

Spring 2022

REL 3136 Global Religions in the United States

Meeting Time: Wednesday Periods 8-10 (3 pm - 6 pm)

Meeting Place: Anderson 13

Credits: 3 Semester Hours

Fulfills General Education: International (N) and Humanities (H) and 2,000 words toward the Writing Requirement (WR). A minimum grade of C is required for general education credit.

Contributes to the course requirements of the International Scholars Program

Prerequisites: open to everyone. There are no pre-requisites, and no knowledge of religious studies is presumed.

Instructor: Professor David Hackett, Department of Religion

Office: 122 Anderson Hall

Office Hour: Wednesday Period 7 (1:55 pm – 2:45 pm) and after class

Contacts: 352-273-2929; dhackett@ufl.edu

Description

This course explores the dynamic multi-religious landscape of the US with special focus on Global Christianities, Muslim, Buddhist and Hindu traditions in the most recent period of post-1965 immigration. Over the past fifty years the ethnic composition of the United States has changed with the arrival of new immigrants from Latin America, Asia, Africa and the Middle East. What changes have taken place in the religious landscape of America's cities and neighborhoods? How have new religious traditions changed and been changed by American society? How have the second generation of new immigrants made religious sense of their Americanization? And what are the implications of this changed religious landscape for American culture and society?

The **method** employed to answer these questions will combine classroom discussions and field work. In the classroom, students will become familiar with recent ethnographic reports of new immigrants' religious adaptations to the American environment. Using Gainesville as our field, students will several times go out and visit sites of religious worship created by these newcomers, describe and seek to explain their religious practices, enter into relationship with people whose national and religious backgrounds are likely different from their own, and through this process seek to cross over into understanding alternative points of view. Back in the classroom, students will report on their experiences while working together to understand the significance of this growing diversity for American culture and society.

Course Expectations

This course is built upon reading, discussion, and writing. Together we will be taking a journey to try to understand the global religions that have arrived in the United States since the 1960s. *I am expecting you to do at least two hours of course reading and preparation for every hour of class time. If you cannot do this, do not take this class.* Among other requirements, you will be required to keep a journal of your responses to the readings and to class discussions. You are to write in such a way as to show your understanding, but also to help you in thinking through the various viewpoints you will encounter. I will discuss these journals individually with you at two intervals during the course.

Assignments and Grading

- 1) *Journal* (30% of Grade) You must make at least one paragraph entry in response to each class's required reading(s) and each classroom discussion. Two times during the semester (February 13th and April 18th) you will hand these in before we meet individually to discuss them.

- 2) *Attendance* - You will miss journal points if you are not present to participate and write notes about each classroom conversation. Missing class, for whatever reason, diminishes the community of conversation among us.
- 3) *Field Report* - 5 pages (10%) Each student will write a field report on a Global Christian immigrant worship site studied prior to Wednesday, March 2nd. These reports will be assigned during class on Wednesday, January 12th and will be due: orally, during the week that your assigned group is being studied; and in written form on Wednesday, February 23rd.
- 4) *Ethnography*- 8 pages (20%) Each student will research and write an ethnographic paper on a World Religions immigrant worship site studied after Wednesday, February 9th. These reports will be assigned on Wednesday, February 16th and will be due orally during the week that your assigned group is studied; and in written form on these dates: First draft due Monday, April 11th and discussed in class on Wednesday, April 13th; Final draft due Wednesday, April 20th. Instructions for this study are provided at the end of the syllabus.
- 5) *Take-Home Mid-Term Examination* (20%) – Due Sunday, February 27th. The purpose of this exam is to review and integrate what has been learned during the first half of the semester.
- 6) *Take-Home Final Examination* (20%) – Due Wednesday, April 27th. The purpose of the final examination is to review and integrate what has been learned in the course.

Required Readings

Books to Purchase

- Helen R. Ebaugh and Janet S. Chafetz, eds. Religion and the New Immigrants, Continuities and Adaptations in Immigrant Congregations (Walnut Creek, Calif.: Alta Mira Press, 2000)
- Chen, Carolyn and Russell Jeung eds. Sustaining Faith Traditions: Race, Ethnicity, and Religion among the Latino and Asian American Second Generation (New York: NYU Press, 2012)

Additional required articles can be found on the course web site or linked on this syllabus

Schedule of Course Meetings and Assignments

*materials can be found in Files on course web site

PART ONE: ORIENTATIONS

Wednesday, January 5th (drop-add)

*Syllabus review and course expectations

Wednesday, January 12th

What is Religion and How Can We Study it?

