

The College of the Humanities
Religion Program / ArtsOne World Issues Cluster
FYSM 1501Q: The Study of Religions—Religion and Politics

Instructor: Matthew A. MacDonald
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E-mail: MatthewMacDonald@carleton.ca (note: students must correspond with the instructor using their official Carleton e-mail accounts; instructor will not respond to e-mails sent from non-Carleton e-mail addresses)
Seminars: Mondays and Wednesdays, 2:35 PM to 3:55 PM, confirm location on Carleton Central
Office Hours: Mondays 9:00 AM to 11:00 AM, Fridays 10:00 AM to 1:00 PM, or by appointment

Course Description and Objectives

This course combines aspects of introductory courses in both the study of religion, or religions, and political science. Students will be introduced to the variety of experiences, histories, beliefs, and practices that characterize different named religious traditions and the people associated with them—including Judaism, Christianity, Islam, Hinduism, Sikhism, and Buddhism. Yet students will also wrestle with much more complicated questions. For example: What is religion? What are religions? Is there any transhistorical and transcultural concept of religion? Is spirituality different from religion? What is civil religion? What is sacred, secular, profane, or mundane? What is secularization, secularism, or secularity? Are surfing, fly-fishing, and hockey religions? Is Scientology a religion? Is atheism a religion? How do we understand and how should we respond to supposed tensions between religion and politics, the sacred and the secular, or among members of different religions or faiths? Should Muslim women be allowed to cover their faces in public? Should Sikhs be allowed to wear ceremonial daggers to school? Should cartoonists be allowed to caricature revered religious figures? Are people becoming more or less religious? Why or why not? What are the political consequences of this? These are just some of the questions students will reflect on in this course.

This is a challenging course, but one that students will hopefully find rewarding. In addition to researching and writing essays and completing other assignments, students will be required to read a lot, visit places of worship, review a number of documentaries and other movies, give regular class presentations, and participate actively in class discussions. Most importantly, however, students will be encouraged to think critically and deeply and will be given ample opportunity to hone their reading, writing, and academic research skills.

Required Texts (prices are estimates only and subject to change without notice)

Bowker, John. *World Religions: The Great Faiths Explored and Explained*. New York: Dorling Kindersley, 2006. ISBN: 9780756617721 (approximately **\$20.00 at Carleton Bookstore**).

FYSM 1501Q Course-pack (approximately **\$130 at Carleton Bookstore**).

Recommended: A good, recent grammar and style guide to assist you in writing essays and properly citing your sources (MLA, Chicago, and so on).

Instructor's Note: *I am continually on the lookout for the best readings for this course. It is entirely possible that some of the assigned readings will change. Virtually all the readings in the course-pack will be required no matter what, so you should buy a course-pack as soon as possible. You will not have to buy any more texts if different readings are assigned at any time; any new readings will be discussed in class in advance and will be freely available to Carleton students electronically, or provided to you in class.*

Fall Term Course Requirements (detailed assignment instructions will be distributed in class)

Personal reflection on religion and politics (300-400 words) <u>DUE 27 SEPTEMBER</u>	1.5 %
<i>What does “religion” mean to you? What does “politics” mean to you? How do you think they are or might be related?</i>	
Research / citation exercise <u>DUE 13 OCTOBER</u>	1.5 %
<i>Find, reproduce, and properly cite four (4) quotations of at least 10 words each that somehow pertain to the broad theme of the course. Write one or two sentences for each quotation explaining what you think the significance of it is and why you chose it. Choose quotations you find interesting or provocative. Prepare to share your favorite quotation with the class and discuss its significance. You may ONLY cite the same author and/or work once. A MAXIMUM of one (1) quotation may be from assigned readings for this class. One (1) quotation MUST be from a published book and one (1) quotation MUST be from an academic journal article. The remaining two (2) quotations may be from any source, provided you properly cite the work (dialogue from movies, song lyrics, and so on, are acceptable, provided they are properly cited. Example: “Imagine there’s no countries / It isn’t hard to do / Nothing to kill or die for / And no religion too” (Lennon 1971) (Works Cited entry: Lennon, John. “Imagine.” <i>Imagine</i>. Apple Records, 1971) — YOU MAY NOT USE THIS QUOTATION FOR THIS ASSIGNMENT, SINCE IT IS BEING USED HERE AS AN EXAMPLE.</i>	
Article review (800-1000 words) <u>DUE 27 OCTOBER</u>	5 %
Essay abstract (250 words) and outline (point form, one page) <u>DUE 8 NOVEMBER</u>	3 %
Movie review (400-500 words) <u>DUE 29 NOVEMBER</u>	3 %
Field research presentation, with 800-word group summary (in groups of 3 or 4) <u>VARIOUS DATES • GROUP SUMMARIES DUE ONE WEEK LATER</u>	7 %
<i>50% of your grade will be based on your individual contribution to the in-class presentation, and 50% will be based on the grade assigned to the group report Visits to: (1) Orthodox Synagogue (2) Reform Synagogue (3) Roman Catholic Church (4) Orthodox Christian Church (5) United Church or other Protestant Church (6) Mosque</i>	
Essay (1600-1800 words) <u>DUE IN CLASS 6 DECEMBER</u>	11 %
Presentation on selected reading <u>VARIOUS DATES</u>	3 %
Participation	5 %
Attendance	5 %
SUB-TOTAL:	45 %

