

New Religious Movements REL 3076

GENERAL INFORMATION

Instructor: Erin Weston

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Office Hours: Tuesday & Thursday 2-3 pm & by appointment

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COURSE DESCRIPTION AND PURPOSE

Since the 1960s, there has been a vast increase in New Religious Movements around the world. We will investigate the beliefs, practices, and symbolism of several New Religious Movements. Additionally, we will look at how these groups formed in order to better understand their relationships with more traditional mainstream religions and society at large. We will also look at how these groups attract followers, and some of the accusations posed against these groups and their leaders. More generally, students will ponder the relationship between human rights, religious freedom and the role of government.

COURSE OBJECTIVES

Students will be able to:

- Express a general understanding of the scholarly categories of: religion, church, sect, cult, denomination, and New Religious Movement.
- Explain key theories about how and why New Religious Movements develop, and how they generate and maintain a following.
- Compare and analyze these New Religious Movements in relation to their more mainstream counterparts by exploring their beliefs, practices, and symbols.
- Articulate one's own beliefs about the role of New Religious Movements in the larger religious world, and how other aspects of society, including governments, ought to respond to these groups.

GLOBAL LEARNING OBEJECTIVES

Students will be able to:

- Students will be able to situate New Religious Movements within interrelated contemporary and historical contexts.
- Students will be able to develop an analysis of a core religious concept (e.g., the nature of God, reincarnation, karma, justice, etc.) from the perspective of multiple New Religious Movements.
- Students will demonstrate a willingness to engage in an ongoing dialogue about current global concerns in order to address problems arising from the interaction between global concerns and local religious beliefs and practices as manifested in New Religious Movements.

DISCLAIMER

The ideas and materials presented in this course do not necessarily represent the ideas and beliefs of the professor, nor those of the university at large. The beliefs systems found within these various new religious groups, cults, and sects will range from curious and benign to racist, homophobic, misogynist, incendiary and downright dangerous. One goal of the course is to provide the students with a wide range of examples to explore in order to better understand the true diversity found within the realm of the religious. In addition to the scholarly articles in your textbooks, I have provided a variety of source materials. Some of these materials, e.g., videos and websites, are "official" sources from the groups, while other sources may be produced by members. Conversely, I have also added some materials that were clearly created by the various groups' detractors to allow for additional perspectives. There are also non-academic materials, for which I cannot attest to their veracity, but I felt that they add important elements at least in regards to the popular beliefs about the groups.

It is also important to note that I, nor the university, do not endorse or deny the validity or right to exist of any particular group, no matter how personally offended I may be by their beliefs and practices. While religion can be personal, this is an academic course taken for college credit and thus students are expected to examine the topics rigorously.

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Religion shall not be exempt from the scrutiny placed on any and all academic subjects.

This means that class participants can expect academic freedom to express their views. Students are not being graded on their opinions, beliefs, or values. I sincerely encourage (and expect!) that students will contribute to the discussion honestly. Feel free to free to critique and analyze the various groups' ideas and practices, as well as your texts and other materials. Given that this is an academic setting, it is important to do our best to refrain from polemical attacks by avoiding disrespectful or derisive commentary, and articulating our criticism into well substantiated arguments.

As the student, it is your job to THINK and decide what you believe in regards to these and any other materials. As the professor, it is my job to present you with a wide variety of theoretical constructs and source materials, and to help you understand these materials as you go through the learning process and expand your vision of reality.

POLICIES

Please review the [policies page](#) as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

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Please visit [Blackboard's Commitment Accessibility](#) webpage for more information. For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOKS

Cults and New Religions: A Brief History
Douglas E. Cowan and David G. Bromley
Blackwell Publishing: MA (2008)
1405161280
978-1405161282

Controversial New Religions
James R. Lewis (Editor) & Jesper Aagaard Petersen (Editor)
Oxford University Press, Oxford: UK (2005)
0195156838
978-0195156836

New Religions as Global Cultures: Making the Human Sacred
Irving Hexham and Karla Poewe
Westview Press, Boulder: CO. (1997)
0813325080
978-0813325088

You may purchase your textbook online at the [FIU Bookstore](#).

