



The Beatles with Maharishi Mahesh Yogi in India, 1968. Source: Beatles by Day.

REL3128: New Religions: From Mormonism to Scientology

Course Location

Florida State University
Room: DHA 103
MWF 11:15-12:05 PM
SYLLABUS VERSION 1.1

Instructor



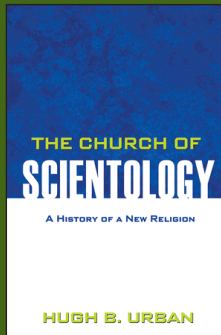
John L. Crow
Office: DIFF 329
jlcrow@campus.fsu.edu
Email response generally
within 24-48 hrs.
Office Hours: Mondays,
12:15-1:15 PM

Course Description

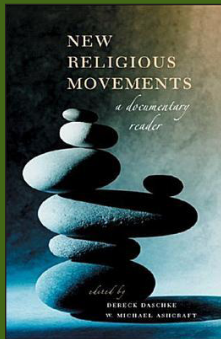
This course is designed to look at a variety of religious traditions that have emerged in the United States over the last two centuries. Over the duration of the course we will examine these religious traditions, their history, context, and reception by society in general. The field of study called New Religious Movements (NRMs) has a history of its own, one intimately tied to the traditions its studies. The course will examine this history looking at its origins in “cult studies” of the 1970s. Thus to study New Religious Movements in America, it is also necessary to review where the field of study derived and how that history shapes how which traditions are included in its domain and which are excluded. As such, the course is based on a number of broad questions regarding New Religious Movements and their study:

1. What is a New Religious Movement (NRM)? Is it a cult?
2. How do NRMs differ from other religious movements or institutions? How are they similar?
3. How do members of NRMs understand their own history and the history of the world? What is their worldview?
4. How and why do people convert to NRMs? What happens if someone leaves an NRM?
5. How are the members of NRMs different from the rest of society?
6. What are the perceptions of NRMs? Are they dangerous? Do they pose a threat to members or society?
7. When did NRMs emerge? Will they go away?
8. What about the children of NRM members? Are the children in danger? Should society act to remove children from NRMs?
9. How are NRMs organized, both within society and within the group(s)?

Textbook and Additional Materials



Urban, Hugh B. *The Church of Scientology: A History of a New Religion*, Princeton: Princeton University Press, 2011.



Daschke, Dereck, and W. Michael Ashcroft. *New Religious Movements: A Documentary Reader*, New York: New York University Press, 2005.

Additional readings will be supplied on Blackboard in Adobe Acrobat (.pdf) format.

10. Who are the leaders of NRMs? Are they dangerous? Do they have power of the members? Do they control the members? Are the members “brainwashed”?
11. What kind of social, political, and/or economic impact do NRMs have on society?
12. How do NRMs change over time? Do they become more conventional or more oppositional?
13. How has society responded to NRMs?
14. What are Anti-Cult movements and what are their involvement with NRMs? Do other groups oppose NRMs? If so how?
15. When did the study of NRMs begin and why? What is the history of the academic field of New Religious Studies?
16. Who are the important scholars who have greatly influenced the field? What are the most important academic organizations in the study of NRMs?
17. What categories are used to determine if a group is a NRM or not? And how did those categories emerge?
18. Where is there reliable information about NRMs? Can one trust what members, anti-cult, or scholars say about the NRMs?
19. What is the scholar’s role in studying NRMs? The scholar’s responsibility to the NRM members, society at large, and the academic field of NRM studies and Religious Studies as a whole?
20. What is the value in studying NRMs, their history, and the way the Academy has responded to them?

Classroom Conduct

Students are expected to communicate in a civil manner in all interactions at all times, both in and out of the classroom. This means that interactions are to be carried out in a polite, courteous and dignified manner. It is very common for students to discuss their opinions, backgrounds, and experiences with religious traditions in class. This is encouraged and generally helpful in establishing connections with classmates. This also offers opportunities for students to learn from the perspectives of their peers. However, students can also over share causing discomfort for themselves and their classmates. When in discussions, ask yourself, does personal information I am sharing further the conversation or does it shift the focus of the conversation to me, my background, and my experiences? If it is the latter, please refrain from including the details or only includes a very brief summary that would be more appropriate for you and your classmates.

Similarly, the academic study of religion focuses on understanding and explanation of the history, practices, and beliefs of various religious traditions. The goal is not to persuade persons to join a particular religious



A. C. Bhaktivedanta Swami Prabhupada, founder of the International Society of Krishna Consciousness (ISKCON), Commonly known as the Hare Krishnas, circa 1972, Paris.

Source: [Wikimedia](#).

tradition or speak negatively of a religious tradition. Students may not proselytize in class. Recitations from religious scriptures offered as “proof” of derogatory views of people or traditions of other religions, races, gender, sexual orientation or any other characteristic to differentiate people are not permitted on the discussion boards. Engaging in this kind of behavior will result in disciplinary action depending on the severity of the violation.

Technology can be a great asset in class, but it can also be a great distraction. Smart phones, computers, and other electronic devices that make noises are disruptive and not welcome in class. Turn off your phone before you enter class. If phones are a problem, the instructor reserves the right to ban them from class completely. Should a ban be instituted, each offense will result in a 10% penalty on the student’s final grade (i.e. a drop of one letter grade). Other disruptive practices include reading the newspaper or materials from other classes, texting, copying someone’s notes, etc. Have some courtesy for your classmates and the instructor. Engaging in these activities will also negatively affect your grade.

Finally, putting on your coats, gathering your things, and packing up to leave class is disruptive. Please do not do so until class is dismissed. If you need to leave class early, please do so as quietly as possible and sit near one of the doors.

Grading/Evaluation

Your course grade will be determined by a combination of factors which include quizzes, exams, papers, etc. In order to fulfill FSU’s Writing Requirement (“W” Designation, or “Gordon Rule”) credit, you must earn a “C-” or better in the course. In order to receive a “C-” or better in the course, you must earn at least a “C-” on the required writing assignments. If you do not earn a “C-” or better on the required writing assignments, you will not earn an overall grade of “C-” or better in the course, no matter how well you perform in the remaining portion of the course. Thus, if you fail any paper or you fail to turn in an essay, including those which are part of the exams or separate essays, you will not pass the course and will receive an a grade no higher than D+. It is that simple. All quizzes will be given at the beginning or end of class. Exams include an in-class portion and out-of-class portion. Papers must be turned in on time to receive full credit.

The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of humanity, civilizations created, past and present, and the natural and technological world. This course has been approved as meeting the requirements for Liberal Studies Area IV, Humanities and Fine Arts, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

Joseph Smith



Joseph Smith (1805-1844), prophet and founder of the Church of Jesus Christ of Latter-day Saints, commonly known as the Mormons. Source: [pbs.org](https://www.pbs.org).

Reverend Sun Myung Moon



Rev. Sun Myung Moon, founder of The Unification Church, also known as the Moonies, giving a public speech in Las Vegas, Nevada, April 4, 2010. Source: [Wikimedia](https://www.wikipedia.org).

Attendance and Excused Absences

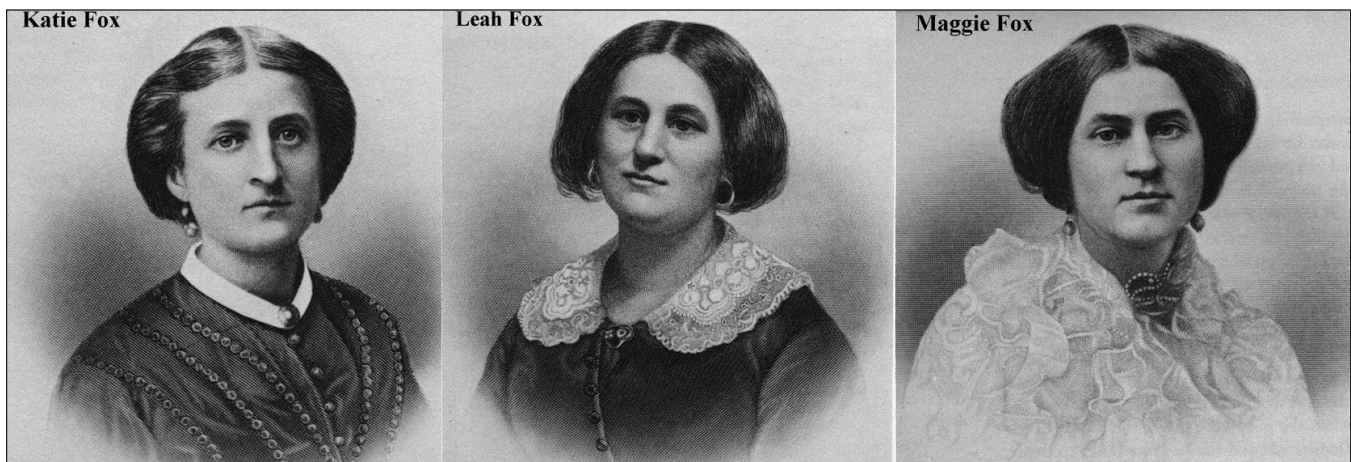
Understanding the material for the class requires attending class. However, you are adults so the instructor will therefore not take attendance. That said, if you fail to attend class regularly, you will likely fail the course. If you miss a class, you do not need an excuse. As you will see below, the lowest quiz scores will be dropped. As a result you do not need to ask to make up a quiz. If, for some reason, you miss an exam, you will need a valid excuse to take a make-up exam. Excused absences include documented illness, deaths in the family, documented crises, a call to active military duty, jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. If the absence is because of military duty, court-mandated appearances, or a religious holiday, you must inform the instructor before the absence and not after. If you know you are not going to be available for an exam, please inform the instructor beforehand. Also, if for some reason you will miss class for an extended period of time for a reason not covered above, it is still better to inform the instructor before missing the classes and there may be some flexibility regarding a make-up exam. However, coming to the instructor after the absence will not result in any flexibility. You cannot make-up the final exam so do not miss class that day.

