

Fall 2009
Winter 2010

FYSM 1501P – The Study of Religions: Religion and Global Politics
Carleton University ArtsOne Program, World Issues Cluster

Mondays and Wednesdays, 8:35 AM to 9:55 AM, 208 Residence Commons (Fall) / 409 Southam Hall (Winter)

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Office Hours: Mondays and
Wednesdays, 10:00 AM to 11:00 AM

Course Description and Objectives

“Modern politics,” according to John Gray, “is a chapter in the history of religion” (*Black Mass*, 2008, p. 1). “The expanding gap between the sacred and the secular societies around the globe,” Pippa Norris and Ronald Inglehart write, “will have important consequences for world politics, making the role of religion increasingly salient on the global agenda” (*Sacred and Secular*, 2004, p. 241). “The great forces of modernity,” John Micklethwait and Adiran Wooldridge insist, “are all strengthening religion rather than undermining it” (*God is Back*, 2009, pp. 354–355). But what is religion? What is politics, or, for that matter, ‘modern politics’, as distinct from ‘politics’? What is modernity? How are these concepts related? What is meant by the global resurgence of religion many scholars are now discussing and debating? What are its supposed causes and effects and what does it portend or promise for global politics? Is it real? Is it meaningful at all?

This seminar course aims to introduce students to the study of religions through an examination of the conjunctions and intersections between religion and politics in a variety of contemporary and historical contexts and in a variety of religious traditions. By addressing the questions just mentioned in a variety of contexts and in a variety of ways—through case studies; theoretical, philosophical, and theological readings; films; field research—students will gain insight into the academic study of religions; learn about different aspects of various religious traditions; learn about how members of different religious traditions have responded to various political situations or challenges; gain an understanding of how the authoritative sources of different religious traditions address political concerns or speak to political matters; appreciate the politics sometimes involved in determining what sources within a given religious tradition are, in fact, authoritative; and be encouraged to reflect on the concept of religion in general and its relevance in the contemporary world. Finally, the course also aims to help students develop their critical thinking, reading, writing, and academic research skills.

Required Texts (prices as of 24 August 2009, subject to change without notice)

Bowker, John. *World Religions: The Great Faiths Explored and Explained*. New York: Dorling Kindersley, 2006. ISBN: 9780756617721 (paperback, **\$20.00 at Carleton Bookstore, \$16.06 at amazon.ca**).

Jelen, Ted Gerard, and Clyde Wilcox. *Religion and Politics in Comparative Perspective: The One, the Few, and the Many*. New York: Cambridge University Press, 2002. ISBN: 9780521659710 (paperback, **\$35.00 at Carleton Bookstore, \$33.95 at amazon.ca**).

Micklethwait, John, and Adrian Wooldridge. *God is Back: How the Global Revival of Faith is Changing the World*. New York: Penguin Press, 2009. ISBN: 9781594202131 (hardcover, **\$35.00 at Carleton Bookstore, \$22.05 at amazon.ca**).

Norris, Pippa, and Ronald Inglehart. *Sacred and Secular: Religion and Politics Worldwide*. New York: Cambridge University Press, 2004. ISBN: 9780521548724 (paperback, **\$39.50 at Carleton Bookstore, \$32.95 at amazon.ca**).

FYSM 1501P Course-pack (approximately **\$62 at Carleton Bookstore**).

Fall Term Course Requirements

Personal reflection on religion and politics (400-600 words) <u>DUE 21 SEPTEMBER</u>	2.5 %
<i>Explain in your own words what the concept of religion means to you, what politics means to you, and how religion and politics might be related. Explain why you think it might be important or interesting to study the relationship between religion, or specific religions, and politics. You will be graded on grammar, writing style, presentation, and the seriousness with which you address the questions.</i>	
Essay proposal / outline (200-300 words) <u>DUE 21 OCTOBER</u>	2 %
Article review (700-800 words) <u>DUE 4 NOVEMBER</u>	8 %
In-class quiz <u>23 NOVEMBER</u>	5 %
Essay (1800-2000 words) <u>DUE 7 DECEMBER</u>	15 %
Oral presentation 1 on selected readings (in groups of 2 or 3) <u>VARIOUS DATES</u>	2.5 %
Oral presentation 2 on field research, with 1000-word group report (in groups of 3 or 4) <u>VARIOUS DATES • GROUP REPORTS DUE 23 NOVEMBER</u>	7.5 %
<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.</i>	
Participation	5 %
Attendance	2.5 %
SUB-TOTAL:	50 %