Winter Term Course Requirements (detailed assignment instructions will be distributed in class)

Movie review (400-500 words) <u>DUE 28 FEBRUARY</u>	3 %
Essay abstract (250 words) and outline (point form, one page) <u>DUE 7 MARCH</u>	4 %
Book review (1000-1200 words) <u>DUE 21 MARCH</u>	8 %
Essay (2000-2200 words) <u>DUE IN CLASS 5 APRIL</u>	20 %
Field research presentation, with 800-word group summary (in groups of 3 or 4) <u>VARIOUS DATES • GROUP SUMMARIES DUE ONE WEEK LATER</u>	7 %
<i>Visits to: (1) Hindu Temple (2) Sikh Gurdwara (3) Shambhala Centre (4) Friends (Quaker) Meeting for Worship (5) Students’ Choice, in consultation with instructor</i>	
Presentation on selected reading <u>VARIOUS DATES</u>	3 %
Participation	5 %
Attendance	5 %
SUB-TOTAL:	55 %
TOTAL:	100 %

Note: All written assignments must be typed. E-mail submissions (MatthewMacDonald@carleton.ca) or submissions by WebCT will be accepted only if an identical paper copy is submitted to the instructor within 24 hours. **The Fall and Winter essays must be submitted on paper in class.**

Fall Term Article Review Instructions (more detailed instructions will be given in class)

In the fall term, you are required to write an 800–1000-word review of an academic journal article somehow related to the topic of this course (religion and politics). **You are responsible for finding a suitable article, which must have been published in an academic journal (no newspaper or magazine articles or blog entries) and may not be an article in this course outline.** Articles exceeding 15 pages published in prominent intellectual magazines such as *The New Yorker*, *The Economist*, or *Harper's* may be acceptable (though articles of this length in such sources are rare), but only with the instructor's permission. The library is your best resource for this assignment. You may also wish to search for articles at <http://scholar.google.ca/>. You may find interesting articles in one of the following journals: *Studies in Religion/Sciences Religieuses*; *Journal of the American Academy of Religion*; *Religion, State & Society*; *Politics and Religion* (not yet available from the Carleton Library, but hopefully soon).

Books for Winter Term Book Review (more detailed instructions will be given in class)

In the winter term, you are required to write a 1000–1200-word review of one of the following books:

Gray, John. *Black Mass: How Religion Led the World into Crisis*. Toronto: Anchor Canada, 2008.

Lilla, Mark. *The Stillborn God: Religion, Politics, and the Modern West*. Toronto: Vintage Books, 2008.

Micklethwait, John, and Adrian Wooldridge. *God is Back: How the Global Revival of Faith is Changing the World*. New York: Penguin Press, 2009.

Norris, Pippa, and Ronald Inglehart. *Sacred and Secular: Religion and Politics Worldwide*. New York: Cambridge University Press, 2004.

If you would like to review a different book, discuss this with the instructor in advance.

Extensions will only be granted for properly documented medical reasons or in the event of a death in the student's family or other serious personal crisis and must be approved by the instructor in advance.