If class is canceled for any reason, the schedule will continue with the next class. This means anything due on the day class was canceled will be due the next day of class. Similarly, if an exam is scheduled and class is canceled, be prepared to take the exam during the next class.

Assignments

Class Readings

For each class there will be an assigned set of readings. These will come from the course textbooks or PDFs on Blackboard, or both. Readings assigned to a class must be completed before the class. Most classes will be a discussion of the material so not reading the texts will put you at a disadvantage in the discussion. Moreover, it will make the writing of the blog posts difficult. Each class will have two students assigned to lead the discussion. By the end of the semester, each student will have lead the discussion in 4 or 5 classes. Initially signups will be voluntary. If day approach and they are unassigned, students will be assigned days. While everyone is expected to read for the day, it will be the responsibility of the assigned students to begin the discussion of the day, bringing up important points and questions regarding that day's texts.



The Fox sisters were three sisters from New York who played an important role in the creation of Spiritualism: Leah (1814–1890), Margaret (also called Maggie) (1833–1893) and Kate (also called Catherine) Fox (1837–1892). Source: [Psychics and Mediums](#).

Blog Posts

Each week you will be required to write a blog post of at least 350 words. The blog entries will be on Blackboard. You will be graded on four criteria: engagement with the week's readings (50%); engagement with the class discussion (25%); your own thoughts and ideas regarding the class and reading material (15%); grammar and spelling (10%). It is through these blog posts that you can begin to reflect and develop your thoughts about the material we have been covering. Each blog post will be due by midnight on the Sunday before the next week begins. See the course schedule below for specific days.

Essays

Over the course of the class you will be required to write various papers. The two primary ones will be a midterm paper and a final, term paper. The details of each essay will be provided with the essay. In general, papers must contain a thesis, supporting paragraphs, a conclusion, and be formatted, documented and presented in MLA or Chicago styles. Failure to follow these style guidelines will lower your grade. It is important that you pay attention to details and follow instructions. The essays test your critical thinking and analytical skills. Your essay must also cite academic sources. Searching Google for supporting material will not be acceptable. You will need to use the library's resources. You will be given a list of acceptable academic journals to cite from. You will have to use the library's sources to access these journals. See the list on Blackboard for more details. Don't wait until the night before the essay is due! My experience is those who try this tend to score poorly. You will be required to hand in a printed and stapled version and submit the essay via SafeAssign anti-plagiarism software on Blackboard. Failure to do both will receive a penalty. At the top of each essay, with your name, include a total word count not including your work cited page or any footnotes.

Participation

When in class, you are expected to participate. At times this may mean simply paying attention to the lecture. During discussions you should feel comfortable answering questions or giving your opinion if appropriate. Using your phone or computer to chat, play games, or otherwise ignoring the class will be counted as if you are not participating. While it is legitimate to have your computer open to take notes, anyone caught abusing this privilege by playing games or viewing social networking websites, or otherwise ignoring the class will lose the right to use the computer to take notes. Laptop use is a luxury, not a necessity. Be mindful of this privilege; it can be lost if abused.

Extra Credit

As the semester closes, students frequently ask for opportunities to earn extra credit to help improve their grades. The course has been set up so that there is no single assignment that, if missed or failed, will cause the students to fail the class. Each student coming into the class has an A. It is your responsibility to maintain it by doing your assignments well and on time. Your grade is in your hands. *Thus there is no extra credit.*

Assignment and Grading Summary

Assignment	Quantity	Points	Total Points	% of Grade
Blog Posts	12	10	120	40%
Mid-Term Essay	1	30	30	10%
Final Essay	1	150	150	50%
Totals			300	100%

A grading spreadsheet to calculate your grade will be supplied in the first weeks of the semester. Use this spreadsheet to calculate your grade and not the calculations column on Blackboard.

