

Carleton University Fall 2022
The College of the Humanities: Religion Program
RELI 5801F: Seminar in the Discipline

This course will be team-taught for at least the first half of Fall term. Please contact Johannes.Wolfart@carleton.ca or Shawna.Dolansky@carleton.ca with questions.

Classes: Wednesdays (bi-weekly), 11:35 am -2:25 pm
Fall classes are live and in-person in Paterson 2a46.

Course Description and Learning Objectives

This mandatory course is a proseminar, which is designed to introduce MA students to graduate level work in Religious Studies, particularly in the disciplinary sub-field “religion and public life.” Students will explore some of the challenges of scholarship in this sub-field by reading and discussing selected works together, with a particular focus on the study of religion and public life in Canadian contexts. Students will also learn about common practices of academic scholarship in the field of Religious Studies in conversation with a range of scholars on faculty at Carleton.

Two key points to note:

- This is a seminar course, not a lecture course
- The academic study of religion differs significantly from confessional apologetics and pastoral theology

This course is designed to foster the further development of students’ understanding and appreciation of these two points.

Course Evaluation

This course is a seminar course. Each student is expected to come to class having already done the readings and prepared to participate actively, constructively, and in an informed manner in class discussions. The evaluation of student performance in this course is based **entirely** on engaged participation in seminar discussions, which will be evaluated on a pass/fail basis. Therefore, regular and punctual attendance is mandatory. Missed seminars cannot be made up in any way. Any student who joins a meeting more than 15 minutes late or leaves more than 15 minutes early will be considered absent. Any student who is absent from more than 2 classes will not receive course credit.

Course Readings

- Aaron Hughes, *From Seminary to University* (University of Toronto Press, 2020). This book is available online through MacOdrum Library.
- Other course readings are listed below. Most are library resources, and you will need to be signed into the library website or on campus to access these.

COURSE SCHEDULE

Fall Term Meetings

Sept 7 – Meet & greet, drop-in reception for faculty and grad students

Sept 21—Introduction to the course and discussion

- What is a proseminar?
- What is the discipline of Religious Studies?
- In what ways does the present state of universities shape graduate studies, particularly in our field?
- How does history shape Religious Studies in Canada today? (this will be an ongoing theme...)

Readings:

Bruce Lincoln, “Theses on Method” [Method in Religious Studies - Religion and Public Life \(carleton.ca\)](#)

Pamela Klassen, “Mysteries of Transmission”

[Mysteries of transmission: Thinking in a pandemic – The Immanent Frame \(ssrc.org\)](#)

Mary Churchill, “Adjunctification—The Good, the Bad, and the Ugly,” *Journal of Feminist Studies in Religion* 35.2 (Fall 2019): 73-77.

Hughes, Introduction

Oct. 5—Studying “religion”

- Introducing Religious Studies academic journals: What they are and why they matter
- How is “religion” studied in Religious Studies, and why?
- What are we studying when we study “religion”?

Readings:

Kevin Schilbrack, “Religions: Are There Any?” *Journal of the American Academy of Religion* 78.4 (Dec. 2010): 1112-1138.

Sharon Anne Cook, “Evangelical Moral Reform: Women and the War against Tobacco, 1874-1900,” in *Religion and Public Life in Canada: Historical and Comparative Perspectives*, ed.

Marguerite Van Die (University of Toronto Press, 2001), pp. 177-195.

Hughes, Chapter 1

Oct. 19— Why “religion and public life”?

- What is the function of the “and”?
- What is “public life”, how does it relate to the academic study of religion—and what functions do such categories serve in particular contexts?
- In what ways has religion shaped Canadian public life and how does it continue to do so (often unacknowledged)?

Readings:

The Survivors Speak: A Report of the Truth and Reconciliation Commission of Canada (2015). Be sure to read the Preface. Pay particular attention to pp. 47-58 (“Language and Culture”).

[Survivors_Speak_English_Web.pdf \(exactdn.com\)](#)

Canada’s Residential Schools: Missing Children and Unmarked Burials. The Final Report of

the Truth and Reconciliation Commission of Canada (Montreal and Kingston: McGill-Queen's University Press, 2016), vol. 4, pp. 35-123 (Chapter 2: "Operational Policies and Custodial Care"). [Volume_4_Missing_Children_English_Web.pdf \(exactdn.com\)](#)

J.R. Miller, "The State, the Church, and Indian Residential Schools in Canada," in *Religion and Public Life in Canada: Historical and Comparative Perspectives*, ed. Marguerite Van Die (University of Toronto Press, 2001), pp. 109-129.

(Oct. 25-29—fall break: no classes)

Nov. 2— Authenticity, legitimacy, and religious authority

- Academic conferences: What they are and why they matter
- How do Religious Studies scholars analyze claims (and counter claims) about religious authenticity and religious authority?
- To what extent are "orthodoxy" and "heterodoxy" useful terms in Religious Studies?
- Why and in what ways do assertions about religious legitimacy and religious authority matter when studying religion and public life?

Readings:

Francois Gauthier, "Authenticity, Consumer Culture and Charismatic Authority," *Studies in Religion / Sciences Religieuses* 50.1 (2021): 27-49.

Xiaobo Yuan, "Gendering Heterodoxy: The Corporeal Politics of *Xiejiao* in Chinese Christianity," *Journal of the American Academy of Religion* 89.1 (March 2021): 174-203.

Hughes, Chapter 2

Nov. 16—Citation and citational politics in Religious Studies

- Using the Chicago Style correctly
- What is plagiarism (including its more covert forms)?
- What are citational politics, and how do they shape Religious Studies?
- Whose work are you reading—and citing? Whose work do you tend to ignore?

Why?

Readings:

Susannah Heschel, [Women in Jewish Studies: Conversations from the Periphery | Feminist Studies in Religion \(fsrinc.org\)](#)

Kecia Ali, [No Manthology is An Island | Feminist Studies in Religion \(fsrinc.org\)](#)

Kecia Ali, Alison Joseph, Sharon Jacob, Sarah Imhoff, Toni Bond, Natasha Heller, and Stephanie Buckhanon Crowder, "Living It Out: Manthologies," *Journal of Feminist Studies of Religion* 36.1 (Spring 2020): 145-158.

Karen Guth, "Moral Injury and the Ethics of Teaching Tainted Legacies," *Teaching Theology & Religion* 21.3 (July 2018): 197-209.

Hughes, Chapter 3

Nov. 30—Civil religion and implicit religion

- Citation management: approaches
- What is "civil religion"?

- What is “implicit religion”?
- What do these things have to do with the study of religion and public life?

Readings:

David Lê, “‘Monuments of Folly’: Frederick Douglass, Charlottesville, and the National Religions of America,” *Journal of the American Academy of Religion* 88.3 (Sept. 2020): 749-778.

George Sanders, “An Implicit Religion of Control: Corporate Mindfulness Meditation Programs,” *Implicit Religion* 21.1 (2018): 70-92.

Hughes, Chapter 4



Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

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.

Academic Integrity Policy (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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.

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

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:

Religious Accommodation

Please contact your instructor 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, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor 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, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination;** and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca