

Carleton University
College of the Humanities: Religion Program
RELI 4741: Contemporary Issues in the Study of Religion
Fall 2022: Tuesday 11:35-14:25 am
(in person)

Professor: Deidre Butler

Email: deidre.butler@carleton.ca

Office Hours: Tuesdays 2:45-3:30 and weekly on Zoom Thursdays 3:00-4:00 and by appointment

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Zoom Link Office Hours: available on Brightspace.

Course Description:

What are the big questions that religious studies scholars are working on? Why do they matter? This 4th year seminar is aimed at students 1) gaining literacy in contemporary religious studies theory and method, 2) uncovering the real-world import of the academic study of religion, and 3) developing skills that facilitate transition from undergraduate studies to a career or to post-graduate study.

Focusing on 20th and 21st century scholarship, you will trace the theoretical and methodological questions and debates contemporary scholars are wrestling with. How are these advancing the project of Religious Studies? How do questions of authority, boundaries, power, space, colonialism, race, gender, and sexuality resonate through these debates and shape their inquiry? How are they still neglected or under-theorized? Why are definitions of religion and religious language so politically charged and what can religious studies scholars contribute to public discourses around religion?

As you gain literacy in these contemporary questions and debates, you will critically reflect on the real-world implications of religious studies scholarship with particular emphasis on the social and political dimensions of religion, namely the question of religion and public life.

In addition to these theoretical questions, this seminar also includes introductory training in interview-based research, as well as an introduction to the specific issues Religious Studies raises for Museum Studies, as practical examples of how Religious Studies training, scholarship, and research is applied in various professional and academic contexts.

Workload: The workload guideline for university level courses is 3 hours of reading/ writing/ studying for each hour of class time per week. This is generally higher in upper-level courses where readings are often dense and more complex. These readings often take longer to process while taking notes to prepare for discussions and your own assignments. Students should expect to read an average of 80 pages per week in this course. Weekly readings include:

1. a short introductory text to orient our discussion in religious studies
2. a reading from a key theorist
3. a choice of article that illustrates how the theorist is applied in contemporary Religious Studies scholarship

*We acknowledge that the land on which we gather to meet for this course is the
traditional unceded territory of the Algonquin Anishnaabeg people*

Required Texts:

All readings and course materials are on reserve and can be located through ARES on Brightspace.

Recommended: Most recommended texts may be found through ARES on Brightspace. Texts are recommended to you to either support you in reading required texts or to point you towards further reading. These anthologies are particularly useful.

- Hinnells John R.. *The Routledge Companion to the Study of Religion*. 2nd ed. London: Routledge, 2010.
- King, Richard. *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*. New York: Columbia University Press, 2017.

Course Evaluation:

Seminar Contributions & Workshop Tasks	30%
Briefing Notes (4)	20%
Seminar Leader (2)	10%
Professional Project	40%
Bonus marks	up to 5%

See below for details on all requirements / assignments and grading rubrics for each assignment.

All assignments are graded out of 100 points and then converted into percentage value for final grade.

Bonus marks opportunities are usually associated with scholarly lectures during the semester. These will be posted on Brightspace and discussed in class.

Attendance policy

This seminar's success depends on our working together as a group and your contribution to content discussions, and activities. You are expected to attend every class fully prepared to discuss the class readings and participate in all activities. **Any student who misses more than 3 of the scheduled class meetings (9 hours of class time) without valid reasons for these absences is not eligible to pass the course.** Students who miss a class for religious reasons must email the professor in advance to have the absence excused. See the end of this syllabus for additional class policies. Consult Dr. Butler on how to make up work for an excused absence.

Covid and other illnesses:

Do not attend class if you have any concern that you might be ill and/or contagious and/or are quarantining. Contact Dr. Butler as soon as possible and we will find a way to zoom you in (if you are well enough to participate). Your declaration of illness, ideally sent before class begins, will be trusted without need for further documentation.