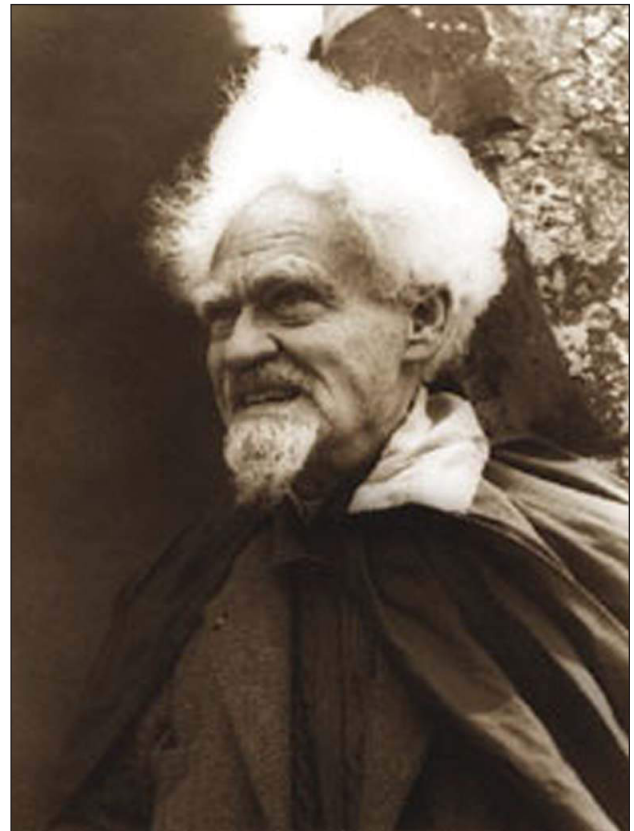
Grading Disputes

In order to ensure that each student's work is graded in accordance with standards which apply to the entire class, a grading rubric will detail the assignment's grade. If you have a question regarding a grade, you must meet with the instructor within one week after the work in question is graded. No exceptions will be made to this policy. If the exam or assignment is re-scored, the entire exam or paper will be graded again. This means that your score may increase or decrease.

Academic Honesty

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." ([Florida State University Academic Honor Policy](#))

In this course you are expected to do your own work original to this class, and always to cite the work of others. Plagiarism is intellectual stealing—not giving credit



Gerald Brosseau Gardner (1884–1964), was instrumental in bringing the Contemporary Pagan religion of Wicca to public attention, writing some of its definitive religious texts and founding the tradition of Gardnerian Wicca. Source: [Wikimedia](#).

where credit is due. Plagiarized essays (in whole or part) will receive a zero on the essay. As this is a writing based a zero on an essay will cause you to fail this course. Also, as plagiarism is an academic violation defined in the FSU Student Code of Conduct “includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Acts of dishonesty (e.g., cheating, plagiarism, furnishing false information) will be reported to the university administration.

Your paper will be considered plagiarized in part or entirely if you do any of the following:

- Submit a paper written by someone else.
- Submit a paper in which you “cut and paste” the exact words of a source and you do not put those words within quotation marks, use footnotes or in-text citations, and list that source in your bibliography/work cited.
- Submit a paper in which you use the ideas, metaphors, or reasoning style of another, but do not cite that source and include that source in your list of references. Remember: If you merely paraphrase what another has written, even though you’ve converted the ideas “into your own words”—it is still plagiarism if you do not cite the source of your ideas.
- Submit a paper that contains all or part of a paper you wrote for a different class.

Students understand and agree that by taking this course they will be required to submit their writing assignments to SafeAssign on Blackboard for plagiarism analysis. To learn more about your rights regarding academic honesty violations see the [Florida State University Academic Honor Policy](#).



Lafayette Ronald Hubbard (March 13, 1911 – January 24, 1986), better known as L. Ron Hubbard, was an American author and the founder of the Church of Scientology.

Source: [Church of Scientology](#).

FSU Disability Assistance

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

New Religious Movements Course Syllabus

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice) •
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Please check occasionally to make sure you have the latest version of the syllabus. Each change will result in an increase in the version number on the front page and the running page header. You are responsible to make sure you have the most recent version of the syllabus.