Late assignments will be assessed a penalty of -5 points (out of 100) per day after the due date. You must complete all course requirements to receive a grade for this course.

For every unexcused absence in each term you will lose 1 % of your final course grade, up to 5 % in each term (the portion of your final grade your attendance grade amounts to in each term). After five unexcused absences in any one term, you will lose 2.5 % of your final course grade for every additional unexcused absence, up to 5% in each term, to be deducted from your participation grade, worth 5 % each term (regardless of how much you otherwise participate in class). If you are unable to attend class on a given day, contact me at MatthewMacDonald@carleton.ca before class to let me know. This does not guarantee that you will not lose points despite your absence; it is a courtesy to your colleagues and me. **NOTE: IF YOU ARE LATE BY MORE THAN TEN (10) MINUTES, YOU WILL BE CONSIDERED ABSENT UNLESS THERE IS A MEDICAL REASON FOR YOUR LATENESS, OR THE INSTRUCTOR MAKES AN EXCEPTION ON COMPASSIONATE GROUNDS (EXAMPLE: YOU WERE DELAYED BECAUSE YOU WITNESSED A CAR ACCIDENT AND NEEDED TO GIVE A STATEMENT).**

To help get the most out of each reading and to prepare for class discussions, make a note of each of the following, whenever possible, for each reading:

- The thesis statement, main argument or arguments, or central claim or claims.
Example: "... the erosion of religious values, beliefs, and practices is shaped by long-term changes in existential security, a process linked with human development and socioeconomic equality, and with each society's cultural legacy and religious traditions" (Norris and Inglehart, *Sacred and Secular*, p. 53).
- The evidence the author uses to support his or her arguments or claims.
- Counterarguments, whether mentioned in the reading or that you think of.
- How persuasive the reading is to you and why. Does the reading adequately address counterarguments?
- Any specific themes or concepts discussed and how these are defined, understood, and/or used.

Other Important Course Information

This course deals with issues that many students may be sensitive about. Students will be challenged to think critically about their own beliefs and practices and may be confronted with material that will offend or disturb them. Students must also understand that what they consider innocuous, others may find deeply hurtful. Therefore, students must conduct themselves respectfully at all times. Students are encouraged to speak from their own experience and perspective, whether passionately, coolly, or tentatively, but **abusive, disrespectful speech will not be tolerated** (examples: calling someone stupid or stating any opinion about which there is or can be reasonable disagreement as if it were an absolute fact).

My sincere hope is that you will be so thoroughly engaged with the course material that you will participate fully and respectfully in class discussions, take each and every assignment seriously, and generally conduct yourself in a manner befitting someone who deserves to be in university. In the hopefully unlikely event that these hopes are misplaced, please take note of the following:

- You are responsible for completing all assigned readings prior to class and for being prepared to discuss them.
- Disruptive behavior during class will not be tolerated and, if you persist, you will be instructed to leave the classroom and you will be considered absent for that class session. Such behavior includes, but is not limited to, arriving late, using any electronic device for any purpose other than taking notes or referring to an electronic version of the course outline or an assigned reading, and consulting materials not related to the course (magazines, newspapers, books, and so on).
- Plagiarism, which the University Senate defines as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own,*” is a serious academic offence, which may result in a failing grade for the course. Presumably, you are at university to challenge yourself and to learn. Even if you are just at university to get a degree to then, hopefully, get a job, employers universally look down on potential employees who have attempted to pass off someone else’s work as their own. Therefore, **do not even think about copying someone else’s work.**

FALL TERM 2010 SCHEDULE:

Note: Full citations for readings in the course-pack are provided in the table of contents for the course-pack. Citations for these readings in this outline are limited to the author’s name, the title of the reading, and the title of the work the reading is from.

Monday, 13 September 2010

Introductions and introductory remarks. Review syllabus. Discuss broad theme of the course.

Wednesday, 15 September 2010

READ FOR TODAY: John Bowker, “What is Religion?” *World Religions* (**NO STUDENT PRESENTATIONS ON READINGS FROM THE BOOK *World Religions***)

J. D. B. Miller, “Politics and Diversity,” *The Nature of Politics*, in course-pack

PREPARE TO DISCUSS: Overview of the dominant themes of the course: What is religion? What are religions? What is politics? What is the relationship between religion, or religions, and politics?