Learning Outcomes:

Students who complete this course successfully will be able to:

1. articulate the real-world implications and applications of religious studies theoretical approaches and debates to participate in an informed conversation around religion and public life.
2. succinctly summarize complex theoretical readings, identify, and explain their key points, discuss their relevance for the contemporary study of religion, and their import in the world at large.
3. formulate cogent and theoretically nuanced arguments, consistent with the academic study of religion and apply them to real-world contexts.
4. facilitate the discussion of complex religious studies topics by placing the topic in its historical, intellectual, and disciplinary context, rehearsing key arguments, asking questions that elicit a

deeper and more nuanced conversation, and critically and constructively engage with the ideas of colleagues.

5. conduct (supervised) interview-based research and critically evaluate ethnographic studies with an understanding of Canadian Tri-Council standards for human research, and key theoretical and methodological issues in ethnography and the study of Religion.
6. Develop and produce a professional project which showcases project design, scholarly research, critical thinking, persuasive argument, project management, and professional execution.

Important Note on Intellectual Property and Privacy:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether deriving from the instructor or fellow students, including PowerPoint presentations, outlines, Briefing Notes, Final Project, and other shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

Please do not record the class without prior consent of all participants, nor post any recording of the class without consent of all participants. To do so violates Canadian Privacy laws.

Students registered in the course may take notes and make copies of course materials for their *personal 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). Please also make sure you read and understand the University guidelines on plagiarism (at the end of this document).

SEMINAR SCHEDULE

See Brightspace for annotations on required and recommended readings. These are provided to prime you to focus on main issues, guide you in choosing readings, and help you select for the usefulness of recommended readings for your own specific needs.

Week 1: Sept. 13

Welcome to the Course: Nailing Bruce Lincoln's theses to the doors of Paterson 2a

Please read *before* our first class:

Read Intro:

Tite, Philip. "My definition of theory in the academic study of religion." [Blog] *Bulletin for the Study of Religion*. 2016. Available at: <https://philiptite.wordpress.com/2016/07/10/my-defintion-of-theory-in-the-academic-study-of-religion/> [Accessed 29 Jun. 2022]

Read Theorist:

Lincoln, Bruce. "Theses on Method." *Method and Theory in the Study of Religion* 8 (1996): 225-227. Available at: <https://carleton.ca/chum/religionpubliclife/admissions/method/>

Recommended:

Eric Sharpe. "The Study of Religion in Historical Perspective" in *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 21-38. London: Routledge, 2005.

Alles, Gregory. "The Study of Religions: Last 50 Years." In *Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 21-38. London: Routledge, 2005.,

Week 2: Sept. 20

Defining Histories and Disciplinary Origins

Read Intro:

King, Richard. "The Copernican Turn in the Study of Religion," in *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, edited by Richard King, 1-20. New York: Columbia University Press, 2017.

Read Theorist:

Asad, Talal. *Genealogies of Religion: Discipline and Reason of Power in Christianity and Islam*, 27-55. London-Baltimore: The Hopkins University Press, 1993.

AND

Choose:

Boyarin, Daniel. "Nominalist 'Judaism' and the Late-Ancient Invention of Religion." In *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, edited by Richard King, 23-39. New York: Columbia University Press, 2017.

-OR-

Isomae, Jun'ichi. "Religion, Religious Studies, and Shinto in Modern Japan." In *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, edited by Richard King, 87-96. New York: Columbia University Press, 2017.

Recommended:

McCutcheon, Russell T.. *Studying Religion: An Introduction*. 1-11. Hoboken: Taylor and Francis, 2014.

Arnal, William and Russell T. McCutcheon. "Contemporary Reinventions of Religion: Disney and the Academy." In *The Sacred Is the Profane: The Political Nature of "Religion,"* 127-157. New York: Oxford UP, 2013.