Course Schedule

Week	Class	Description	Readings	Assignments
Surveying the Methodology, Issues, and History of Studying New Religious Movements (NRMs)				
1	1	Syllabus Review, Begin discussing Cults and New Religious Movements	<ul style="list-style-type: none">• Syllabus	
1	2	Continue discussing NRMs, detailed review of 20 questions on syllabus	<ul style="list-style-type: none">• NRM Reader, "Introduction" (2005) pgs 1-17• Bromley, "The Sociology of New Religious Movements," The Cambridge Companion to New Religious Movements, pgs 13-26. (BB)	
1	3	Defining "New Religions"-What's so "new" about these religious traditions?	<ul style="list-style-type: none">• Melton, "Introducing and Defining the Concept of New Religion," Teaching New Religious Movements, (2007) pgs 29-36. (BB)• Melton, "Perspective: New New Religions: Revisiting a Concept," Nova Religio 10.4 (2007), pgs 103-112. (BB)	First blog entry due

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
2	4	Categorizing NRMs: Church-Sect-Cult	<ul style="list-style-type: none"> Stark and Bainbridge, "Of Churches, Sects, and Cults: Preliminary Concepts for a Theory of Religious Movements," <i>Journal for the Scientific Study of Religion</i> 18.2 (1979), pgs 117-131. (BB) Gallagher, "Cults" and "New Religious Movements," <i>History of Religions</i> 47.2-3 (2007), pgs 205-220. (BB) 	
2	5	Religious Outsiders: Real Americans? or a Threat to the Social Order?	<ul style="list-style-type: none"> Moore, Introduction: Protestant Unity and the American Mission—The Historiography of Desire," <i>Religious Outsiders and the Making of Americans</i>, (1986) pgs 3-21. (BB) Robbins and Hall, "New Religious Movements and violence," <i>Teaching New Religious Movements</i>, (2007) pgs 245-258. (BB) 	
2	6	Anti-Cult Movements & Activism: Saving the NRM Members from Themselves	<ul style="list-style-type: none"> Appel, Chapter 1, "The Cult Phenomenon," <i>Cults in America: Programmed for Paradise</i>, (1983) pgs 1-21. (BB) Bromley and Cowan, "The Invention of a Counter-tradition: the Case of the North American Anti-Cult Movement," <i>The Invention of Sacred Tradition</i>, (2007) pgs 96-114. (BB) 	Second blog entry due
3	7	Anti-Cult Movements and Brainwashing	<ul style="list-style-type: none"> Anthoy and Robbins, "Conversion and 'Brainwashing' in New Religious Movements," <i>The Oxford Handbook of New Religious Movements</i>, (2004) pgs 243-286. (BB) 	
3	8	NRM's Charismatic Leaders	<ul style="list-style-type: none"> Appel, Chapter 3, "The Messiahs," <i>Cults in America: Programmed for Paradise</i>, (1983) pgs 38-53. (BB) Wessinger, "Charismatic Leaders in New Religions," <i>The Cambridge Companion to New Religious Movements</i>, pgs 80-94. (BB) 	
New Religious Movements in the 19th Century				
3	9	The Emergence of Mormonism	<ul style="list-style-type: none"> Shipp, "Chapter One: Prologue," <i>Mormonism: The Story of a New Religious Tradition</i>, (1987) pgs 1-23 (BB) Davies, "The Invention of Sacred Tradition: Mormonism," <i>The Invention of Sacred Tradition</i>, (2007) pgs 56-73. (BB) 	Third blog entry due
4	10	Joseph Smith: Charismatic Prophet?	<ul style="list-style-type: none"> Smith, Chapter 16, "Revelation and the Living Prophet," <i>Teachings of Presidents of the [LDS] Church</i> (2007), 193-203. (BB) Cross, Chapter 8, "The Prophet," <i>The Burned-Over District: The Social and Intellectual History of Enthusiastic Religion in Western New York, 1800-1850</i>, (1950) pgs 138-150. (BB) 	