PRESENTATIONS: One presentation on “Politics and Diversity”

Name of student presenting: _____

Monday, 20 September 2010

READ FOR TODAY: John R. Hinnells, “Why study religions?” *The Routledge Companion to the Study of Religion*, in course-pack

Robert A. Segal, “Theories of religion,” *The Routledge Companion*, in course-pack

PREPARE TO DISCUSS: What is religion? What are religions? Why study religion? Why study religions?

PRESENTATIONS: One presentation on “Why study religions?”

Name of student presenting: _____

One presentation on “Theories of religion”

Name of student presenting: _____

Wednesday, 22 September 2010

READ FOR TODAY: Kevin J. Christiano et al, "By Way of Introduction," *Sociology of Religion*, in course-pack

PREPARE TO DISCUSS: What is religion? What are religions? Sociology of religion.

PRESENTATIONS: One presentation on "By Way of Introduction"

Name of student presenting: _____

Monday, 27 September 2010

DUE TODAY: Personal reflection on religion and politics (300-400 words)

READ FOR TODAY: Bron Taylor, "Surfing into Spirituality and a New, Aquatic Nature Religion," *Journal of the American Academy of Religion* 75.4 (2007): 923-51. Available on WebCT

PREPARE TO DISCUSS: Is surfing a religion?

PRESENTATIONS: One presentation on "Surfing into Spirituality and a New, Aquatic Nature Religion"

Name of student presenting: _____

Wednesday, 29 September 2010

READ FOR TODAY: Catherine Bell, "Paradigms Behind (and Before) the Modern Concept of Religion," *History and Theory* 45.4 (2006): 27-46. Available on WebCT

PREPARE TO DISCUSS: The concept of "religion."

PRESENTATIONS: One presentation on "Paradigms Behind (and Before) the Modern Concept of Religion"

Name of student presenting: _____

Monday, 4 October 2010

READ FOR TODAY: Matthew A. MacDonald, unpublished review of "The Truth about the Neicheri Sect and an Explanation of the Neicheris" by Jamal ad-Din al-Husaini (al-Afghani). Available on WebCT
(NO PRESENTATION ON THIS READING)

George Moyser, "Religion and Politics," *The Routledge Companion*, in course-pack

PREPARE TO DISCUSS: Religion and politics.

PRESENTATIONS: One presentation on "Religion and Politics"

Name of student presenting: _____

Wednesday, 6 October 2010

READ FOR TODAY: Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72.3 (Summer 1993): 22-49. Available on WebCT

Edward Said, "The Clash of Ignorance," *The Nation*, available at

<http://www.thenation.com/doc/20011022/said> **(NO PRESENTATION ON THIS ARTICLE BECAUSE IT IS TOO SHORT)**

PREPARE TO DISCUSS: Religion and politics. "The Clash of Civilizations."

PRESENTATIONS: One presentation on "The Clash of Civilizations?"

Name of student presenting: _____

Monday, 11 October 2010

THANKSGIVING DAY • NO CLASS

Wednesday, 13 October 2010

DUE TODAY: Research / citation exercise

READ FOR TODAY: Judith Fox, "Secularization," *The Routledge Companion*, in course-pack

Kevin J. Christiano et al, "The 'Religion' of Secularization and the History of Religions," *Sociology of Religion*, in course-pack

Pippa Norris and Ronald Inglehart, "The Secularization Debate," *Sacred and Secular: Religion and Politics Worldwide*, in course-pack

PREPARE TO DISCUSS: Secularization. Civil religion.

PRESENTATIONS: One presentation on "Secularization"

Name of student presenting: _____

One presentation on "The 'Religion' of Secularization and the History of Religions"

Name of student presenting: _____

One presentation on “The Secularization Debate”

Name of student presenting: _____

Monday, 18 October 2010

READ FOR TODAY: J. Ranilo B. Hermida, “The Resurgence of Religion in the Advent of Postmodernity,” *Logos* 11.4 (2008): 94–110. Available on WebCT

Joshua Mitchell, “Religion Is Not a Preference,” *The Journal of Politics* 69.2 (2007): 351–62. Available on WebCT

PREPARE TO DISCUSS: The resurgence of religion. Critiques of conventional, especially social scientific, understandings of “religion” and its relationship to “politics.”