Week 3: Sept. 27 Online asynchronous (no in-person class, no online meeting)

Research Ethics Training and Certification

Required: Zoom Final project consultation this week or next, book your meeting with Dr. Butler

1. Complete the required **online** TCPS Course on Research Ethics (approx. 2-3 hours)
2. Take notes to discuss at the Interview Methods workshop on Nov 1:
 - a. Questions from the training
 - b. Issues you thought were addressed well or poorly
 - c. What else should we be thinking about?
3. Submit proof of completion by Oct 4 on Brightspace (you will receive a pdf certificate which you can submit) and add your certification to your personal cv.

Certification is required to participate in any human research at a university that is funded by the Tri-Council in Canada. Certification is also evidence that you are aware of key ethical issues that translate to other professional contexts (human resource concerns, gathering and interpreting research data, thinking about EDI, project design etc.) https://ethics.gc.ca/eng/education_tutorial-didacticiel.html

Week 4: Oct. 4 Online synchronous (no in-person class)

Online: Career Workshop

Meet on Zoom (online office hours Zoom link) at the normal meeting time Tuesday 2:30-5:30

Required: Zoom project consultation this week if you haven't already done so, book your meeting with Dr. Butler

The goal of this workshop is to enable you to reflect critically on your own skills and strengths as well as the marketable skills that you have developed during your undergraduate studies.

This workshop should also prompt you to finalize your thinking about the final project for this course (project proposal due next week) where you will apply your academic learning to a real-world professional task.

Read ahead for next two classes: heavy reading weeks

Week 5: Oct. 11

Post-Structuralism & Post-Modernism

Project proposal due tonight

Heavy reading week

Read Intro:

Carette, Jeremy. "Post-Structuralism and the Study of Religion." In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 274-291. London: Routledge, 2005.

View:

The School of Life. "Philosophy: Michel Foucault." *YouTube*.

<https://www.youtube.com/watch?v=BBJTeNTZtGU&t=216s> Accessed June 30, 2022.

The School of Life. "Philosophy: Jacques Derrida." *YouTube*.

<https://www.youtube.com/watch?v=H0tnHr2dqTs> Accessed June 30, 2022.

Read Theorist:

Foucault, Michel. "We Other Victorians." In *The Foucault Reader*, edited by Paul Rabinow, 292-339. New York: Pantheon, 1984.

AND

Choose:

Reading: Mahmood, Saba. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16/2 (2001): 202-236.

-OR-

Masuzawa, Tomoko. "Theory Without Method: Situating A Discourse Analysis On Religion." *International Studies in Religion and Society* 5 (2007): 173-204.

Recommended:

Derrida, Jacques. "A Letter to A Japanese Friend." In *Derrida and Difference*, edited by Wood & Bernasconi, 1-5. Warwick: Parousia Press, 1985.

Derrida, Jacques. "Des Tour de Babel." In *Acts of Religion*, edited by Gil Anidjar, 102-134. New York: Routledge, 2002.

Armour, Ellen. "Jacques Derrida on Religion," in *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, edited by Richard King, 481-486. New York: Columbia University Press, 2017. [Armour outlines how and where Derrida engages religion and the religious.](#)

Foucault, Michel. "The Subject and Power," *Critical Inquiry* 8, no. 4 (1982): 777-795.

Carrette, Jeremy. "Foucault and the Study of Religion." In *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, edited by Richard King, 487-496. New York: Columbia University Press, 2017.

Week 6: Oct. 18

Orientalism, Race, & Post-Colonialism

Feedback for Project Proposal returned today.

Discuss Project Plan due after return from Reading Week.

Read Intro:

King, Richard. "Orientalism and Study of Religions." In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 291-305. London: Routledge, 2005.

Read Theorist:

Said, Edward. "Introduction" and "Latent and Manifest Orientalism." In *Orientalism*, 1-30. New York: Vintage Books, 1979.

AND

Choose:

Ogunnaike, Oludamini. "From Theory to *Theoria* and Back Again and Beyond: Decolonizing the Study of Africana Religions." *Journal of Africana Religions*. Forthcoming, pre-print available on Brightspace.