- Russell McCutcheon, What is the Academic Study of Religion?
<https://religion.ua.edu/links/the-students-desk/what-is-the-academic-study-of-religion/>

Global Christianities

- *Philip Jenkins, "The Christian Revolution" in The Next Christendom: The Coming of Global Christianity, pp. 1-14

Global Religions in America

- *Diana L. Eck, "Introduction to a New America" in her A New Religious America, 2001, pp. 1-25

Gainesville as Field Site

- *Gainesville Religious Change 1980-2010
- *Gainesville Post-1965 New Immigrant Worship sites

Field Reports Assigned

Wednesday, January 19

Theoretical Excursus: Religious Evolution

- *Robert Bellah, "Religious Evolution" *American Sociological Review* 29:3, 358-374
- *An Outline of the Bellah article is available in Files

Religion and the New Immigrants

- *Helen R. Ebaugh and Janet S. Chafetz, "Introduction" to their edited volume Religion and the New Immigrants, Continuities and Adaptations in Immigrant Congregations, (2000)

Theoretical Excursus: Reproducing Ethnicity

- *"Reproducing Ethnicity" Ebaugh and Chafetz in New Immigrants (2000)

Theoretical Excursus: Method in Fieldwork

- *"Have you ever prayed to St. Jude?" Robert Orsi in Between Heaven and Earth 2004

Recommended (not required) reading:

Overview of Scholarship on Religion and Post-1965 Immigrants

- *Wendy Cadge and Elaine Howard Ecklund "Immigration and Religion". *Annual Review of Sociology* 33: 17.1- 17.21, 2007

PART TWO: INTO THE FIELD

This portion of the course will explore in succession:

Global Christianities: Latin American (I), Asian (II), and African (III); and then

World Religions: Hindu (I), Buddhist (II) and Muslim (III) in the United States and the religious lives they are creating, especially here in Gainesville.

In each section we will:

- Overview as needed the beliefs and practices of the religions under study
- Discuss recent ethnographies.
- Assigned student(s) will present and the class will respond to short field reports on Gainesville worship sites for these new immigrants.
- Hopefully, a member of a Gainesville new immigrant group or their minister will enter into conversation with the class.
- Through this ongoing process we will try to define, explain and understand the implications the arrival of these people and their religions for American culture and society.

GLOBAL CHRISTIANITIES

Assignment Field Report - 5 pages (10% of grade)

Each student will write a field report on a Global Christian immigrant worship site studied prior to Wednesday, March 2nd. These reports will be assigned during class on Wednesday, January 12th and will be due: orally, during the week that your assigned group is being studied; and in written form on Wednesday, February 23rd. Each student will write a field report on an immigrant worship site. These will be assigned Wednesday, January 12th and will be due: orally, during the week that your assigned group is being studied; and in written form on Wednesday, February 23rd.

LATIN AMERICAN (I)

Wednesday, January 26th

*Levitt Peggy, "Two nations under God? Latino religious life in the U.S." in Latinos: Remaking America, (2002)

Catholics

- "St. Mary's Catholic Church: Celebrating Domestic Religion" Kathleen Sullivan in New Immigrants 2000
- "St. Catherine's Catholic Church: one church, parallel congregations" Kathleen Sullivan in New Immigrants 2000

Oral Field Reports on Hispanic Catholic Masses (St. Augustine, Queen of Peace)

Protestants

- *"Iglesio de Dios: An Extended Family" Kathleen Sullivan
- *"Iglesia Evangelica Cristiana: Arriving through the Pipeline" by David Cook

Oral Field Reports on Hispanic Pentecostal, Baptist, and Seventh Day Adventist Churches

ASIAN (II)

Wednesday, February 2nd

*Jeffrey Brod, "Confucianism and Taoism: Summary" in his Invitation to World Religions 2nd ed. 2016

Chinese Christian

- "Chinese Gospel Church: the Sinicization of Christianity" Fenggang Yang in New Immigrants 2000

Oral Field Reports on Chinese Christian Church and Chinese Gospel Church

Korean Christian

- *"Houston Korean Ethnic Church: An Ethnic Enclave" Victoria Hyonchu Kwon

Oral Field Reports on Korean Baptist, Korean Presbyterian, and maybe a Korean Catholic Mass (at St. Patrick's)

Vietnamese Catholic

- *"Vietnamese-American Catholicism: Transplanted and Flourishing" Carl Bankston U.S. Catholic Historian Winter 2000, 18:1, pp. 36-53

Maybe an Oral Field Report on a Vietnamese Catholic Mass

Wednesday, February 9th

Indian Christian

- *"Caroling with the Keralites: The Negotiation of Gendered Space in an Indian Immigrant Community" Sheba George in Wittner and Warner eds. Gatherings in Diaspora (1998)

Maybe an Oral Field Report on Seventh Day Adventist Indian Church

Filipino Christian

Oral Field Report on the Filipino Baptist Church maybe a Filipino Catholic Mass

Theoretical Excursus

- *"Religion and the Maintenance of Ethnicity among Immigrants: A Comparison of Indian Hindus and Korean Protestants" Pyong Gap Min

Sunday, February 13th

Journals Due on Canvas by 11:59 pm

AFRICAN (III)

Wednesday, February 16th

*Jeffrey Brodd, "Indigenous Religions of Africa: Summary" in Invitation to World Religions 2nd ed. 2016

African Christians

- *"Emerging Communities: The Religious Life of New African Immigrants in the U.S" Jacob C. Olupona and Regina Gemignani in The New African Diaspora (2007)
- Documentary on the Redeemed Christian Church of God
<https://www.youtube.com/watch?v=nI4VQL2k5DA>
- *"Questions of Identity Among African Immigrants in America" Msia Kibona Clark in The New African Diaspora (2009)

Oral Field Reports on Redeemed Christian Church of God

ASSESSMENT: Take Home Midterm Assigned, Due Sunday, February 27th

ETHNOGRAPHY Assigned

Wednesday, February 23rd

- Field Report Due
- No Class – individual journal meetings

Sunday, February 27th

- Midterm Due

WORLD RELIGIONS

Assignment Ethnography- 8 pages (20%) Each student will research and write an ethnographic paper on a World Religions immigrant worship site studied after Wednesday, February 9th. These reports will be assigned on Wednesday, February 16th and will be due orally during the week that your assigned group is studied; and in written form on these dates: First draft due Monday, April 11th and discussed in class on Wednesday, April 13th; Final draft due Wednesday, April 20th. Instructions for this study are provided at the end of the syllabus.

HINDUISM (I)

Wednesday, March 2nd

What is Hinduism?

- *Jeffrey Brodd, Hinduism - Summary in his Invitation to World Religions 2nd ed. 2016

Hinduism in America

- *Vasudha Narayanan, "Hinduism in America" In Stephen Stein ed. The Cambridge History of Religion in America (2012)
- "Jyothi Hindu Temple: One Religion, Many Practices" Simon Jacob Pallavi in New Immigrants 2000

- *‘‘The Hindu Gods in a Split-Level World: The Sri Siva-Vishnu Temple in Suburban Washington, DC’’ Joanne Punzo Waghorne in Orsi ed. Gods of the City 199
Oral Field Report on BAPS and perhaps other Hindu worship sites

Spring Break (March 5th – 13th)

BUDDHISM (II)

Wednesday, March 16th

What is Buddhism?

- *Jeffrey Brodd, Buddhism – Summary in his Invitation to World Religions 2nd ed. 2016

Buddhism in America

- Chinese Buddhism
- *‘‘The Hsi-Nan Chinese Buddhist Temple’’ Fenggang Yang

Vietnamese Buddhism

- ‘‘Center for Vietnamese Buddhism: Recreating Home’’ Huynh in New Immigrants 2000

Oral Field Reports on Vietnamese Temple

Thai Buddhism: Ethnic Buddhists and White Buddhists

- *‘‘New Organizations: Wat Mongkoltepmunee (Wat Phila) and the Cambridge Insight Meditation Center (CMC)’’ in Cadge ed. Heartwood: The First Generation of Theravada Buddhism in America (2005)

Maybe Oral Field Report on Thai Temple

MUSLIMS (IV)

Wednesday, March 23rd

What is Islam?

- *Jeffrey Brodd, Islam Summary in his Invitation to World Religions 2nd ed. 2016

Islam in America

- A brief history of Islam in America <https://www.vox.com/2015/12/22/10645956/islam-in-america>
- Pew Forum, Muslims in America April, 2018)

<https://www.pewforum.org/essay/muslims-in-america-immigrants-and-those-born-in-u-s-see-life-differently-in-many-ways/>

- ‘‘Al-Noor Mosque: Strength Through Unity,’’ HodaBadr. in New Immigrants (2004)
- *‘‘Structural Adaptations in an Immigrant Muslim Congregation in New York’’ Rogaia Mustafa Abusharaf in Wittner and Warner eds. Gatherings in Diaspora
- *‘‘West African Muslims in America: When Are Muslims Not Muslims?’’ LirulaBeck in African American Religions (2007)

Oral Field Reports on the Islamic Center, Hoda Center

PART THREE: ANALYSIS

Our analysis will engage contemporary promising research conversations on the particular themes of the second generation and remaking boundaries.