Winter Term Course Requirements

Essay proposal / outline (400 words) <u>DUE 22 FEBRUARY</u>	2.5 %
Book review (1000 words) <u>DUE 22 MARCH</u>	10 %
Essay (2100-2300 words) <u>DUE 5 APRIL</u>	20 %
Oral presentation 3 on selected readings (in groups of 2 or 3) <u>VARIOUS DATES</u>	5 %
Oral presentation 4 on essay proposal / outline (individually) <u>VARIOUS DATES</u>	5 %
Participation	5 %
Attendance	2.5 %
SUB-TOTAL:	50 %
TOTAL:	100 %

Extensions: 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 me before the official due date.

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

Attendance and participation: you are expected and required to attend and participate fully in all classes. If you are unable to attend class on a given day, contact me at mmacdoni@connect.carleton.ca before class to let me know. This does not guarantee that you will not lose points for not attending; it is a courtesy to your colleagues and me. For every unexcused absence in each term you will lose 0.5 % of your final course grade, up to 2.5 % (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%, to be deducted from your participation grade, worth 5 % each term (regardless of how much you otherwise participate in class).

Other important information: instructions for presentations and specific assignments will be given in class at a later date. This is a seminar class and you are expected to participate actively in class discussions. Unless you speak to me or otherwise contact me about any special concerns you may have about your ability to participate fully in class, I reserve the right to call upon you at any time during class to speak. Therefore, if you are at all anxious about speaking in class, you must come see me as soon as possible. This is not meant to intimidate anyone, but rather to encourage everyone to participate actively in class—we are all here to learn.

Articles for Fall Term Article Review

You are required to write a review of **one** of the following articles in the fall term (all available on WebCT):

Geraci, Robert M. "Apocalyptic AI: Religion and the Promise of Artificial Intelligence." *Journal of the American Academy of Religion* 76.1 (2008): 138–66.

Houtman, Dick, and Stef Aupers. "The Spiritual Turn and the Decline of Tradition: The Spread of Post-Christian Spirituality in 14 Western Countries, 1981–2000." *Journal for the Scientific Study of Religion* 46.3 (2007): 305–20.

Kortteinen, Timo. "Islamic Resurgence and the Ethnicization of the Malaysian State: The Case of Lina Joy." *Journal of Social Issues in Southeast Asia* 23.2 (2008): 216–33.

Payne, Daniel. "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.

Stoker, Valerie. "Zero Tolerance? Sikh Swords, School Safety, and Secularism in Québec." *Journal of the American Academy of Religion* 75.4 (2007): 814–39.

Taylor, Bron. "Surfing into Spirituality and a New, Aquatic Nature Religion." *Journal of the American Academy of Religion* 75.4 (2007): 923–51.

Specific instructions for your article review will be given in class at a later date. All of these articles are required reading for the winter term. Therefore, by reading and reviewing one of them in the fall term, you will already have a head start on some of your reading for the winter term.

Books for Winter Term Book Review

You are required to write a review of **one** of the following books in the winter term:

Bulliet, Richard W. *The Case for Islamo-Christian Civilization*. New York: Columbia University Press, 2006. ISBN: 9780231127974 (paperback, approximately \$25, 200 pages).

Gray, John. *Black Mass: How Religion Led the World into Crisis*. Toronto: Anchor Canada, 2008. ISBN: 9780385662666 (paperback, approximately \$15, 256 pages).

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press, 2007. ISBN: 9780195183078 (paperback, approximately \$15, 336 pages).

Lilla, Mark. *The Stillborn God: Religion, Politics, and the Modern West*. Toronto: Vintage Books, 2008. ISBN: 9781400079131 (paperback, approximately \$15, 352 pages).