EXPECTATIONS OF THIS COURSE

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a

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- self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar

COURSE COMMUNICATION

Communication in this course will take place via **Messages**.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

DISCUSSION FORUMS

There will be seven discussion topics. All students are required to participate in all the topics (at least 25 words). Students must post well thought-out comments based on the required work throughout the semester. Participation is required and represents 10% of your final grade. Both the quantity and the quality of your posts will contribute to your grade. Discussion must be posted during the period they are assigned and are due by 11:59pm on the Sunday, which ends that particular lesson.

Once you have composed your original posting, take some time to carefully review other postings within your discussion group. Pick two that are most interesting to you and provide meaningful, detailed, and constructive feedback.

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

QUIZZES

There will ten short online quizzes throughout the semester, which will help you to prepare for the exams. Quizzes will be based on the materials presented in the PowerPoints, Readings and Videos. Each quiz will cover one section and will consist of multiple choice, fill in the

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blank, and true and false questions. There will be 10 questions on each quiz and once you open the quiz you will have 15 minutes to complete and submit it. You will have two attempts at each quiz and the highest grade will be used. All of the quizzes will be averaged together for a final grade, which is worth 15% of your final grade. A quiz will be available from Thursday 12:00 am till Sunday 11:59 pm of the given week.

Please note that the inclusion of relevant websites is only for student interest and will not be featured in the quizzes.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the [minimum hardware requirements](#).

EXAMS

There will be two non-cumulative exams based on the readings and materials covered throughout the course. Each exam will be comprised of 50 multiple choice, true and false, fill in the blank, and short essay questions, and each question will be worth 2 points. Each exam will be worth 25% of your final grade. Exams will be available for two days from 12:00 am to 11:55 pm. Once you open an exam, you will have 60 minutes to complete and submit it.

PAPER & PRESENTATION

There will be one paper analyzing a New Religious Movement (NRM) with an accompanying presentation. The paper will be at least 5 pages double-spaced, Times New Roman 12 font. This is a formal academic essay and students must cite their sources. MLA is the preferred citation style in Religious Studies.

Submission: Students must submit their essays to Turnitin via Blackboard. Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Gradermark comments (feedback). Each person will complete an individual paper, however students may work together in small groups (2-5 people) to create the presentations, which will either be a PowerPoint or a video presentation. Obviously, if several people work on a presentation together, I expect to see a quality presentation that reflects the time and input of all members. These presentations will be shared with the class either

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through the discussion board or through youtube.com. Students are expected to review their classmates' presentations and the final quiz will be based on the presentations.

GRADING

Course Requirements	Weight
Exam 1 (Midterm)	25%
Exam 2 (Exam)	25%
Paper & Presentation	25%
Quizzes	15%
Discussion/Student Homepage Participation	10%
Total	100%

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	80 - 82	D+	68 - 69
A-	90 - 92	C+	78 - 79	D	63 - 67
B+	88 - 89	C	73 - 77	D-	60 - 62
B	83 - 87	C-	70 - 72	F	< 60

COURSE CALENDAR

WEEKLY SCHEDULE

Date	Tasks
	Course Introduction
August 26 - September 1	<p>Review and fully familiarize yourself with the course and site. Print and read the course syllabus and course calendar. See "How to Get Started" in the Course Content</p> <p>Obtain the texts and read ahead for Lesson 1</p> <p>Student Biography, due Sun., Sept. 1, 11:59 pm</p>
	Lesson 1 - Introduction Lesson 1 (PPT)
September 2-8	<p>Reading:</p> <p>Chapter 1 - "The Great Anti-cult Crusade" - (Hexham & Poewe)</p> <p>Chapter 1 - "Cults and New Religions: A Primer" - (Cowan & Bromley)</p> <p>Chapter 5 - "The Unification Church/The Family Federation:</p>