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
4	11	Mormonism and Occultism	<ul style="list-style-type: none"> Taylor, "The Early Republic's Supernatural Economy: Treasure Seeking in the American Northeast, 1780-1830," <i>American Quarterly</i> 38.1 (1986) pgs 6-34. (BB) Moore, "The Occult Connection? Mormonism, Christian Science, and Spiritualism," <i>The Occult in America: New Historical Perspectives</i>, (1983) pgs 135-156. (BB) 	Fourth blog entry due
4	12	Mesmerism and Christian Science	<ul style="list-style-type: none"> Fuller, Chapter 2, "The Inoculation Works Wonders," <i>Mesmerism and the American Cure of Souls</i> (1982), pgs 16-47. (BB) NRM Reader, Christian Science, pgs 25-30. NRM Reader, from Retrospection and Introspection, pgs 30-33. NRM Reader, from Science and Health with Key to the Scriptures, pgs 33-45. <i>Optional reading:</i> Gottschalk, second half of Chapter 1, "Sunrise of a Scientific Christianity," <i>The Emergence of Christian Science in American Religious Life</i> (1973) pgs 27-45. (BB) 	
5	13	The Emergence of Spiritualism	<ul style="list-style-type: none"> Isaacs, "The Fox Sisters and American Spiritualism," <i>The Occult in America: New Historical Perspectives</i>, (1983) pgs 79-106. (BB) 	
5	14	Mediums, Individualism, and Gender	<ul style="list-style-type: none"> Braude, Chapter 3, "Thine for Agitation," <i>Radical Spirits: Spiritualism and Women's Rights in Nineteenth-Century American</i>, 2nd ed. (2001) pgs 56-81. (BB) 	Fifth blog entry due
5	15	Spiritualism, Technology, and Nineteenth Century Medicine	<ul style="list-style-type: none"> Moore, Chapter 5, <i>Psychical Research as Psychology—From William James to James Hyslop</i>, "In Search of White Crows: Spiritualism, Parapsychology, and American Culture" (1977) pgs 133-156. (BB) McGarry, chapter 4, "Mediomedica: The Spirit of Science in a Culture of Belief and Doubt," <i>Ghosts of Future Past: Spiritualism and the Cultural Politics of Nineteenth Century America</i> (2008) pgs 121-153. (BB) 	
6	16	Theosophy, where Eastern and Western Religions Meet	<ul style="list-style-type: none"> Ellwood, "The American Theosophical Synthesis" <i>The Occult in America: New Historical Perspectives</i>, (1983) pgs 111-131. (BB) 	
6	17	Theosophists in their own Words	<ul style="list-style-type: none"> NRM Reader, Theosophy, pgs 46-50. NRM Reader, From "Why I Became a Theosophist," pgs 46-50. NRM Reader, from <i>The Ocean of Theosophy</i>, pgs 52-62. 	Sixth blog entry due

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
6	18	The Theosophical Society, from World Wide Unity to Schism and Offshoots	<ul style="list-style-type: none"> Santucci, "The Theosophical Society," Controversial New Religions (2005) pgs 259-286. (BB) 	
7	19	Bringing Eastern Religions in the United States	<ul style="list-style-type: none"> Jackson, Chapter 9, "Theosophy," The Oriental Religions and American Thought: Nineteenth-Century Explorations (1981) pgs 157-173. (BB) 	
7	20	World Parliament of Religions and Buddhism in America	<ul style="list-style-type: none"> Dhamapala, "The World's Debt to Buddha," The Dawn of Religious Pluralism: Voices from the World's Parliament of Religions, 1893 (1993) pgs 410-420. (BB) Bartholomeusz, "Dharmapala at Chicago-Mahayana Buddhist or Sinhala Chauvinist?," A Museum of Faiths: Histories and Legacies of the 1893 World's Parliament of Religions (1993) pgs 235-250. (BB) 	Seventh blog entry due
New Religious Movements in the 20th Century				
7	21	New Religious Movements and Gender	<ul style="list-style-type: none"> Bednarowski, "Women in Occult America," The Occult in America: New Historical Perspectives, (1983) pgs 177-192. (BB) Palmer, "Women in New Religious Movements," The Oxford Handbook of New Religious Movements, (2004) pgs 378-385. (BB) 	Mid-Term Essay Assigned
8	22	Children in New Religious Movements	<ul style="list-style-type: none"> Hardman, "Children in New Religious Movements," The Oxford Handbook of New Religious Movements, (2004) pgs 386-409. (BB) 	
8	23	Violence and New Religious Movements	<ul style="list-style-type: none"> Bromley, "Violence and New Religious Movements," The Oxford Handbook of New Religious Movements, (2004) pgs 143-160. (BB) 	
8	24	The Emergence of Wicca, Paganism, and Modern Witchcraft	<ul style="list-style-type: none"> Harvey, "Inventing Paganisms: Making Nature," The Invention of Sacred Tradition, (2007) pgs 277-289. (BB) NRM Reader, Wicca, pgs 99-102. NRM Reader, "The Principles of Wiccan Belief," pgs 102-104. NRM Reader, from The Wiccan Handbook, pgs 104-107. NRM Reader, from Wicca: A Guide for the Solitary Practitioner, pgs 107-117. 	Mid-Term Essay Due at the Beginning of Class
9	25	Modern Paganism and its Adherents	<ul style="list-style-type: none"> Magliocco, "Neopaganism," The Cambridge Companion to New Religious Movements, pgs 150-165. (BB) 	
9	26	Rejecting Neopaganism and the Worship of the Goddess	<ul style="list-style-type: none"> Davis, "Conclusion: Back to the Garden—or the Jungle?," Goddess Unmasked: The Rise of Neopagan Feminist Spirituality (1998) pgs 344-373. (BB) 	Eighth blog entry due