PRESENTATIONS: One presentation on “The Resurgence of Religion in the Advent of Postmodernity”

Name of student presenting: _____

One presentation on “Religion Is Not a Preference”

Name of student presenting: _____

Wednesday, 20 October 2010

READ FOR TODAY: William T. Cavanaugh, “The Invention of Religion,” *The Myth of Religious Violence*, in course-pack

PREPARE TO DISCUSS: The category “religion.” The politics of religion. The “invention” of religion. Critiques of conventional, especially social scientific, understandings of “religion” and its relationship to “politics.”

PRESENTATIONS: One presentation on **PART 1** of “The Invention of Religion” (pp. 57–85, up to and including the section “The Invention of Religion in the West”)

Name of student presenting: _____

One presentation on **PART 2** of “The Invention of Religion” (pp. 85–122)

Name of student presenting: _____

Monday, 25 October 2010

READ FOR TODAY: Victoria J. Lee, “The mosque and black Islam,” *Ethnography* 11.1 (2010): 145–63. Available on WebCT

Janet Gunn, “‘On Thursdays We Worship the Banana Plant’: Encountering Lived Hinduism in a Canadian Suburb,” *Method and Theory in the Study of Religion* 21 (2009): 40–9. Available on WebCT

(EXCELLENT READINGS TO PREPARE FOR YOUR FIELD RESEARCH ASSIGNMENTS)

PREPARE TO DISCUSS: Ethnography and the study of religious practice.

PRESENTATIONS: One presentation on “The mosque and black Islam”

Name of student presenting: _____

One presentation on “‘On Thursdays We Worship the Banana Plant’”

Name of student presenting: _____

Wednesday, 27 October 2010

DUE TODAY: Article review (800-1000 words)

READ FOR TODAY: “Judaism,” *World Religions*

PREPARE TO DISCUSS: Judaism.

Monday, 1 November 2010

READ FOR TODAY: Nicholas De Lange, “The Jewish people and its past” and “The Jewish religion,” *An Introduction to Judaism*, in course-pack

PREPARE TO DISCUSS: Judaism.

PRESENTATIONS: One presentation on “The Jewish people and its past”

Name of student presenting: _____

One presentation on “The Jewish religion”

Name of student presenting: _____

One presentation on a visit to an orthodox synagogue

Names of students presenting: _____

Wednesday, 3 November 2010

READ FOR TODAY: Kenneth D. Wald, "The Religious Dimension of Israeli Political Life," *Religion and Politics in Comparative Perspective*, in course-pack

PREPARE TO DISCUSS: Judaism. Judaism and Israel. Judaism and politics.

PRESENTATIONS: One presentation on a visit to a reform synagogue

Names of students presenting: _____

One presentation on "The Religious Dimension of Israeli Political Life"

Name of student presenting: _____

Monday, 8 November 2010

DUE TODAY: Essay abstract (250 words) and outline (point form, one page)

READ FOR TODAY: Prepare to watch a fascinating movie.

Wednesday, 10 November 2010

READ FOR TODAY: Conclusion of movie begun in previous session

"Christianity," *World Religions*

PREPARE TO DISCUSS: Christianity.

Monday, 15 November 2010

READ FOR TODAY: David Chidester, "Christian Empire," *Christianity: A Global History*, in course-pack

PREPARE TO DISCUSS: Early Christianity.

PRESENTATIONS: One presentation on "Christian Empire"

Name of student presenting: _____

One presentation on a visit to an Orthodox Christian church

Names of students presenting: _____

One presentation on a visit to a Roman Catholic church

Names of students presenting: _____

Wednesday, 17 November 2010

READ FOR TODAY: David Chidester, "Reformation," *Christianity: A Global History*, in course-pack

Anthony Gill, "Religion and Democracy in South America: Challenges and Opportunities"

Religion and Politics in Comparative Perspective, in course-pack

PREPARE TO DISCUSS: The Reformation. Christianity in South America. Liberation theology.

PRESENTATIONS: One presentation on "Reformation"

Name of student presenting: _____

One presentation on a visit to a United Church of Canada or other Protestant church

Names of students presenting: _____

One presentation on "Religion and Democracy in South America"

Name of student presenting: _____

Monday, 22 November 2010

READ FOR TODAY: Prepare to watch a fascinating movie.