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	<p>The Deprogramming Controversy" - (Cowan & Bromley)</p> <p>Video Playlist</p> <p>Relevant Websites: www.rickross.com www.thebereancall.org</p> <p>Adobe Live Connect Meeting - September 5 from 8:30 - 9:30 pm Quiz 1: Thur., Sept. 5 - Sun., Sept. 8, 11:59 pm</p>
<p>September 9-15</p>	<p>Lesson 2 - The Problem of Defining New Religions Movements</p> <p>Lesson 2 (PPT)</p> <p>Reading: Chapter 2 - "From Cults to New Religions and Global Culture" - (Hexham & Poewe) Chapter 2 - "The Church of Scientology: The Question of Religion" - (Cowan & Bromley) "Three Types of New Religious Movements" - (Roy Wallis)</p> <p>Video Playlist</p> <p>Quiz 2: Thur., Sept. 12 - Sun., Sept. 15, 11:59 pm Discussion #1: Sat., Sept. 15, 11:59 pm</p>
<p>September 16-22</p>	<p>Lesson 3 - New Religious Movements in a Global Context</p> <p>Lesson 3 (PPT)</p> <p>Reading: Chapter 3 - "New Religions as Global Cultures" - (Hexham & Poewe) Chapter 9 - "Wicca and Witchcraft: Confronting Cultural Fears" - (Cowan & Bromley) Chapter 16 - "Come On Up, and I Will Show Thee": Heaven's Gate as a Postmodern Group" - (Chryssides - Lewis & Petersen) Chapter 17 - "The Raelian Movement: Concocting Controversy, Seeking Social Legitimacy" - (Palmer - Lewis & Petersen)</p> <p>Video Playlist</p> <p>Relevant Websites:</p>

	<p>http://www.caw.org/ http://www.witchvox.com/ http://www.wicca.org/ http://www.magickaschool.com/?gclid=CImp1IS345ICFQa1lgo dnB8lwQ http://www.rael.de/ http://www.raelianews.org/news.php?extend.20</p> <p>Quiz 3: Thur., Sept. 19 - Sun., Sept. 22, 11:59 pm Discussion #2: Sun., Sept. 15, 11:59 pm</p>
<p>September 23-29</p>	<p>Lesson 4 - New Religious Movements and Neoshamanism</p> <p>Lesson 4 (PPT)</p> <p>Reading: Chapter 4 - "New Religions and Primal Experience" - (Hexham & Poewe) Chapter 12 - "The Theosophical Society" - (Montucci - Lewis & Petersen) Chapter 14 - "From Atlantis to America: JZ Knight Encounters Ramtha" - (Harley - Lewis & Petersen) Chapter 2 - "Spirit Revelation and the Unification Church" - (Beverley - Lewis & Petersen) Santo Daime - (Steven Mizrahi)</p> <p>Video Playlist</p> <p>Relevant Websites: http://www.ramtha.com/ http://www.santodaime.org/indexy.htm http://theosophy.org/ http://theosophical.org/ http://www.oberf.org/ NY Times OBE article</p> <p>Quiz 4: Thur., Sept. 26 - Sun., Sept. 29, 11:59 pm</p>
<p>September - October 13</p>	<p>Lesson 5 - Modern Myth Making</p> <p>Lesson 5 (PPT)</p> <p>Reading: Chapter 5 - "Myths and Mythological Fragments" - (Hexham & Poewe) Chapter 3 - "Transcendental Meditation: The Question of Science and Therapy" - (Cowan & Bromley) Chapter 7 - "The Branch Davidians: The Problem of Mass</p>

	<p>Media" - (Cowan & Bromley) Chapter 15 - "Heart and Soul: A Qualitative Look at the Ethos of the Movement of Spiritual Inner Awareness" - (Santucci - Lewis & Petersen) Chapter 11 - "Inventing L. Ron Hubbard: On the Construction and Maintenance of the Hagiographic Mythology of Scientology's Founder" - (Christensen - Lewis & Petersen) Chapter 3 - "Reconstructing Reality: Conspiracy Theories about Jonestown" - (Moore - Lewis & Petersen)</p> <p>Video Playlists</p> <p>Relevant Websites: www.tm.org/ www.scientology.org/ /www.scientology.org/home.html jonestown.sdsu.edu/ www.msiasouth.org/home/default.htm www.msiacanada.org/</p>
<p>October 14-20</p>	<p>Adobe Live Connect Meeting - October 10 from 7:30-8:30pm Quiz 5: Thur., Oct. 10 - Sun., Oct 13, 11:59pm Discussion #3: Sun., Oct. 13, 11:59pm</p>
<p>October 21 - November 3</p>	<p>Lesson 6 - Abrahamic and Dharmic Based New Religious Movements</p> <p>Lesson 6 (PART 1)</p> <p>Reading: Chapter 6 - "Yogic and Abrahamic Religions" - (Hexham & Poew) Chapter 6 - "The Children of God/The Family International: The Issue of Sexuality" - (Cowan & Bromley) Chapter 1 - "A Family for the Twenty-first Century" - (Chancellor - Lewis & Petersen) Chapter 5 - "Family Development and Change in the Hare Krishna Movement" - (Rochford - Lewis & Petersen) Chapter 6 - "When Leaders Dissolve: Considering Controversy and Stagnation in the Osho Rajneesh Movement" - (Goldman - Lewis & Petersen) Chapter 7 - "Sokka Gakkai: Searching for the Mainstream" - (Kisala - Lewis & Petersen)</p>

