

**The College of the Humanities
Seminar in “Religion and Public Life”
RELI 5802F**

RELI 5802F (Fall 2017) Wednesdays 11:35 – 2:25 PA 2A46

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Office Hours: Thursdays 10:30 – 12:00 (or by appointment)

A consideration of key thinkers and case studies in the domain of religion and public life from Religious Studies perspectives.

In both popular media and scholarly discourse, much attention has been paid to the apparent resurgence of religion. Academics have tolled the death knell of the ‘secularization thesis’ and public debates in this country and elsewhere have swirled around the place (and limits) of religion in public life. This seminar examines the intersection of the religious and the social and political. We examine the rubrics: ‘religion’, ‘secular’, ‘public’, ‘public vs. private’, ‘public life’, and the ‘public sphere’. Given our location, the course gives considerable attention to the Canadian context and the conceptual development of notions of religion and public life in the European tradition that has informed the Canadian state. However, our consideration is not parochial. It extends to the examination of Indigenous re-vitalization in this country, the examination of religious renewal in China, and debates over secularism in India. A unifying thread in the seminar is the question of defining religion and the possibility (or legitimacy) of the category of civil, implicit, or secular religions. Examination of debates surrounding religion and public education (and in particular the case of religious studies as an academic discipline within secular universities) helps us end, hopefully, more self-aware and reflexive about the very exercise represented by the seminar.

COURSE OBJECTIVES AND OUTCOMES

On completion of the seminar, participants should have achieved:

- A grasp of the analytical categories of religion, public, publics, public life, public sphere and a more sophisticated understanding of the relationship between religion and public affairs and public policy
- Familiarity with the scholarly conversation on religion, secularity, and the post-secular

- Deepened understanding of the complex correlation between changes in the practice of religion and modernization
- A more nuanced understanding of the relationship between religion and society not only in the contemporary West but in other cultures and previous historical epochs
- The development of a clearer perspective on how private religious beliefs when shared collectively shape how society is constructed and, reciprocally, how society is constructed shapes individual beliefs
- Increased acumen in the analysis of texts and the discernment of others' arguments
- Increased facility in your own articulation of oral and written arguments supported by evidence

EVALUATION

Reading Responses 4 X 5% = 20%

Four reading response papers, each on the order of 4 double-spaced pages. These are due before the beginning of the class in which the readings are discussed. They are not merely summaries, rather they should indicate a grasp of the key issues in each reading and a grasp of each article's central argument or thesis. They should also indicate how the week's readings relate to each other. Responses may include a question you would like to see addressed by the group. Reading Responses may be submitted at the start of class the day(s) you present. Reading Response 1 must be submitted before the class of Week 4; Response 2 before the class of Week 7; Response 3 before the class of Week 11; Response 4 before the class of Week 13. (If you wish, one of the four Responses may be written on the Habermas article introduced in Week 1.)

These responses are to promote informed engagement at the weekly meeting which is the *sine qua non* of success in this seminar. Note: ***to miss more than three of the weekly meetings (which would mean, in effect, you had missed a third of the class) is to forfeit credit for the course.***

Seminar Presentation and Participation 20%

Each student will be responsible for presenting on the readings for the week twice in the semester. Each presentation will be worth 2.5% each to total 5%. This will be added to the assessment of your overall engagement with the course material as reflected in your participation (15%) in the seminar.

Essay Proposal 10%

Suggested topics will be provided. The proposal indicates your choice from among the topics. It is to consist of a working title, a working bibliography, and a preliminary abstract that details a preliminary thesis statement. The tentative thesis statement should indicate how you intend to focus the chosen topic and the argument to be developed. **Due Oct. 18.** Note: This proposal is an

absolutely essential feature of the course. Decisions have to be made early regarding your topic as your research essay may well necessitate using inter-library loan and other research avenues that necessitate being well underway by mid semester.

