sex Slaves’ Or ‘Sex Workers’? Cross-Cultural and Comparative Religious Perspectives on Sexuality, Subjectivity, and Moral Identity in Anti-Sex Trafficking Discourse.” *Culture and Religion* 6(1):107–34. (ADAMCZYK) |
| Tuesday, November 14th | Religion and terrorism | Juergensmeyer, M. 2000. *Terror in the Mind of God: The Global Rise of Religious Violence*. Any edition. Berkeley, CA: University of California Press. (Chapters TBA) (STUDENT)  **Students should bring two hardcopies (one for fellow student and one for the instructor) of their paper/final proposal to exchange** |
| Tuesday, November 21st | NO CLASS | Classes follow a Friday schedule. |
| Tuesday, November 28th | Peer review | **Students should come prepared with their written (two hard copies) and oral critique of another student’s paper/proposal.** |
| Tuesday, December 5th | Religion, treatment and rehabilitation | Hamm, M. S. 2009. “Prison Islam in the Age of Sacred Terror.” *British Journal of Criminology* 49(5):667–85. (ADAMCZYK)  **Pick two additional articles to read (STUDENTS):**  Al-Omari, Hasan, Razan Hamed, and Hashem Abu Tariah. 2015. “The Role of Religion in the Recovery from Alcohol and Substance Abuse Among Jordanian Adults.” *Journal of Religion and Health* 54(4):1268–77.  Hansen, Helena. 2012. “The ‘new Masculinity’: Addiction Treatment as a Reconstruction of Gender in Puerto Rican Evangelist Street Ministries.” *Social Science & Medicine* 74(11):1721–28.  O’Connor, Thomas P. and Michael Perreyclear. 2002. “Prison Religion in Action and Its Influence on Offender Rehabilitation.” *Journal of Offender Rehabilitation* 35(3–4):11–33. |
| Tuesday, December 12th | Presentations | **Class presentations and final papers/proposals due** |

Parentheses indicate who the primary person is that will present the reading.