	<p>"The Veil in Their Mind and on our Heads: Veiling Practices and Muslim Women" - (Homa Hoodfar) "Christian Science" - (Daschke & Ashcraft)</p> <p>Video Playlists</p> <p>Relevant Websites: www.thefamily.org/ www.sgi.org/ www.sgi-usa.org/ www.harekrishna.com/ www.iskcon.com/ www.osho.com/ www.tfccs.com/index.jhtml;jsessionid=160X550A1W0R0KGL4L2SFEQ www.christianscience.com/ www.csmonitor.com/</p>
	<p>Quiz 6: Thur., Oct. 31 - Sun., Nov. 3, 11:59 pm Discussion #4: Sun., Nov. 3, 11:59 pm</p>
<p>November r 4-10</p>	<p>Lesson 7 - Joining New Religious Movements</p> <p>Lesson 7 (PPT)</p> <p>Reading: Chapter 7 - "The Membership Process" - (Hexham & Poewe) Chapter 4 - "Gnosticism and the New Age: The Question of the Dangerous Cult" - (Cowan & Bromley) Chapter 1 - "The Falun Gong: A New Religious Movement in Post-Mao China" - (Ownby - Lewis & Petersen) "The Rastafarians" - (Daschke & Ashcraft) "The Evolution of Islam" - (Daschke & Ashcraft)</p> <p>Video Playlists</p> <p>Relevant Websites: www.cnn.com/US/9803/25/heavens.gate/ www.falundafa.org/ www.fofg.org/ www.noi.org/ www.sacred-texts.com/afr/piby/index.htm</p> <p>Quiz 7: Thur., Nov. 7 - Sun., Nov. 10, 11:59 pm Discussion #5: Sun., Nov. 10, 11:59 pm</p>
<p>November</p>	<p>Lesson 8 - New Religious Movements and Violence</p>

<p>r 11-24</p>	<p>Lesson 8 (PPT)</p> <p>Reading: Chapter 9 - "How Dangerous Are New Religions?" - (Hexham & Poewe) Chapter 8 - "Heaven's Gate: The Question of Cults and Violence" - (Cowan & Bromley) Chapter 4 - "Explaining Militarization at Waco: The Construction and Convergence of the Warfare Narrative" - (Wright - Lewis & Petersen) Chapter 8 - "Aum Shinrikyo and the Aum Incident: A Critical Introduction" - (Repp - Lewis & Petersen) Chapter 18 - "White Racist Religions in the United States: From Christian Identity to Wolf Age Pagans" - (Gardell - Lewis & Petersen) Chapter 19 - "Modern Satanism: Dark Doctrines and Black Flames" - (Petersen - Lewis & Petersen)</p> <p>Video Playlists</p> <p>Relevant Websites: www.churchofsatan.com/ web.satanism101.com/index.html www.sevenseals.com/ www.kingidentity.com/ www.godhatesnazis.com/ www.againstnazi.com/nazi-hate-groups.htm</p> <p>Quiz 8: Thu., Nov. 21 - Sun., Nov. 24, 11:59 pm Discussion #8: Sun., Nov. 24, 11:59 pm Exam: Sun., Nov. 24, 11:59 pm</p>
<p>November 25 - December 1</p>	<p>Lesson 9 - The Future of New Religious Movements in a Global Culture</p> <p>Lesson 9 (PPT)</p> <p>Chapter 8 - "New Religions: New Visions" - (Hexham & Poewe) Chapter 10 - "Rethinking Cults: The Significance of New Religious Movements" - (Cowan & Bromley) "Why Religious Movements Succeed or Fail: A Revised General Model" - (Rodney Stark) "The Global Rise of Religious Nationalism" - (Mark Juergensmeyer)</p>