Only in exceptional circumstances will I allow you to review another book. If you would like to explore this option, please speak with me. Specific instructions for your book review will be given in class at a later date.

Reading Advice

Please note: there is a small chance that some of the readings on this outline may be changed or removed as the year progresses, based on student feedback and in consideration of student interest and the direction class discussion takes us. Rest assured that you will not have to buy any more texts and that all assigned texts that you have to purchase will be used extensively. The only readings that might change are those freely available online, especially those assigned in the winter term. Any changes to the reading list will be discussed with the entire class in advance.

This course requires a lot of reading, but hopefully it will be interesting reading. Also, since there are no formal examinations in this course, you do not have to worry about remembering every precise detail of everything you read. Instead, focus on understanding the broad themes of and key concepts, figures, dates, and events mentioned in whatever you read and consider how these relate to the course. You must, of course, read all assigned readings as attentively as possible. Otherwise, your participation grade will suffer and our class discussions will not be nearly as fun. Also, you will likely fare badly on the in-class quiz.

To help get the most out of each reading and to prepare for class discussions and the in-class quiz, 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.

Hopefully this will also help you with your own writing.

FALL TERM SCHEDULE:

Monday, 14 September 2009

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

Wednesday, 16 September 2009

READ FOR TODAY: "What is Religion?" *World Religions*

"By Way of Introduction," *Sociology of Religion*, in Course-pack

PREPARE TO DISCUSS: What is religion and why study it, or religions (part one)?

Monday, 21 September 2009 — *Today is Eid al-Fitr, the first day of the Islamic month of Shawwal and a celebration of the end of Ramadan, a month of fasting and prayer.*

DUE TODAY: Personal reflection on the study of religion and politics (400-600 words)

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.

"Thinking Globally about Religion," *Global Religions: An Introduction*, available to Carleton University students at <<https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fwww.mylibrary.com%3fid%3d53254>>

"Theories of religion," *The Routledge Companion to the Study of Religion*, in Course-pack

PREPARE TO DISCUSS: What are 'world religions'? What are 'theories of religion'?

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

Names of students presenting: _____

One presentation on "Thinking Globally about Religion," *Global Religions*

Names of students presenting: _____

Wednesday, 23 September 2009

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

PREPARE TO DISCUSS: What is religion and why study it, or religions (part two)? Should we study 'religion', 'religions', or something else? What does 'religion and global politics' refer to? What does it mean to study the relationship between religion and politics?

PRESENTATIONS: One presentation on "Religion Is Not a Preference"

Names of students presenting: _____

Monday, 28 September 2009 — *Today is Yom Kippur, or the Day of Atonement, the most solemn religious fast of the Jewish year, the last of the ten days of penitence that begin with Rosh Hashanah (the Jewish New Year).*

READ FOR TODAY: "The Secularization Debate," *Sacred and Secular*

“The ‘Religion’ of Secularization and the History of Religions,” *Sociology of Religion*, in Course-pack

“Religion and the secularisation of health care,” *Journal of Clinical Nursing*, available on WebCT [Note: this article, aimed at healthcare professionals, presupposes no prior knowledge of nursing practice. Please read it carefully, as it not only touches upon many of the issues we will be discussing in this course, but also demonstrates some of the immediate practical implications of such issues. Furthermore, we will be critically examining it in class in some detail.]

PREPARE TO DISCUSS: What does ‘secular’ mean? What does ‘sacred’ mean? What is ‘secularization’? What are some versions of the secularization thesis? What are some practical implications of secularization or de-secularization? How to write a good essay.

PRESENTATIONS: One presentation on “The Secularization Debate”

Names of students presenting: _____

Wednesday, 30 September 2009

READ FOR TODAY: “Introduction,” *God is Back*

“Obituary: God,” *The Economist*, available at

http://www.economist.com/displaystory.cfm?story_id=347578

PREPARE TO DISCUSS: Conclude previous discussion; modernity, postmodernity, and God (part one).