Wednesday, 24 November 2010

READ FOR TODAY: Conclusion of movie begun in previous session

"Islam," *World Religions*

PREPARE TO DISCUSS: Islam.

Monday, 29 November 2010

DUE TODAY: Movie review (400-500 words)

READ FOR TODAY: Asma Afsaruddin, "The Rise of Islam and the Life of the Prophet Muhammad," *The First*

Muslims: History and Memory, in course-pack

PREPARE TO DISCUSS: Islam.

PRESENTATIONS: One presentation on "The Rise of Islam and the Life of the Prophet Muhammad"

Name of student presenting: _____

One or two presentations on a visit to a mosque, depending on group assignments and student interest

Names of students presenting: _____

Wednesday, 1 December 2010

READ FOR TODAY: Anthony Shadid, “Intersections and Messages: Islam Interpreted and Reinterpreted,” *Legacy of the Prophet: Despots, Democrats, and the New Politics of Islam*, in course-pack

PREPARE TO DISCUSS: Political Islam.

PRESENTATIONS: One presentation on “Intersections and Messages”

Name of student presenting: _____

Monday, 6 December 2010

READ FOR TODAY: Vali Nasr, “The Other Islam: Who Are the Shia?” *The Shia Revival: How Conflicts within Islam Will Shape the Future*, in course-pack

PREPARE TO DISCUSS: The Shia and politics.

PRESENTATIONS: One presentation on “The Other Islam: Who Are the Shia?”

Name of student presenting: _____

WINTER TERM 2011 SCHEDULE:

Monday, 3 January 2011

READ FOR TODAY: “Hinduism,” *World Religions*

PREPARE TO DISCUSS: Hinduism.

Wednesday, 5 January 2011

READ FOR TODAY: Heather Elgood, “Art,” *Studying Hinduism: Key Concepts and Methods*, in course-pack

PREPARE TO DISCUSS: Hinduism.

PRESENTATIONS: One presentation on “Art”

Name of student presenting: _____

Monday, 10 January 2011

READ FOR TODAY: Sharada Sugirtharajah, “Colonialism,” *Studying Hinduism: Key Concepts and Methods*, in course-pack

David N. Lorenzen, “Who Invented Hinduism?” *Comparative Studies in Society and History* 41.1 (1999): 630–59. Available on WebCT

“Chapter I,” *Alberuni’s India*, in course-pack (**NO STUDENT PRESENTATION**)

PREPARE TO DISCUSS: Hinduism.

PRESENTATIONS: One presentation on “Colonialism”

Name of student presenting: _____

One presentation on “Who Invented Hinduism?”

Name of student presenting: _____

Wednesday, 12 January 2011

READ FOR TODAY: Sunil K. Sahu, “Religion and Politics in India: The Emergence of Hindu Nationalism and the Bharatiya Janata Party (BJP),” *Religion and Politics in Comparative Perspective*. **ON RESERVE AT THE CARLETON LIBRARY**

PREPARE TO DISCUSS: Religion and politics in India. Hindu nationalism.

PRESENTATIONS: One presentation on a visit to a Hindu temple

Names of students presenting: _____

One presentation on “Religion and Politics in India”

Name of student presenting: _____

Monday, 17 January 2011

READ FOR TODAY: Prepare to watch a fascinating movie.

Wednesday, 19 January 2011

READ FOR TODAY: Conclusion of movie begun in previous session
“Sikhism,” *World Religions*

PREPARE TO DISCUSS: Sikhism.

Monday, 24 January 2011

READ FOR TODAY: Harjot Oberoi, “Introduction,” *The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition*, in course-pack

PREPARE TO DISCUSS: Sikhism.

PRESENTATIONS: One presentation on “Introduction”

Names of students presenting: _____

Wednesday, 26 January 2011

READ FOR TODAY: Verne A. Dusenbery, “The Poetics and Politics of Recognition: Diasporan Sikhs in Pluralist Polities,” *American Ethnologist* 24.4 (1997): 738–62. Available on WebCT

PREPARE TO DISCUSS: Sikh nationalism. Sikhs in Canada and Singapore.