“Conference” presentation of your research essay 10%

The Paper Conference:

Our final meeting date will be devoted to presentations to the group of your research essay. Each student will present on his or her paper for 15 minutes followed by about 10 minutes for questions and discussion. You need to have a completed version of your essay ready for this day. Papers may, and probably will, be amended based on feedback given at this course ‘conference’ before final submission.

Research Essay 40%

A research essay on the order of 20, double-spaced pages. Topics must be approved by the instructor. Essays must have a clearly articulated thesis. Essays must also include an abstract. **Due Dec. 12. Note:** late papers (except with medical documentation) are docked 4 percentage points per day.

Note: All course requirements listed above must be fulfilled to gain credit for this course

SCHEDULE

WEEK ONE Sept. 6

Introduction to the course: directions and questions of definition

Jurgen Habermas, “Religion in the Public Sphere.” *European Journal of Philosophy* 14:1, 2006: 1-25. <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0378.2006.00241.x/abstract>

WEEK TWO Sept.13

‘Civil Religion’ in the U.S. and Canada

Jean Jacques Rousseau (1762), *The Social Contract or Principles of Political Right*. Book 4 ch. 8 on “Civil Religion”

<http://www.earlymoderntexts.com/assets/pdfs/rousseau1762.pdf>

Robert Bellah, “Civil Religion in America.” *Dædalus*, Journal of the American Academy of Arts and Sciences, Vol. 96, No. 1 (Winter 1967): 1-21.

<http://www.mitpressjournals.org/doi/pdf/10.1162/001152605774431464>

Andrew E. Kim, “The Absence of Pan-Canadian Civil Religion: Plurality, Duality and Conflict in Symbols of Canadian Culture,” *Sociology of Religion* 54 (1993): 257-275.

<http://web.a.ebscohost.com.proxy.library.carleton.ca/ehost/pdfviewer/pdfviewer?vid=2&sid=23fb477c-2eca-42dd-9d5c-3a25477fe3ec%40sessionmgr4008>

WEEK THREE Sept. 20

The question of 'implicit' or 'secular' religions: Environmentalism and (and as) Religion

Andrew P. Morriss, Benjamin D. Cramer, "Disestablishing Environmentalism."

Environmental Law 39 (2) (Spring 2009): 309-396

<http://www.lexisnexis.com.proxy.library.carleton.ca/hottopics/Inacademic/?verb=sr&csi=7379>

Michael Crichton, "Environmentalism as Religion." Presented as an address to the Commonwealth Club, San Francisco, September 15, 2003.

<http://www.hawaiiexpress.com/ArticlesMain/tabid/56/ID/2818/Crichton-Environmentalism-is-a-religion.aspx>

Recommended:

Peter Beyer, "Who Shall Speak for the Environment? Translating Religious, Scientific, Economic, and Political Regimes of Power and Knowledge in a Globalized Society." In *Religion and Ecology in the Public Sphere*. ed. Celia Deane-Drummond and H. Bedford-Strohm. London: T and T Clark, 2011. 21-38.

WEEK FOUR Sept. 27

Religious evolution, modernization, and 'disenchantment'

Robert Bellah, "Religious Evolution." *American Sociological Review*, 29, 3 (1964): 358-374.

<http://www.hartfordinstitute.com/Bellah/Religious%20Evolution%20by%20Robert%20N.%20Bellah%20--%20American%20Sociological%20Review%2029,%20no.%203,%20pp.%20358-374..pdf>

Selections from Max Weber (cuLearn)

Noel Salmond, "Hindu Iconoclasm: Cross-Cultural Dimensions," ch. 5 in *Hindu Iconoclasts: Rammohun Roy, Dayananda Sarasvati and Nineteenth-Century Polemics against Idolatry*. Wilfrid Laurier UP, 2004.

WEEK FIVE Oct. 4

The question of secularism

Charles Taylor, Introduction. *A Secular Age*. Cambridge MA: Harvard UP, 2007. 1–22.

Nikki R. Keddie, "Secularism and its Discontents." *Daedalus*. 132 (2003): 14-30.

<http://www.jstor.org.proxy.library.carleton.ca/stable/pdf/20027855.pdf?refreqid=excelsior%3Ab7d702436cb02e24301f9c69b4aded34>

Rajeev Bhargava, "The Distinctiveness of Indian Secularism." In *Indian Political Thought: A Reader*. Eds. A Singh and S. Mohapatra. London: Routledge, 2010. 99-120.

WEEK SIX Oct. 11

Canada and Québec

Roger O'Toole, "Religion in Canada: Its Development and Contemporary Situation." *Social Compass* 43 (1996): 119-134

<http://journals.sagepub.com/doi/pdf/10.1177/003776896043001009>

David Seljak, "Resisting the No-Man's Land of Private Religion: The Catholic Church and Public Politics in Quebec." In *Rethinking Church, State and Modernity*. Eds. D. Lyon and M. Van Die, Toronto: UTP, 2001. 131-148.

Gérard Bouchard and Charles Taylor, "Building the Future: A Time for Reconciliation." Commission de Consultation sur les pratiques d'accommodement reliées aux différences culturelles. Québec : Québec Government Printing Office, 2008

<http://www.accommodements-quebec.ca/documentation/rapports/rapport-final-integral-en.pdf>

WEEK SEVEN Oct. 18 [Essay Proposal Due]

Case Study The Canadian churches, the Canadian state, and the residential schools

J.R. Miller, "The State, the Church, and Indian Residential Schools in Canada." In *Religion and Public Life in Canada*. Ed. Marguerite Van Die. Toronto: UTP, 2001. 109-129

Fred Kelly, Confession of a Born Again Pagan

http://speakingmytruth.ca/downloads/AHFvol1/03_Kelly.pdf

Various Church apologies (see cuLearn)

Recommended:

Royal Commission on Aboriginal Peoples. Vol. 1 Looking Forward Looking Back, Part 2, ch. 10 Residential Schools.

http://www.collectionscanada.gc.ca/webarchives/20071211055641/http://www.ainc-inac.gc.ca/ch/rcap/sg/sg28_e.html

WEEK EIGHT Oct. 25 BREAK

WEEK NINE Nov. 1

Indigenous “religion”: the state and the law

Lori Beaman, “Aboriginal Spirituality and the Legal Construction of Freedom of Religion” *Journal of Church and State* 44 (2002): 135-149.

<http://web.b.ebscohost.com.proxy.library.carleton.ca/ehost/pdfviewer/pdfviewer?vid=2&sid=eba b1251-f44b-48a7-a1b5-aa81fd4c116a%40sessionmgr101>

Nicholas Shrubsole, “Secularization, Dispossession, and Forced Deprivatization: The Conditions of Public Religion and the Protection of First Nations’ Sacred Space.” *Studies in Religion/Sciences Religieuses*. 45, 3 (2016): 335 –359.

<http://journals.sagepub.com.proxy.library.carleton.ca/doi/pdf/10.1177/0008429816657256>

Truth and Reconciliation Commission of Canada: Calls to Action

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Recommended:

United Nations Declaration on the Rights of Indigenous Peoples (2007)

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

see especially articles 8, 11 and 12

Beverly McLachlin, “Freedom of Religion and the Rule of Law: Canadian Perspectives” in *Recognizing religion in a secular society: essays in pluralism, religion, and public policy*. ed. Douglas Farrow. Montreal: McGill-Queens Press, 2004.

<http://supremeadvocacy.ca/wp-content/uploads/2016/07/76-McLachlin-Freedom-of-Religion-and-the-Rule-of-Law.pdf>

WEEK TEN Nov. 8

Debating Religious resurgence: indigenous revitalization and the public sphere

Sam Gill, “Mother Earth: An American Myth.” In *The Invented Indian: Cultural Fictions and Government Policies*. Ed. Jame A. Clifton. London: Transaction Publishers, 1990. 129-143.

Frances Widdowson and Albert Howard, “Environmental Management: The Spiritual Sell-Out of ‘Mother Earth’.” *Disrobing the Aboriginal Industry*. Montreal and Kingston: McGill-Queens Press, 2008. 215-227.