Monday, 5 October 2009

READ FOR TODAY: “The European Way: The Necessity of Atheism” and “The American Way I: The Chosen Nation (1607–1900),” *God is Back*

J. Ranilo B. Hermida, “The Resurgence of Religion in the Advent of Postmodernity,”

Logos 11.4 (2008): 94–110. Available on WebCT

PREPARE TO DISCUSS: Modernity, postmodernity, and God (part two).

PRESENTATIONS: One presentation on “The European Way: The Necessity of Atheism,” *God is Back*

Names of students presenting: _____

One presentation on “The American Way I: The Chosen Nation (1607–1900),” *God is Back*

Names of students presenting: _____

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

Names of students presenting: _____

Wednesday, 7 October 2009

READ FOR TODAY: “The American Way II: Surviving the Acids of Modernity (1880–2000),” *God is Back*

PREPARE TO DISCUSS: Modernity and religion in the United States of America.

PRESENTATIONS: One presentation on “The American Way II: Surviving the Acids of Modernity (1880–2000),” *God is Back*

Names of students presenting: _____

Monday, 12 October 2009

THANKSGIVING DAY • NO CLASS

Wednesday, 14 October 2009

READ FOR TODAY: “‘The Revenge of God?’ The Twentieth Century as the ‘Last Modern Century,’” *The Global Resurgence of Religion and the Transformation of International Affairs*, in Course-pack

“Measuring Secularization” and “Comparing Secularization Worldwide,” *Sacred and Secular* [Note: “Chapter 2: Measuring Secularization” may be a somewhat difficult chapter to read if you are unfamiliar with quantitative research methods in the social sciences. It is important to read and attempt to understand it as much as possible, however, since it attempts to answer, as the title implies, a very important question: how do we measure secularization?]

PREPARE TO DISCUSS: What is meant by a global religious resurgence? What is either its significance, or the significance of claims that we are currently witnessing such a thing? The debate over secularization and a global religious resurgence.

PRESENTATIONS: One presentation on “‘The Revenge of God?’ The Twentieth Century as the ‘Last Modern Century’,” *The Global Resurgence of Religion*
Names of students presenting: _____

Monday, 19 October 2009

READ FOR TODAY: “The Puzzle of Secularization in the United States and Western Europe,” *Sacred and Secular*

“Bush, Blair, Obama and the God Gap (2000–2008),” *God is Back*

“Religion and Politics in a Secular Europe: Cutting Against the Grain,” *Religion and Politics in Comparative Perspective*

PREPARE TO DISCUSS: Understanding and explaining religion and religiosity in the United States of America and Western Europe.

PRESENTATIONS: One presentation on “The Puzzle of Secularization in the United States and Western Europe,” *Sacred and Secular*

Names of students presenting: _____

One presentation on “Bush, Blair, Obama and the God Gap (2000–2008),” *God is Back*

Names of students presenting: _____

One presentation on “Religion and Politics in a Secular Europe: Cutting Against the Grain,” *Religion and Politics in Comparative Perspective*

Names of students presenting: _____

Wednesday, 21 October 2009

DUE TODAY: Essay proposal / outline

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

PREPARE TO DISCUSS: Judaism.

Monday, 26 October 2009

READ FOR TODAY: Chapters 1, 2, 3, 6, 7, 8, 9, 11 (verses 1 to 9 only), 16, and 21 (verses 1 to 21 only) of “Genesis,” and chapters 2, 3, 19, 20, and 32 (verses 1 to 14 only) of “Exodus,” *Bible / Hebrew Scriptures*, available at <http://www.catholic.org/bible/> (or any number of other online sources)

“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 a visit to an orthodox synagogue

Names of students presenting: _____

One presentation on a visit to a conservative synagogue

Names of students presenting: _____

One presentation on a visit to a reform synagogue

Names of students presenting: _____

Wednesday, 28 October 2009

READ FOR TODAY: “The Religious Dimension of Israeli Political Life,” *Religion and Politics in Comparative Perspective*

PREPARE TO DISCUSS: Judaism and Israel.