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
9	27	The Emergence of Modern Satanism	<ul style="list-style-type: none"> Petersen, "Modern Satanism: Dark Doctrines and Black Flames," <i>Controversial New Religions</i> (2005) pgs 423-448. (BB) Jenkins, "Satanism and Ritual Abuse," <i>The Oxford Handbook of New Religious Movements</i>, (2004) pgs 221-240. (BB) 	Final Paper Topic Due
10	28	The Emergence of ISKCON, the Hare Krishnas	<ul style="list-style-type: none"> Berg, "ISKCON and Immigrants: The Rise, Decline, and Rise Again of a New Religious Movement," <i>The Sociological Quarterly</i> 49.1 (2008) pgs 79-104. (BB) ISKCON, presentation on Reincarnation and Karma. (BB) 	
10	29	The Unification Church: "The Moonies"	<ul style="list-style-type: none"> Beverly, "Sprit Revelation and the Unification Church," <i>Controversial New Religions</i> (2005) pgs 43-56. (BB) NRM Reader, <i>The Unification Church</i>, pgs 139-144. NRM Reader, "The Purpose of Creation," pgs 144-148. NRM Reader, "Blessed Marriage in the Unification Church," pgs 148-161. 	Ninth blog entry due
10	30	Jehovah's Witnesses	<ul style="list-style-type: none"> NRM reader, "Jehovah's Witnesses," pgs 279-283. NRM reader, from <i>Millennial Plan of the Ages</i>, pgs 283-286. NRM reader, from <i>Jehovah's Witnesses Tract Literature</i>, pgs 286-292. NRM reader, from <i>Knowledge that Leads to Everlasting Life</i>, pgs 293-295. Chapter 1, "Why should Jehovah have Witnesses?" <i>Jehovah Witnesses: Proclaimers of God's Kingdom</i> (1993) pgs 10-18. (BB) Peters, "Introduction: A Turning Point for Religious Liberty," <i>Judging Jehovah's Witnesses: Religious Persecution and the Dawn of the Rights Revolution</i> (2000) pgs 1-18. (BB) 	
11	31	The Family/The Children of God	<ul style="list-style-type: none"> NRM Reader: "The Family/The Children of God," pgs 164-167. NRM Reader: "Women in the Family," pgs 167-169. NRM Reader: "One Wife," pgs 169-172. NRM Reader: "The Family's Foundation," pgs 172-176. NRM Reader: "Responsibilities of the Charter Home," pgs 177-180. Chancellor, "A Family for the Twenty-First Century," <i>Controversial New Religions</i> (2005) pgs 19-39. (BB) 	

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
11	32	New Age Religion: J.Z. Knight & Ramtha	<ul style="list-style-type: none"> Harley, "From Atlantis to American: JZ Knight Encounters Ramtha," <i>Controversial New Religions</i> (2005) pgs 319-328. (BB) JZ Knight, "What the Bleep Interview 12 Ramtha ON Who or what is He, Emotional Addictions, Why we are here" YouTube, 22 minutes. http://www.youtube.com/watch?v=0-iaVwu5FuU (BB) <p><i>Optional:</i></p> <ul style="list-style-type: none"> What The *Bleep* Do We Know!? YouTube, 2 hours, 24 minutes. http://www.youtube.com/watch?v=ytyqhyZoSOM (BB) 	Tenth blog entry due
11	33	People's Temple/ Jonestown	<ul style="list-style-type: none"> NRM Reader: "People's Temple," pgs 241-244. NRM Reader: "Interview on Ukiah Radio Station, May 10 or 11, 1973," pgs 244-246. NRM Reader: "Political and Religious Lecture, October 15, 1974," pgs 247-248. NRM Reader: "Sermon in Philadelphia, 1976," pgs 248-249. NRM Reader: "The 'Death Tape,' November 18, 1978," 249-252 . NRM Reader: "Suicide Note," pgs 252-254 Chidester, "Introduction," <i>Salvation and Suicide: Jim Jones, the People's Temple, and Jonestown</i> (1988, 2003) pgs 1-11. <p><i>Optional:</i></p> <ul style="list-style-type: none"> Jones, "The Jonestown Death Tape (FBI No. Q 042)," full audio, YouTube, 48 minutes. (BB) http://www.youtube.com/watch?v=OkookcrAnSE <i>**Note, listening to the tape can be upsetting. Proceed with caution.**</i> 	
12	34	Branch Davidians	<ul style="list-style-type: none"> NRM Reader: "The Adventist Tradition," pgs 259-264. NRM Reader: "A Place Called Waco: A Survivor's Story," pgs 270-277. Tabor & Gallagher, "What Might Have Been," <i>Why Waco? Cults and the Battle for Religious Freedom in America</i> (1995) pgs 1-22. (BB) 	
12	35	Looking Deeper at Waco in the Shadow of Jonestown	<ul style="list-style-type: none"> Wright, "Explaining Militarization at Waco: The Construction and Convergence of the Warfare Narrative," <i>Controversial New Religions</i> (2005) pgs 79-95. (BB) 	Eleventh blog entry due
12	36	UFO Religions	<ul style="list-style-type: none"> NRM Reader: "UFO Religious Groups," pgs 64-70. NRM Reader: <i>Connections: Solving our Alien Abduction Mystery</i>, pgs 70-94. Dean, "Introduction: Alien Politics," <i>Aliens in America: Conspiracy Cultures from Outerspace to Cyberspace</i> (1998) pgs 1-24. 	

