

<p style="text-align: center;">CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p style="text-align: center;">SEMINAR IN THE DISCIPLINE RELI 5801F FALL 2014 Mondays 11-35 - 2:35</p>
<p style="text-align: center;">Dr Deidre Butler deidre.butler@carleton.ca</p>	<p style="text-align: center;">OFFICE HOURS Mondays 2:30 - 3:30, Wednesdays 11-12 and by appointment Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 (email preferred)</p>

Description: This course is a core seminar in the Religion and Public Life MA program and is designed to support your training in the academic study of Religion and Public Life as well as provide a strong foundation for your research and writing of the Major Research Essay (MRE). The seminar has three key goals:

1. **MRE Foundations:** Beginning the process of linking supervisor with student and focusing in on your MRE topic. Throughout the semester Religion faculty and faculty from across the University will speak about their research in terms of the program theme of Religion and Public Life. This will expose students to the broad range of types of topics that are suitable to this program and the diverse foci that might be applied to the MRE.
2. **Pro-Seminar:** In such a short program it is important for students to quickly understand and master the practical challenges of graduate studies both in terms of your studies and your teaching assistantships. Discussion and guest lectures will focus on pragmatic questions such as how to grade essays, apply for grants, negotiate the ethics clearance process, and explore professional and academic paths beyond the MA.
3. **Research Toolbox:** Here we will focus on the tools you will need to succeed in the MA. This includes familiarizing yourself with research resources here at Carleton and developing strategies to help you successfully complete the MA. We will also spotlight some key research methods such as archival research, feminist methodology and gender/sexuality research, oral history/interview research, and the use of visual sources. Students will also perfect their use of the Religion program's citation style.

Evaluation: Unlike other courses in this program, this is a pass or fail course. You will not receive a letter grade; you will only receive a “P” or “F” on your transcript. As a core course, you must pass this course in order to satisfy the requirements of the degree. Each of the following are required elements, all of which must be completed satisfactorily in order to receive a passing grade.

1. Thoughtful, Prepared, Participation: A passing grade will be assigned to students who attend all classes, come to class having **prepared the required readings, respond thoughtfully to course presenters, and participate regularly in all course discussions** in a manner that contributes to the group’s learning. In order to receive a passing grade students will **also act as a lead respondent to one of the guest speakers in order to pass the course**. Students will also be **required to complete certain research tasks to prepare for specific class discussion**. Details to be discussed during the first class.
2. Collegiality: In order to help each other learn more about the study of Religion and Public Life and recognize this theme in many academic and popular contexts, **students will contribute suggested resources to the class**. These resources will be shared at the beginning of each class and then posted on CULearn. Students should contribute one resource per class. This may be an academic paper or monograph, a news item, a film, an image, youtube video, a relevant event, a piece of data from your research etc. We will not always have time to discuss all resources.
3. Excellent Attendance: Students are expected to attend every class. If you are ill or miss a class for a serious reason (such as a death in the family), you must provide written documentation that accounts for that absence. Students who miss a class for religious reasons **MUST** email the professor in advance to have the absence excused. **Any student who misses 2 or more scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course and will receive a “fail” in this course.**
4. Research Ethics Training: **Students must pass this tutorial in order to pass the course. The tutorial must be complete before the beginning of the September 19th class.**
<http://www.ethics.gc.ca/eng/education/tutorial-didacticiel/>

The final schedule, with final readings, will be updated as soon as possible on CULearn.

Note that the schedule is broken up into early and late sessions for each date. This will allow separate activities and speakers to be booked.

	Topic/ Speaker	Reading
Class 1: Sept 8	Early: Intro to class Late: Information about funding and language training	Crowdsourcing Grad School 101 Assignment: As outlined in the email sent out Aug 29 each student is responsible for researching and reporting on various funding opportunities and language training resources. Students may trade topics by mutual consent.
Class 2: early & late Sept 15	Library Workshop Library Workshop	Research with Trish O'Flaherty Zotero with Judy Senecal
Class 3: early Sept 22	TBA	
Class 3: Late Sept 22	Richard Mann	Readings: Richard Mann, "A Life in Progress" Richard Mann, "Material Culture and Ruler Ideology"
Class 4: early & late: Sept 29	Human Interview Research Due today: Tri Council Research Ethics Tutorial	Dr. Leslie Macdonald Hicks: Ethics Issues in Human Interview Research and the Ethics Clearance process Dr. Tom Shepherd: Human Research in his research, working with students on human research projects. Required Reading: Sherwood 1. This is Chapter 3 "Religion and Spirituality in Student Life" pages 69-86 in Kerry, Trevor (ed.) 2012 <i>International Perspectives on Higher Education</i> Continuum, London. 2. The Changing Landscape of Religion in Canada. Part One: A Brief History of the "No Religion" Category in the Canadian Census. The Changing Landscape of Religion in Canada. Part Two: "1965" 3. The third is simply the theatre program for a performance of The god Monologues in Ottawa in March (including Ashley Russell in the cast, by the way). My data from the Listening to The Echo projected are being