PRESENTATIONS: One presentation on “The Religious Dimension of Israeli Political Life,” *Religion and Politics in Comparative Perspective*

Names of students presenting: _____

Monday, 2 November 2009 — *Today is All Souls' Day, a day observed by many Christians, but notably Roman Catholics, commemorating the faithful departed and marked by special prayers for the souls of the dead.*

READ FOR TODAY: "Christianity," *World Religions*

"Christian Empire," *Christianity: A Global History*, in Course-pack

Please read in this order: Chapter 1 of "The Gospel According to Matthew," chapters 1 and 2 of "The Gospel According to Mark," chapter 1 (verses 1 to 18 only) of "The Gospel According to John," chapter 20 of "The Gospel According to Luke," and chapters 14, 15, and 16 of "The Gospel According to Mark," *Bible / New Testament*, available at <http://www.catholic.org/bible/> (or any number of other online sources)

PREPARE TO DISCUSS: Christianity.

PRESENTATIONS: One presentation on a visit to Roman Catholic church

Names of students presenting: _____

One presentation on a visit to an Orthodox Christian church

Names of students presenting: _____

Wednesday, 4 November 2009

DUE TODAY: Article review

READ FOR TODAY: Prepare to watch a fascinating documentary. Here's the description of the film from the producer's website: "A growing number of Evangelical Christians believe there is a revival underway in America that requires Christian youth to assume leadership roles in advocating the causes of their religious movement. *Jesus Camp* follows a group of young children to Pastor Becky Fischer's 'Kids on Fire Summer Camp', where kids are taught to become dedicated Christian soldiers in God's army and are schooled in how to take America back for Christ. The film is a first-ever look into an intense training ground that recruits born-again Christian children to become an active part of America's political future" (<http://www.jesuscampthemovie.com/>).

FILM: *Jesus Camp* (84 minutes).

Monday, 9 November 2009

READ FOR TODAY: "Reformation," *Christianity: A Global History*, in Course-pack

"Religion and Democracy in South America: Challenges and Opportunities" *Religion and Politics in Comparative Perspective*

PREPARE TO DISCUSS: *Jesus Camp*; The Reformation; Christianity in South America.

PRESENTATIONS: One presentation on a visit to a United Church of Canada church

Names of students presenting: _____

Wednesday, 11 November 2009

READ FOR TODAY: "Looking for Hope in Central America: The Pentecostal Movement," *Religion and Politics in Comparative Perspective*

PREPARE TO DISCUSS: Christianity in Central America; Pentecostalism.

PRESENTATIONS: One presentation on a visit to a Pentecostal church

Names of students presenting: _____

One presentation on "Looking for Hope in Central America: The Pentecostal Movement"

Names of students presenting: _____

Monday, 16 November 2009

READ FOR TODAY: "Islam," *World Religions*

Please read in this order: Chapters 96, 1, 2 (verses 122 to 141 and 213 only), 4 (verses 153 to 173 only), of *The Qur'an*, or an English translation of it. Available at <http://www.usc.edu/schools/college/crcc/engagement/resources/texts/muslim/quran/> (or any number of other online sources)

"The Rise of Islam and the Life of the Prophet Muhammad," *The First Muslims*, in Course-pack

"The Question of the Succession to Muhammad," in Course-pack

PREPARE TO DISCUSS: Islam.

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

Names of students presenting: _____

Wednesday, 18 November 2009

READ FOR TODAY: Prepare to watch a fascinating documentary. Here's the description of the film from the producer's website: "Puerto Rican American rapper Hamza Pérez ended his life as a drug dealer 12 years ago, and started down a new path as a young Muslim. Now he's moved to Pittsburgh's tough North Side to start a new religious community, rebuild his shattered family, and take his message of faith to other young people through his uncompromising music as part of the hip-hop duo M-Team. Raising his two kids as a single dad and longing for companionship, Hamza finds love on a Muslim networking website and seizes the chance for happiness in a second marriage. But when the FBI raids his mosque, Hamza must confront the realities of the post-9/11 world, and challenge himself. He starts reaching for a deeper understanding of his faith, discovering new connections with people from Christian and Jewish communities. *New Muslim Cool* takes viewers on Hamza's ride through the streets, projects and jail cells of urban America, following his spiritual journey to some surprising places — where we can all see ourselves reflected in a world that never stops changing" (<http://www.newmuslimcool.com/>).