	<p>Video Playlists</p> <p>Quiz 9: Wed., Nov. 27 - Sun., Dec. 1, 11:59 pm *extra day for Thanksgiving holiday.</p>
December 2-8	<p>Student Presentations Students will post their presentations on the discussion board or on youtube.com by Wednesday December 5 at 9:00 pm. This will give students until Sunday evening to ask questions, post comments, and take the quiz. Remember to utilize the key theoretical ideas that you learned over the semester in your analyses. Additionally, remember that you are critiquing the work of your classmates, so try to focus your comments and critiques on the ideas and not personal attributes.</p> <p>Quiz 10: Thur., Dec. 5 - Sun., Dec. 8, 11:59 pm Discussion #7: Sun., Dec. 8, 11:59 pm</p>
December 9-15	<p>Exam 2 -Tuesday, Dec. 10, 12:00 pm - Thursday, Dec. 12, 11:59 pm</p>

NEW RELIGIOUS MOVEMENTS DISCUSSION TOPICS

1) Your textbook looks at the question of “What is religion?” While this initially sounds obvious, there are, in fact, multiple definitions. Some definitions focus on the function of a belief system/practice, while other definitions focus on the types of beliefs involved. Can groups who claim to not be religious in nature still function like a religion? Should groups that claim to be religious but are similar to something else, for example, self-help psychology, be considered as a religion? Why is it important to investigate the nature and role of religion? What are some of the pros and cons of being considered a religious group?

2) What role does the media play in the creation of a religion’s identity, especially in the case of NRMs? What role do scholars of religious studies play? What role do religious leaders play, both inside the NRM and those in more mainstream traditions? Discuss the problematic aspects about how we learn about religion in general and NRMs specifically.

3) In chapter three of their book, *New Religions as Global Cultures*, Hexham and Poewe frame their argument that New Religions are examples of “Global Cultures”, and contain both local or regional aspects, as well as global aspects. They argue that these New Religions have developed in response to modernity and all the accompanying technological and social changes it brought.

One especially controversial issue related to these globalized New Religions is that of cultural appropriation versus cultural appreciation. Create an argument either for or against the borrowing of cultural symbols, practices, beliefs or ideas. Use examples from your own life or from your community. Try to convince your classmates why your perspective on the issue is the correct one.

4) Your text looked at several key concepts that are found in Abrahamic and Yogic based religions. Choose 1 of these key ideas and then provide 3 different examples of NRMs, which illustrate how this core concept is syncretized in its new context.

5) Your text discusses several theories, including their own theory, on why people are attracted to NRMs. Explore some of the main reasons (spiritual, social networking, economic, emotional, etc.) why people might choose to join an NRM rather than a traditional religion. Make an argument about why you think most people would join an NRM. Imagine that you are writing from the perspective of someone in the religion. Try to convince others about why your position is correct.

6) Lesson 8 looks specifically at what are considered to be “dangerous cults”. Clearly some of these groups are morally offensive, but when does that become a threat to the public? Explore the rights of the citizens, especially in the U.S., and then address the role of the government in regards to these groups. Who ought to decide which groups are “dangerous” or “morally reprehensible”? What if the charges are found not to be true, as has happened many times in the past? Also, remember to look at the cases where children are raised within a particular group and thus do not have the same objections that outsiders are likely to have. What about religious groups that are foreign, but have entered the country with immigrant groups?

7) Discussion on Student Presentations

ESSAY - NEW RELIGIOUS MOVEMENTS

There will be one paper analyzing a New Religious Movement (NRM) with an accompanying presentation. The paper will be at least 5 pages double-spaced, Times New Roman 12 font and will be worth 25% of your grade. This is a formal academic essay and students must cite their sources. MLA is the preferred citation style in Religious Studies.

Submission: Students must submit their essays as a Word document to Turnitin via Blackboard. More instructions are available in the Assignment Dropbox.

Each person will complete an individual paper. However, students may work together in small groups (2-5 people) to create the presentations, which will either be a PowerPoint or a video presentation. Obviously, if several people work on a presentation together, I expect to see a quality presentation that reflects the time and input of all members. These presentations will be shared with the class either through the discussion board or through youtube.com. Students are expected to review their classmates' presentations and the final quiz will be based on the presentations.

TOPIC:

Since the 1960s in the United States, we have seen a proliferation of new religious movements (NRMs). These groups are often syncretic, blending elements from older religions together; sometimes this is also coupled with pseudoscience. At first these NRMs can seem rather unbelievable to outsiders, but once deconstructed we often see a new way of grouping beliefs which are generally not uncommon. Choose any NRM and deconstruct the beliefs and practices and try to connect it with older, more mainstream religions. Also, discuss why you think people are attracted to the religion. What do NRMs have that more traditional religions seem to lack?