		<p>published in various ways; but they are also being performed in documentary theatre projects. Faith and Arts Ottawa has a 3-yr, \$75,000 grant to bring my data to the stage.</p> <p>Ashley Russell:</p>
<p>Class 5: Early and Late Oct 6</p>	<p>Oral history workshop</p> <p>Dr. Lillooet Nordlinger</p>	<p>Dr. Lillooet Nordlinger</p> <p>Readings: Donald A. Ritchie, <i>Doing Oral history</i>, Chapter 1, “An Oral History of our Time,” pp.19-41, Valerie J. Janesick, <i>Oral history for the qualitative researcher: choreographing the story</i>, Part II “Design and tension: the tools of the oral historian –the choreography of techniques and issues,” pp. 43-61</p> <p>Choice of Readings: All articles below are from the <i>Oral History Review</i> journal available online through Carleton University library. Students should choose one reading (sign up in class) and take in-depth notes (250-400 words to be handed-in on the day of the workshop) and be prepared to talk about their article in class.</p> <ol style="list-style-type: none"> 1. Anika Walke Memories of an Unfulfilled Promise: Internationalism and Patriotism in Post-Soviet Oral Histories of Jewish Survivors of the Nazi Genocide <i>Oral History Review</i> 2. Siobhán McHugh The Affective Power of Sound: Oral History on Radio <i>Oral History Review</i> (2012) 39 (2): 187-206 3. Mai Lan Gustafsson “Freedom. Money. Fun. Love.”: The Warlore of Vietnamese Bargirls <i>Oral History Review</i> (Summer-Fall 2011) 38 (2): 308-330 4. Jelena Čvorović Serbian Gypsy Narrative: Between Preferred and True Identity <i>Oral History Review</i> (2009) 36 (1): 45-70 5. Fern Ingersoll and Jasper Ingersoll Both a Borrower and a Lender Be: Ethnography, Oral History, and Grounded Theory <i>Oral History Review</i> (1987) 15 (1): 81-102 6. Daniela Koleva Daughters’ Stories: Family Memory and Generational Amnesia <i>Oral History Review</i> (2009) 36 (2): 188-206 7. Peter Ester “It was very, very churchy”: Recollections of Older Dutch-Americans on Growing up in Holland, Michigan <i>Oral History Review</i> (2008) 35 (2): 117-138 8. Erin McCarthy “Is Oral History Good for You?” Taking Oral History beyond Documentation and into a Clinical Setting: First Steps <i>Oral History Review</i> (2010) 37 (2): 159-16 9. Peter Monteath The <i>Mischling</i> Experience in Oral History <i>Oral History Review</i> (2008) 35 (2): 139-158 10. Virginia Sánchez Korrol In Search of Unconventional Women: Histories of Puerto Rican Women in Religious Vocations Before Mid-century <i>Oral History Review</i> (1988) 16 (2): 47-63
<p>Oct 13 Thanksgiving University closed</p>		

Class 6: Oct 20		Tentative: Workshop Political Service
Class 6: Late Oct 20	Dr. Deidre Butler Dr. Aisha Geissinger & TA best practices	Gender, Sexuality and Feminist Theory Readings: Deidre Butler, “Spirituality, Textual Study and Gender at Nishmat: A Spirited Chavruta” Women in Judaism, Winter 2010, Vol 7(1). http://wjudaism.library.utoronto.ca/index.php/wjudaism/article/view/14664 4:45-5:25: TA Best Practices from Professor’s mouths to your ears.
Oct 27 –Fall Break University closed		
Class 7: Nov 3 Jewish music and piyyut in Israel Yair Harel Reading TBA Upcoming events: <i>Concert at Carleton Nov 2, 7pm</i> <i>Limmud at JCC Nov 2 day</i> <i>Symposium on Nazi Looted Art, Film at 4 pm (The Train), Legal Roundtable to follow</i>		
Class 8: Nov 10	Early TBA	
Class 8: Nov 10	Dr. James Casteel	“Transnationalism, diaspora, and Migration” Readings TBA
Class 9: Nov 17	ARCHIVE Visit TBA	

Class 10: Nov 24	Dr. Randi Klebanoff	<p>Visual Art Readings:</p> <p>Panofsky, Erwin, "Iconography and Iconology: An Introduction to the Study of Renaissance Art, [1939]" in Donald Preziosi, ed. <i>The Art of Art History: A Critical Anthology</i> (Oxford: 1998), Part I, 220-228</p> <p>Panofsky, Erwin, "Jan Van Eyck's 'Arnolfini' Portrait," <i>The Burlington Magazine</i>, vol. 64, No. 372 (March 1934), pp. 117-72.</p> <p>Keith Moxey, "Visual Studies and the Iconic Turn," <i>Visual Time: The Image in History</i> (Durham and London: Duke University Press, 2013), pp. 53-75.</p>
Class 10: Nov 24	Dr. Betina Kuzmarov	<p>Law Reading</p> <p>1. Marie A. Fallinger, "Twenty-Five Years of Law and Religion Scholarship: Some Reflections" (2014) 30:1 <i>Touro Law Review</i> 9; and 2. Robert M. Cover, "Obligation: A Jewish Jurisprudence of the Social Order" (1987) 5:1 <i>Journal of Law and Religion</i> 65.</p>
Class 11: Dec 1	FIELD TRIP TBA	
Class 11: Dec 1		
Class 12: Dec 8	Dr. Zeba Crook Crook	Reading: chapter 3 from Judith Lieu's <i>Christian Identity in the Jewish and Graeco-Roman World</i> .
Class 12: Dec 8	TBA	

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 7, 2014** for the Fall term and **March 6, 2015** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library