FILM: *New Muslim Cool* (90 minutes).

Monday, 23 November 2009

DUE TODAY: Written group reports on field research

IN-CLASS QUIZ TODAY (30 minutes)

READ FOR TODAY: Study for quiz.

PREPARE TO DISCUSS: *New Muslim Cool*.

Wednesday, 25 November 2009

READ FOR TODAY: "Islamism in Contemporary Arab Politics: Lessons in Authoritarianism and Democratization," *Religion and Politics in Comparative Perspective*

PREPARE TO DISCUSS: Islam and Arab politics; 'Fundamentalism'.

PRESENTATIONS: One presentation on "Islamism in Contemporary Arab Politics: Lessons in Authoritarianism and Democratization"

Names of students presenting: _____

Monday, 30 November 2009

READ FOR TODAY: "The Clash of Civilizations?" available on WebCT

PREPARE TO DISCUSS: The 'Clash of Civilizations' theory.

Wednesday, 2 December 2009

READ FOR TODAY: Edward Said, "The Clash of Ignorance," *The Nation*, available at <http://www.thenation.com/doc/20011022/said>

PREPARE TO DISCUSS: The 'Clash of Civilizations' and the theory's critics.

PRESENTATIONS: One presentation on "The Clash of Ignorance" in light of the original article, "The Clash of Civilizations?" of which this is a critique

Names of students presenting: _____

Monday, 7 December 2009

DUE TODAY: Essay

READ FOR TODAY: "Religion and Politics in the Muslim World," *Sacred and Secular*
Gabriel A. Acevedo, "Islamic Fatalism and the Clash of Civilizations: An Appraisal of a Contentious and Dubious Theory," *Social Forces* 86.4 (2008): 1711–52, available on WebCT

PREPARE TO DISCUSS: The 'Clash of Civilizations' theory and Islam.

PRESENTATIONS: One presentation on "Religion and Politics in the Muslim World," *Sacred and Secular*

Names of students presenting: _____

One presentation on “Islamic Fatalism and the Clash of Civilizations: An Appraisal of a Contentious and Dubious Theory”

Names of students presenting: _____

WINTER TERM SCHEDULE:

Monday, 4 January 2010

READ FOR TODAY: “Religion and Legitimacy,” *Bringing Religion Into International Relations*, in Course-pack

PREPARE TO DISCUSS: Religion and legitimacy (part one).

Wednesday, 6 January 2010

READ FOR TODAY: Catch up on any readings you have not completed.

PREPARE TO DISCUSS: Religion and legitimacy (part two)

Monday, 11 January 2010

READ FOR TODAY: “Religion, the Protestant Ethic, and Moral Values” and “Religious Organizations and Social Capital,” *Sacred and Secular*

PREPARE TO DISCUSS: Religion and social capital (part one).

PRESENTATIONS: One presentation on “Religion, the Protestant Ethic, and Moral Values,” *Sacred and Secular*

Names of students presenting: _____

One presentation on “Religious Organizations and Social Capital,” *Sacred and Secular*

Names of students presenting: _____

Wednesday, 13 January 2010

READ FOR TODAY: “Pray, Rabbit, Pray: Soulcraft and the American Dream,” *God is Back*

PREPARE TO DISCUSS: Religion and social capital (part two).

PRESENTATIONS: One presentation on “Pray, Rabbit, Pray: Soulcraft and the American Dream,” *God is Back*

Names of students presenting: _____

Monday, 18 January 2010

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

“Colonialism,” *Studying Hinduism*, in Course-pack

“Chapter I,” *Alberuni’s India*, in Course-pack

PREPARE TO DISCUSS: Hinduism.

PRESENTATIONS: One presentation on “Colonialism,” *Studying Hinduism*

Names of students presenting: _____

Wednesday, 20 January 2010 — *Today is Vasant Panchami (also known as Basant Panchami, Shree Panchami, and Saraswati), a Hindu festival celebrating Saraswati, goddess of knowledge, music, and art.*

READ FOR TODAY: “Art,” *Studying Hinduism*, in Course-pack

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

PREPARE TO DISCUSS: Hinduism.