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
13	37	The International Raelian Movement	<ul style="list-style-type: none"> Palmer & Sentes, "The International Raelian Movement," <i>The Cambridge Companion to New Religious Movements</i>, pgs 167-181. (BB) Gallagher, "Extraterrestrial Exegesis-The Raëlian Movement as a Biblical Religion," <i>Nova Religio: The Journal of Alternative and Emergent Religions</i> 14.2 (2010) pgs 14-33. (BB) 	
13	38	Heaven's Gate	<ul style="list-style-type: none"> Perkins & Jackson, Chapter 1, "Nightmare in Rancho Sante Fe," <i>Cosmic Suicide: The Tragedy and Transcendence of Heaven's Gate</i> (1997) pgs 3-6. Perkins & Jackson, Chapter 3, "The Road toward T.E.L.A.H.," <i>Cosmic Suicide: The Tragedy and Transcendence of Heaven's Gate</i> (1997) pgs 17-21. Perkins & Jackson, Chapter 4, "God is An Alien," <i>Cosmic Suicide: The Tragedy and Transcendence of Heaven's Gate</i> (1997) pgs 23-29. Perkins & Jackson, Chapter 5, "Beyond Human," <i>Cosmic Suicide: The Tragedy and Transcendence of Heaven's Gate</i> (1997) pgs 31-36. NRM Reader: "From the Heaven's Gate Website," pgs 302-306. 	Twelfth blog entry due
An In-Depth Look at Scientology				
13	39	Scientology	<ul style="list-style-type: none"> Urban, "Introduction" & Chapter 1, <i>The Church of Scientology: A History of a New Religion</i> (2011) pgs 1-56. Urban, "The Occult Roots of Scientology? L. Ron Hubbard, Aleister Crowley, and the Origins of a Controversial New Religion," <i>Nova Religio: The Journal of Alternative and Emergent Religion</i> 15.3 (2012) pgs 91-111. (BB) 	
14	40	Scientology	<ul style="list-style-type: none"> Urban, Chapter 2 & Chapter 3, <i>The Church of Scientology: A History of a New Religion</i> (2011) pgs 57-117. 	
14	41	Scientology	<ul style="list-style-type: none"> Urban, Chapter 4 & Chapter 5, <i>The Church of Scientology: A History of a New Religion</i> (2011) pgs 118-177. 	
14	42	Scientology	<ul style="list-style-type: none"> Urban, Chapter 6 & "Conclusion," <i>The Church of Scientology: A History of a New Religion</i> (2011) pgs 178-216. 	
15	43	Scientology	<ul style="list-style-type: none"> Video Conference Call with Hugh Urban 	

New Religious Movements Course Syllabus

Week	Class	Description	Readings	Assignments
15	44	Scientology	<ul style="list-style-type: none"> Lamont, Chapter 2, "A Religious Technology," Religion Inc.: The Church of Scientology (1986) pgs 30-52 Wright, Chapter 1, "The Convert," Going Clear: Scientology, Hollywood, & the Prison of Belief (2013) pgs 3-19. 	Final essay paper is due
15	45	Final Exam	<ul style="list-style-type: none"> Date and Time to be determined 	