PRESENTATIONS: One presentation on “The Poetics and Politics of Recognition”

Name of student presenting: _____

One presentation on a visit to a Sikh gurdwara

Names of students presenting: _____

Monday, 31 January 2011

READ FOR TODAY: Valerie Stoker, “Zero Tolerance? Sikh Swords, School Safety, and Secularism in Québec,” *Journal of the American Academy of Religion* 75.4 (2007): 814–39. Available on WebCT

PREPARE TO DISCUSS: Sikhism and reasonable accommodation in Canada. Religious diversity, pluralism, and freedom of religion.

PRESENTATIONS: One presentation on “Zero Tolerance?”

Name of student presenting: _____

Wednesday, 2 February 2011

READ FOR TODAY: “Buddhism,” *World Religions*

Monday, 7 February 2011

READ FOR TODAY: Prepare to watch the first part of a fascinating movie.

Wednesday, 9 February 2011

READ FOR TODAY: Prepare to watch the second part of a fascinating movie.

Monday, 14 February 2011

READ FOR TODAY: Serin Houston and Richard Wright, “Making and remaking Tibetan diasporic identities,” *Social & Cultural Geography* 4.2 (2003): 217–32. Available on WebCT

PREPARE TO DISCUSS: The Dalai Lama, Tibetan Nationalism and Buddhism. Tibetans outside Tibet.

PRESENTATIONS: One presentation on “Making and remaking Tibetan diasporic identities”

Name of student presenting: _____

Wednesday, 16 February 2011

READ FOR TODAY: Review some of the material at <http://www.shambhala.org/>

“Japanese Religions,” *World Religions*

Maria A. Toyoda and Aiji Tanaka, “Religion and Politics in Japan,” *Religion and Politics in Comparative Perspective*. **ON RESERVE AT THE CARLETON LIBRARY**

PREPARE TO DISCUSS: Shambhala Buddhism. Religion in Japan.

PRESENTATIONS: One presentation on a visit to the Shambhala Centre

Names of students presenting: _____

One presentation on “Religion and Politics in Japan”

Name of student presenting: _____

Monday, 21 February 2011
WINTER BREAK • NO CLASS

Wednesday, 23 February 2011
WINTER BREAK • NO CLASS

Monday, 28 February 2011

DUE TODAY: Movie review (400-500 words)

READ FOR TODAY: Robynne Rogers Healey, "The Religious Society of Friends: Origins, Testimonies, and Organization," *From Quaker to Upper Canadian: Faith and Community among Yonge Street Friends 1801–1850*, in course-pack (**NO STUDENT PRESENTATION ON THIS READING BECAUSE IT IS TOO SHORT**)

Thomas D. Hamm, "Quaker Faiths and Practices," *The Quakers in America*. **ON RESERVE AT THE CARLETON LIBRARY**

PREPARE TO DISCUSS: The Religious Society of Friends (Quakers).

One presentation on **PART 1** of "Quaker Faiths and Practices" (pp. 64–95, up to and including the section "The Ministry of All Believers")

Name of student presenting: _____

One presentation on **PART 2** of "Quaker Faiths and Practices" (pp. 95–119)

Name of student presenting: _____

Wednesday, 2 March 2011

READ FOR TODAY: Thomas D. Hamm, "Quakers and the World," *The Quakers in America*, in course-pack

PREPARE TO DISCUSS: Friends (Quakers) and the world.

PRESENTATIONS: One presentation on a visit to a Friends meeting for worship

Names of students presenting: _____

One presentation on "Quakers and the World"

Name of student presenting: _____

Monday, 7 March 2011

DUE TODAY: Essay abstract (250 words) and outline (point form, one page)

READ FOR TODAY: William Garlington, "Origins and Historical Development" and "Beliefs and Principles," *The Baha'i Faith in America*, in course-pack

Read some of the material on "the international web site of the Bahá'ís of the World" at <http://www.bahai.org/>

PREPARE TO DISCUSS: The Baha'i movement.

PRESENTATIONS: One presentation on "Origins and Historical Development"

Name of student presenting: _____

One presentation on "Beliefs and Principles"

Name of student presenting: _____

Wednesday, 9 March 2011

READ FOR TODAY: Wendi Momen, "Globalization and Decentralization: The Concept of Subsidiarity in the Baha'i Faith," *Baha'i and Globalization*, in course-pack

PREPARE TO DISCUSS: The Baha'i proposal for a world government.