Leanne Simpson, review of *Disrobing the Aboriginal Industry: The Deception behind Indigenous Cultural Preservation* by Frances Widdowson and Albert Howard.

Wicazo Sa Review, Vol 25, No. 1 (Spring 2010), pp. 104-107.

<https://www.jstor.org/stable/pdf/40891317.pdf?refreqid=excelsior%3A4a26aa68b0ed779debf5fd6312981051>

Recommended:

Leanne Simpson, "Dancing on Our Turtle's Back: Aandisokaanan and Resurgence." ch. 4 in *Dancing on Our Turtle's Back: Stories of Nishnaabeg Re-creation, Resurgence and a New Emergence*. Winnipeg: Arbeiter Ring, 2011. 65-83.

WEEK ELEVEN Nov. 15

Re-assessing religion and secularity in ancient and modern China: the case of Confucianism

Peter Van der Veer, "Is Confucianism Secular?" in *Beyond the Secular West*, ed. Akeel Bilgrami. New York: Columbia UP, 2016.

Daniel Bell, "Reconciling Socialism and Confucianism: Reviving Tradition in China." *Dissent* 57 (2010): 91-99.

<http://muse.jhu.edu/journals/dissent/v057/57.1.bell.pdf>

Recommended:

Feng Yu-lan, "A Criticism of Confucius and Self-Criticism of My Own Past Veneration of Confucius." In *Selected Articles Criticizing Lin Piao and Confucius*. Peking: Foreign Language Press, 1974. 88 –106

Robert Kuhn, "Why Religion Became Important" in *How China's Leaders Think: The Inside Story of China's Reform and What This Means for the Future*. Singapore: Wiley, 2010. 359-374.

WEEK TWELVE Nov. 22

Ritual and public spectacle and curating religion in the public gaze

David Cannadine, "The Context, Performance and Meaning of Ritual: The British Monarchy and the 'Invention of Tradition', c. 1820-1977." In *The Invention of Tradition*, ed. Eric Hobsbawm and Terence Ranger. Cambridge: Cambridge UP, 1983. 101-164.

Gretchen Buggeln, "Museum Space and the Experience of the Sacred." *Material Religion*, 8 (2012): 30-51.

<http://www.tandfonline.com.proxy.library.carleton.ca/doi/pdf/10.2752/175183412X13286288797854>

Recommended:

Jill Delaney, "Ritual Space in the Canadian Museum of Civilization: Consuming Canadian Identity." In *Lifestyle Shopping: The Subject of Consumption*, ed. R. Shields. London: Routledge, 1992. 136-148.

WEEK THIRTEEN Nov. 29

Teaching religion: debates over religion as an academic discipline in public universities

Donald Wiebe, "The Failure of Nerve in the Academic Study of Religion." *Studies in Religion* 13 (1984): 401-422.

<http://journals.sagepub.com.proxy.library.carleton.ca/doi/pdf/10.1177/000842988401300403>

Paul Allen, "Curricular Heresy: Theological Religious Studies and the Assessment of Religious Pluralism in Canada." In *Religion in the Public Sphere: Canadian Case Studies*. Eds. Solange Lefebvre and Lori Beaman. Toronto: UTP, 2014. 237-254.

Bruce Lincoln, *Thirteen Theses on Method*

https://www.jstor.org/stable/23551717?seq=1#page_scan_tab_contents

WEEK FOURTEEN Dec. 6

Research Paper Presentations

[Dec. 12, final papers due]



University Regulations for 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.

Academic Integrity at Carleton

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, and material on the internet. More information can be found on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

Academic Accommodation Policy

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 the 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 [Student Guide](#)

Religious obligation: write to the 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 [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 is below. 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.

[Grading System Chart](#)

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).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

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.

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 (3.0) 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. More information is available [in the calendar](#).

Deferred Exams

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

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 [forms and fees page](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to: [Registrar's Office](#)

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA.

NEW FALL 2017: WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

Dates can be found here: <http://calendar.carleton.ca/academicyear/>

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)