PRESENTATIONS: One presentation on “Art,” *Studying Hinduism*

Names of students presenting: _____

One presentation on “‘On Thursdays We Worship the Banana Plant’: Encountering Lived Hinduism in a Canadian Suburb”

Names of students presenting: _____

Monday, 25 January 2010

READ FOR TODAY: “Religion and Politics in India: The Emergence of Hindu Nationalism and the Bharatiya Janata Party (BJP),” *Religion and Politics in Comparative Perspective*

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

PRESENTATIONS: One presentation on “Religion and Politics in India: The Emergence of Hindu Nationalism and the Bharatiya Janata Party (BJP),” *Religion and Politics in Comparative Perspective*

Names of students presenting: _____

Wednesday, 27 January 2010

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

PREPARE TO DISCUSS: Sikhism.

Monday, 1 February 2010

READ FOR TODAY: “Introduction,” *The Construction of Religious Boundaries*, in Course-pack

PREPARE TO DISCUSS: Sikhism.

PRESENTATIONS: One presentation on both “Introduction,” *The Construction of Religious Boundaries*

Names of students presenting: _____

Wednesday, 3 February 2010

READ FOR TODAY: “The Bible Versus The Koran: The Battle of the Books and the Future of Two Faiths,” *God is Back*

PREPARE TO DISCUSS: Religious diversity, pluralism, and freedom of religion (part one).

PRESENTATIONS: One presentation on “The Bible Versus The Koran: The Battle of the Books and the Future of Two Faiths,” *God is Back*

Names of students presenting: _____

Monday, 8 February 2010

READ FOR TODAY: “Islamic Resurgence and the Ethnicization of the Malaysian State: The Case of Lina Joy,” available on WebCT

Anne Aly and Lelia Green, “Less Than Equal: Secularism, Religious Pluralism and Privilege,” *M/C Journal* 11.2 (2008), available at

<http://journal.media-culture.org.au/index.php/mcjournal/article/viewArticle/32>

PREPARE TO DISCUSS: Religious diversity, identity, pluralism, and freedom of religion (part two).

PRESENTATIONS: One presentation on “Islamic Resurgence and the Ethnicization of the Malaysian State: The Case of Lina Joy”

Names of students presenting: _____

One presentation on “Less Than Equal: Secularism, Religious Pluralism and Privilege”

Names of students presenting: _____

Wednesday, 10 February 2010

READ FOR TODAY: “Zero Tolerance? Sikh Swords, School Safety, and Secularism in Québec,” available on WebCT

PREPARE TO DISCUSS: Sikhism and reasonable accommodation in Canada; religious diversity, pluralism, and freedom of religion (part three).

PRESENTATIONS: One presentation on “Zero Tolerance? Sikh Swords, School Safety, and Secularism in Québec”

Names of students presenting: _____

Monday, 15 February 2010

FAMILY DAY / WINTER BREAK • NO CLASS

Wednesday, 17 February 2010

WINTER BREAK • NO CLASS

Monday, 22 February 2010

DUE TODAY: Essay proposal / outline

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

PREPARE TO DISCUSS: Buddhism.

PRESENTATIONS: Three student presentations of essay proposals / outlines

Wednesday, 24 February 2010

READ FOR TODAY: Prepare to watch the first part of a fascinating film directed by Martin Scorsese.

FILM: *Kundun* (part one: 67 minutes).

PRESENTATIONS: Two student presentations of essay proposals / outlines

Monday, 1 March 2010

READ FOR TODAY: Prepare to watch the second part of a fascinating film directed by Martin Scorsese.

FILM: *Kundun* (part two: 67 minutes).

PRESENTATIONS: Two student presentations of essay proposals / outlines

Wednesday, 3 March 2010

READ FOR TODAY: “Religion and Politics in Japan,” *Religion and Politics in Comparative Perspective*

PREPARE TO DISCUSS: *Kundun*; Buddhism in Japan.