SECOND GENERATION

Wednesday, March 30th

- “Passing It On: The Second Generation” Ebauch and Chafez in New Immigrants (2000)
- “Second Generation Chinese Americans: The Familism of the Non-Religious” Jeung in Sustaining Faith (2012)
- “Second-Generation Korean American Christians' Communities: Congregational Hybridity,” Sharon Kim and Rebecca Y. Kim in Sustaining Faith 2012
- * “Religion in the Lives of Second-Generation Indian American Hindus” Khyati Y. Joshi in Sustaining Faith 2012

REMAKING BOUNDARIES

Wednesday, April 6th

Pan-Asian Identities

- * “Negotiation of Ethnic and Religious Boundaries by Asian American Campus Evangelicals” Rebecca Y. Kim, Making and Remaking of Boundaries 2004
- * “Christian by Birth or Rebirth: Generation and Difference in an Indian-American Church” in Asian American Religions
- Chen, Carolyn and Russell Jeung, “Religious, Racial, and Ethnic Identities of the New Second Generation” the Introduction to Sustaining Faith Traditions: Race, Ethnicity, and Religion among the Latino and Asian American Second Generation (2012)

Oral Field Report on SALT Church

Theoretical Excursus: A Model for Understanding Generational Stages of Immigrant Religious Life?

- “The Diversity-Affirming Latino: Ethnic Options and the Ethnic Transcendent Expression of American Latino Religious Identity” Gerardo Marti in Sustaining Faith 2012

Oral Field Reports Greenhouse, Anthem, Shift, and/or Vida Springs churches

Monday, April 11th

First draft of ethnographies due electronically to every class member

Wednesday, April 13th

- Discussion of student ethnographies
- Take-Home Final Exam Assigned

Monday, April 18th

- Journals Due

Wednesday, April 20th

- Final Draft of ethnography due
- Individual journal interviews

Wednesday, April 27th

- Final Examination is due

Policies, Rules, and Resources

1. Late or Make-Up Assignments: You may take an exam early or receive an extension on an exam or essay assignment only in extraordinary circumstances. If possible, please request prior approval from the instructor. If that is not possible, please contact the instructor as soon as possible to arrange for the makeup. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.

2. Completion of All Assignments: You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing any assignment or requirement.
3. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
catalog.ufl.edu/UGRD/academicregulations/attendance-policies/
4. Common Courtesy: You may take notes on a laptop computer, although the instructor may ask you to turn off the computer if circumstances warrant. The instructor and TA reserve the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class.
5. Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.
6. Honor Code: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
7. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
8. Campus Resources: Health and Wellness
 - U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352- 392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
 - Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services. –
 - Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/. -University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
 - UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
9. Academic Resources
 - E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu. -Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
 - Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.
 - Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
- Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code/student-conduct-code/

10. Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Field Report Instructions

The purpose of this assignment is for you to describe and seek to explain the worship service of a selected Gainesville Global Christina new immigrant community and to think about its meaning in a social context. As a participant-observer, you will **directly observe** the worship of a group of religious practitioners as it unfolds. After the service you will **informally interview one or more** of the members about their experience of this worship and what it means to them. **Try to talk with one person leading the service**, but also with ordinary members. Introduce yourself, tell them what you are seeking to learn, and keep the conversation as short as they wish to make it. **Don't take notes during your interviews or tape record them (without permission)**. Afterwards, you should draw up an overview of what you saw and heard. This will provide you with detailed notes for your report.

The report's first task should be **DESCRIPTIVE**, you should rely mainly on what you saw and what you were told. The report's second task is **INTERPRETIVE**. Drawing on class readings to date, discussions, and your own insights, what can you say about the relationship of this group to the larger American society? What are their points of tension and/or accommodation? What is important for others to know about this group and their relationship to American society?

The paper **MUST have a thesis** and this should be stated in the first paragraph. There is no need to do external research. However, you will need to be clear and concise, selective and organized as a whole. Keep the primary thrust of the report descriptive, bringing in ideas from class where they throw light on the description. Conclude with some ideas about how you see the relationship between the ritual's meaning and the social setting of their lives and how the community under study relates to the larger American society.