PRESENTATIONS: One presentation on "Globalization and Decentralization"

Name of student presenting: _____

Monday, 14 March 2011

READ FOR TODAY: David G. Bromley, "Making Sense of Scientology: Prophetic, Contractual Religion," *Scientology*, in course-pack

Mikael Rothstein, "'His name was Xenu. He used renegades ...': Aspects of Scientology's Founding Myth," *Scientology*, in course-pack

Read some of the material at <http://www.scientology.org/>

PREPARE TO DISCUSS: Scientology.

PRESENTATIONS: One presentation on “Making Sense of Scientology”

Name of student presenting: _____

One presentation on “His name was Xenu. He used renegades ...”

Name of student presenting: _____

Wednesday, 16 March 2011

READ FOR TODAY: Susan J. Palmer, “The Church of Scientology in France: Legal and Activist Counterattacks in the ‘War on Sectes’,” *Scientology*, in course-pack

Mark Oppenheimer, “For the Love of Xenu: Scientology may be a bizarre faith invented by a sci-fi hack. But it’s not a cult,” *Slate*, available at <http://www.slate.com/id/2171416/nav/tap1/>

(NO PRESENTATION ON THIS ARTICLE BECAUSE IT IS TOO SHORT)

PREPARE TO DISCUSS: Scientology. Religious diversity, pluralism, and freedom of religion.

PRESENTATIONS: One presentation on “The Church of Scientology in France”

Name of student presenting: _____

Monday, 21 March 2011

DUE TODAY: Book review (1000-1200 words)

READ FOR TODAY: Gordon Lynch, “The roots of the new progressive spirituality,” *The New Spirituality: An Introduction to Progressive Belief in the Twenty-First Century*, in course-pack

Read some of the material at <http://www.spiritualprogressives.org/>

PREPARE TO DISCUSS: Progressive ‘spirituality’ and what, exactly, is ‘progressive’ about it. Is ‘spirituality’ different from ‘religion’?

PRESENTATIONS: One presentation on “The roots of the new progressive spirituality”

Name of student presenting: _____

Wednesday, 23 March 2011

READ FOR TODAY: Robert M. Geraci, “Apocalyptic AI: Religion and the Promise of Artificial Intelligence,” *Journal of the American Academy of Religion* 76.1 (2008): 138–66. Available on WebCT

PREPARE TO DISCUSS: Apocalyptic AI. A different view of human progress.

PRESENTATIONS: One presentation on “Apocalyptic AI”

Name of student presenting: _____

Monday, 28 March 2011

READ FOR TODAY: Daniel Payne, “Orthodoxy, Islam and the ‘Problem’ of the West: a Comparison of the Liberation Theologies of Christos Yannaras and Sayyid Qutb,” *Religion, State & Society* 36.4 (2008): 435–50. Available on WebCT

PREPARE TO DISCUSS: Secularization, modernity, and the resurgence of religion revisited. Different views of human progress.

PRESENTATIONS: One presentation on “Orthodoxy, Islam and the ‘Problem’ of the West”

Name of student presenting: _____

Wednesday, 30 March 2011

READ FOR TODAY: Robert A. Kahn, “The Headscarf as Threat: A Comparison of German and U.S. Legal Discourses,” *Vanderbilt Journal of Transnational Law* 40 (2007): 417–44. Available on WebCT

PREPARE TO DISCUSS: Religious diversity, pluralism, and freedom of religion.

PRESENTATIONS: One presentation on “The Headscarf as Threat”

Name of student presenting: _____

Monday, 4 April 2011

DUE TODAY: Essay

READ FOR TODAY: Pippa Norris and Ronald Inglehart, “Secularization and Its Consequences,” *Sacred and Secular*, in course-pack

John Micklethwait and Adrian Wooldridge, “Learning to Live With Religion,” *God is Back*, in course-pack

PREPARE TO DISCUSS: Religion, politics, and suggestions for further study.

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. 6, 2010**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2011**.

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 the last official day to withdraw from classes in each term. For more details visit the PMC website: carleton.ca/pmc/accommodations/

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