ESSAY RUBRIC

CRITERIA	NEEDS HELP	NOVICE	COMPETENT	PROFICIENT	MASTER
Global Perspectives - 20%	0 to 4 points Does not recognize or does not acknowledge the legitimacy of differences in perspectives pertaining to the problem Student accomplishes the following: - Identifies one perspective and does not recognize other perspectives pertaining to the problem	5 to 8 points Identifies a limited number of perspectives pertaining to the problem Student accomplishes the following: - identifies a limited number of perspectives pertaining to the problem - identifies only those perspectives explicitly stated in article	9 to 12 points Identifies multiple perspectives pertaining to the problem however, does not analyze the influences on differing perspectives Student accomplishes the following: - identifies multiple perspectives pertaining to the problem - may identify perspectives not discussed explicitly in case	13 to 16 points Assembles an analysis of multiple perspectives pertaining to the problem Student accomplishes the following: - explains the influences on differing perspectives - compares and/or contrasts differing perspectives	17 to 20 points Integrates multiple perspectives into a multifaceted interpretation of the problem and/or solution(s) Student accomplishes previous and one or more of the following: - presents a synthesized discussion of multiple perspectives - offers possible solution(s) for the problem - evaluates the problem and/or solution(s)
Argument (Clear, Strong Thesis) - 10%	0 to 1 points Paper does not present a clear thesis. Either there is no obvious thesis, or thesis is too simple to form the basis of a good paper.	2 to 3 points Thesis requires some work for a better paper.	4 to 5 points Presents a good thesis.	6 to 7 points Presents a very good thesis.	8 to 10 points Presents a clear, strong thesis.
Content	0 to 4 points	0 to 3 points	4 to 5 points	6 to 7 points	8 to 10 points

(Support & Development) - 10%	The paper's key ideas are not supported or developed in a logical fashion.	Paper attempts to present a well-developed argument, but many points must be inferred by the reader.	Paper generally presents a well-developed argument, but some points must be inferred by the reader.	Paper presents a well-developed argument. Each paragraph provides a good amount of relevant support.	Paper has a well-developed argument. Each paragraph provides relevant support and flows smoothly to the next paragraph.
Critical Analysis - 10%	0 to 1 points Paper does not show thoughtful analysis of several critical religious studies concepts.	2 to 3 points Paper does not express the level of critical analysis expected at this point in the semester.	4 to 5 points Paper shows very little analysis of relevant religious studies concepts.	6 to 7 points Paper shows some analysis of relevant religious studies concepts.	8 to 10 points Paper shows thoughtful analysis of critical religious studies concepts.
Organization (Structure) - 10%	0 to 1 points Paper is redundant, unclear, choppy, or otherwise confusing for the reader.	2 to 3 points Paper has some structure, but is somewhat fragmentary or confusing to the reader.	4 to 5 points Paper has good structure, but needs support with transitions.	6 to 7 points Paper is well-organized and generally clearly written.	8 to 10 points Paper is very well-organized and clearly written.
Formatting & Citations - 15%	0 to 2 points Paper does not cite resources correctly, or paper is not formatted.	3 to 5 points Paper attempts to cite resources, or is not formatted appropriately.	6 to 8 points Paper is properly formatted and mostly cites resources.	9 to 11 points Paper is properly formatted and consistently cites resources.	12 to 15 points Paper is properly formatted and consistently cites resources correctly.
Grammar & Spelling - 15%	0 to 2 points Paper has serious errors in grammar and spelling.	3 to 5 points Paper has some errors in grammar and spelling.	6 to 8 points Paper uses correct grammar and spelling.	9 to 11 points Paper uses correct grammar and spelling.	12 to 15 points Paper uses correct grammar and spelling.

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	grammatical problems and contains many typos or spelling errors.	grammatical problems, or contains many typos or spelling errors.	grammar and contains some typos or spelling errors.	grammar and contains very few typos or spelling errors.	proper grammar and contains almost no typos or spelling errors.
Complete - 10%	0 to 1 points Paper does not answer the questions posed and is off-topic.	2 to 3 points Paper answers SOME of the questions posed; however, the essay is incomplete.	4 to 5 points Paper answers SOME of the questions posed.	6 to 7 points Paper answers MOST of the questions posed and crafts them into a good essay.	8 to 10 points Paper answers ALL of the questions posed and crafts them into an excellent essay.

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