Ethnography Assignment

The ethnography is a more elaborate version of the field report. It must be done on a non-Christian immigrant worship site. Like the field report you will again be providing description and interpretation but now you will be going into greater depth. You will visit the worship site more than once to observe and take notes; speak at greater length with more than one participant (share a meal?!); dig deeper into the history of this group, place that history into the context of relevant academic scholarship, and reflect more self-consciously on your own process.

You will be wearing several "hats" for this project. First and foremost, you will be **anthropologists** who will attend services, conduct interviews with members of the community, and engage in conversations. You will also be **historians** conducting background research into the history of the denomination and placing this research into the context of contemporary scholarship. And finally, you will be **personally reflexive**---you will be writing about what you have learned, on a personal level, from your ethnographic research.

I'd like to see the following components in your paper:

- 1.) A **thick description** of the community and place of worship. Provide your reader with a rich understanding of the religious life of the place of worship. Provide details: what does the place look like? Who attends services there? What are members of the congregation like? What kinds of religious art is on the walls? Other visuals? Provide details--bring your reader into the lived religious world.
- 2.) **Historical contextualization** of the community. For example, if you are researching a Pentecostal church, do research to help you make sense of what is going on with the immigrant religious group you are studying. I'd like to see you incorporate at least five academic sources, using a combination of books and articles, into your paper to give context to your ethnographic work. You can use and incorporate the sources we read for class as well---these "count" towards the five sources.
- 3.) An **analysis** of how the issues of ethnicity and religion, gender, and the second generation come into play both in worship and the immigrants' ordinary lives. This is the more theoretical part of your paper and where you can draw on our class conversations and readings.
- 4.) **Authorial reflexivity**: I want to know how you felt while conducting research for your paper. What did you learn from your role as an ethnographer? How did you try to bridge the divide between your role as an ethnographer and that of your just being another human sharing notes on your understandings of the world.

First draft due electronically to every class member Monday, April 13th.

Peer review in class Wednesday, April 15th.

Final draft due Monday, April 20th.

GRADING RUBRIC FOR ETHNOGRAPHY

Content

Excellent: The paper offers a direct and persuasive response to the topic; strong evidence is provided and treated with complexity; the paper exhibits excellent understandings and critical evaluations of sources

Good: The essay responds to the topic; it selects relevant evidence and presents it clearly; it chooses relevant sources and uses them appropriately

Satisfactory: The paper exhibits at least some evidence of ideas that respond to the topic; it provides adequate discussion with basic understanding of sources

Poor: The paper does not respond to the topic; does not use appropriate sources and/or does not understand them accurately

Organization and Coherence

Excellent: The paper is clearly organized around a strong thesis statement; arguments follow a logical progression leading to a persuasive conclusion

Good: The paper has a logical organization and builds to the conclusion in a way that is easy for the reader to follow

Satisfactory: The paper as a whole and individual paragraphs shows some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas

Poor: The paper is disorganized and difficult to follow; there is no clear thesis that organizes the arguments; transitions are lacking

Argument and Support

Excellent: The essay uses persuasive and confident presentation of ideas, strongly supported with evidence from well-chosen, clearly documented sources

Good: The paper presents ideas clearly and supports them with evidence that is relevant to the topic and well-documented

Satisfactory: Papers provide generalized discussion of ideas and adequate discussion and rely on some support for arguments

Poor/unsatisfactory: Documents make only weak generalizations, providing little or no support; summaries and narratives do not provide critical analysis

Style

Excellent: Word choice is complex and appropriate to the context, genre, and discipline. The essay as a whole displays complexity and logical sentence structure; the narrative flows clearly and is easy for the reader to follow.

Good: Word choice is appropriate to the context, genre, and discipline. Readers are able to follow the arguments without trouble.

Satisfactory: The paper displays a generally accurate use of vocabulary and correct sentence structure; writing style is mostly appropriate to the context, genre, and discipline

Poor/Unsatisfactory: The paper uses words that are inappropriate for the context, genre, or discipline. Documents may also use words incorrectly.

Mechanics

Excellent: Sentences use correct grammar, punctuation, and spelling.

Good: Papers will feature correct or error-free presentation of ideas, with no significant mistakes in grammar, spelling, and punctuation.

Satisfactory: Grammar, spelling, and punctuation are generally correct. Papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.

Poor/Unsatisfactory: Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility

GRADING SCALE

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA points</u>
A	94-100	4.0
A-	90-93	3.67
B+	87-90	3.33
B	84-86	3.0
B-	80-83	2.67
C+	77-79	2.33
C	74-76	2.0
C-	70-73	1.67
D+	67-69	1.33
D	64-66	1.0
D-	60-63	0.67
E	0-59	0