PRESENTATIONS: Three student presentations of essay proposals / outlines

One presentation on “Religion and Politics in Japan”

Names of students presenting: _____

Monday, 8 March 2010

READ FOR TODAY: “Introduction,” *Baha’i and globalization*, in Course-pack

“The Messianic Roots of Babi-Baha’i Globalism,” *Baha’i and globalization*, 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: Three student presentations of essay proposals / outlines

One presentation on “The Messianic Roots of Babi-Baha’i Globalism”

Names of students presenting: _____

Wednesday, 10 March 2010

READ FOR TODAY: “The roots of the new progressive spirituality,” *The New Spirituality*, in Course-pack

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

PREPARE TO DISCUSS: Progressive ‘spirituality’; is ‘spirituality’ different from ‘religion’?

PRESENTATIONS: Four student presentations of essay proposals / outlines

Monday, 15 March 2010

READ FOR TODAY: “Orthodoxy, Islam and the ‘Problem’ of the West: a Comparison of the Liberation

Theologies of Christos Yannaras and Sayyid Qutb,” available on WebCT

PREPARE TO DISCUSS: What does ‘progressive’ mean when referring to spirituality? Are Yannaras and Qutb ‘progressives’?

PRESENTATIONS: Three student presentations of essay proposals / outlines

One presentation on “Orthodoxy, Islam and the ‘Problem’ of the West: a Comparison of the Liberation Theologies of Christos Yannaras and Sayyid Qutb”

Names of students presenting: _____

Wednesday, 17 March 2010

READ FOR TODAY: “The Spiritual Turn and the Decline of Tradition: The Spread of Post-Christian Spirituality in 14 Western Countries, 1981–2000,” available on WebCT

PREPARE TO DISCUSS: ‘Spirituality’ and the ‘Decline of Tradition’.

PRESENTATIONS: Four student presentations of essay proposals / outlines

Monday, 22 March 2010

DUE TODAY: Book review

READ FOR TODAY: “Apocalyptic AI: Religion and the Promise of Artificial Intelligence,” available on WebCT
“Surfing into Spirituality and a New, Aquatic Nature Religion,” available on WebCT

PREPARE TO DISCUSS: Apocalyptic religion and Aquatic religion: different ways of looking at new ‘religions’.

PRESENTATIONS: Any remaining student presentations of essay proposals / outlines

Wednesday, 24 March 2010

READ FOR TODAY: “The New Wars of Religion,” *God is Back*

Read some of the material on the web site for the International Center for Religion and Diplomacy, <http://www.icrd.org/>

PREPARE TO DISCUSS: Religion, war, and peace.

Monday, 29 March 2010

READ FOR TODAY: “Secularization and Its Consequences,” *Sacred and Secular*

“The Culture Wars Go Global” and “Learning to Live With Religion,” *God is Back*

PREPARE TO DISCUSS: Secularization and the resurgence of religion revisited.

Wednesday, 31 March 2010

READ FOR TODAY: Joseph Bulbulia, “Are There Any Religions? An Evolutionary Exploration,” *Method and Theory in the Study of Religion* 17 (2005): 71–100, available on WebCT

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

Monday, 5 April 2010

DUE TODAY: Essay

PREPARE FOR: Class party.

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 range from a mark of zero for the plagiarized work to a final grade of “F” for the course, and even suspension from all studies or expulsion from the University.

GRADING SYSTEM

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

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

F	Failure. No academic credit
WDN	Withdrawn from the course
ABS	Absent from the final examination
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 November 16, 2009. The last day to withdraw from Fall/Winter (full year) and Winter term courses is March 12, 2010.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: 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. For more details visit the Equity Services website: http://www.carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: 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. For more details visit the Equity Services website: http://www.carleton.ca/equity/accommodation/student_guide.htm

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 are 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 I receive 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: http://www.carleton.ca/pmc/students/acad_accom.html

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

PETITIONS TO DEFER

Students unable to complete a **final** term paper or write a **final** examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply in writing within five working days to the Registrar’s Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar’s Office will be considered.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Classics and 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	500 Unicentre
Writing Tutorial Service 520-6632	4 th floor Library
Learning Commons 520-1125	4 th floor Library