-OR-

Zytnicki, Colette. "The 'Oriental Jews' of the Maghreb: Reinventing the North African Jewish Past in the Colonial Era." In *Colonialism and the Jews*, edited by Ethan B. Katz, Lisa Moses Leff and Maud S. Mandel, 29-53. Bloomington: Indiana University Press, 2017.

Recommended:

Smith, Linda Tuhiwai. "Imperialism, History, Writing and Theory." In *Decolonizing Methodologies: Research and Indigenous Peoples*, Third edition, 58-85. London: Bloomsbury Academic & Professional, 2021.

Chidester, David. "'Classify and Conquer': Friedrich Max Müller, Indigenous Religious Traditions, and Imperial Comparative Religion." In *Beyond Primitivism: Indigenous Religious Traditions and Modernity*, edited by Jacob Olupona, 71-88. London: Routledge, 2004.

King, Richard. "Orientalism and the Modern Myth of 'Hinduism.'" *Numen* 46/2 (1999): 146-185.

Frances Malino, "Oriental, Feminist, Orientalist: The New Jewish Woman." In *Colonialism and the Jews*, 101-115. Bloomington: Indiana University Press, 2017.

Byron, Gay. "Interpreting Ethnic and Color Differences in Early Christian Writings." In *Symbolic Blackness and Ethnic Difference in Early Christian Literature*, 17-28. London and New York: Routledge, 2002.

Khan, Rabea M.. "Speaking 'religion' through a Gender Code: The Discursive Power and Gendered-Racial Implications of the Religious Label." *Critical Research on Religion* (2021): 1-18.

McNicholl, Adeana. "Being Buddha, Staying Woke: Racial Formation in Black Buddhist Writing." *Journal of the American Academy of Religion* 86, no. 4, December (2018): 883-911.

Week 7: Oct 25

Fall Reading Week

Ask questions about Project Plan before the Reading Week Break. Dr Butler will be away and will not have access to email.

Week 8: Nov 1

Speaking of Religion: Interview Research Methods

Project Plan due tonight

Guest speaker: Professor Betina Appel Kuzmarov, Law and Legal Studies, Associate VP Research International

Read Intro:

Gillson, Gwendolyn. "Feminist Ethnography in the Study of Religion." *Religion Compass*, 15, no. 12 (2021). Accessed June 30, 2022.

Read Theorist:

Brown. Karen McCarthy. "Introduction", in *Mama Lola a Vodou Priestess in Brooklyn, Updated and expanded*, 1-20. Berkeley: University of California Press, 2001.

AND

Choose:

Hartman, Geoffrey H.. "Learning from Survivors: The Yale Testimony Project." *Holocaust and Genocide Studies*, 9, no. 2 (1995): 192-207.

-OR-

Kublu, A., F. Laugrand, and J. Oosten. "Interviewing the Elders" and "Elisapee Ootoova (Uuttuvak)." In *Interviewing Inuit Elders, Vol. 1*. Edited by F. Laugrand and J. Oosten, 1-12, 13-29. Iqaluit: Nunavut Arctic College, 1999. Read at least pages 13-29 of interview with Ootoova, read more if you can.

Recommended:

James S. Bielo, "Doing Religious Ethnography," in *Anthropology of Religion: The Basics*. (London: Routledge, 2015), 29-53.

Deidre Butler and Betina Appel Kuzmarov, "A Canadian Story of Jewish Divorce: Listening to Rabbis Across Denominations Wrestle with Egalitarianism and K'lal Yisrael." *Studies in Religion/Sciences Religieuses* May (2022): 1-27.

Rogers, Kim Lacy. "Being Peace and Practicing Peace: New Mexico Buddhists and the Peace Within." *The Oral History Review* 41, no. 2 (2014): 301-313.

Week 9: Nov 8

Gender

Read Intro:

Juschka, Darlene M.. "Gender." In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 254-258. London: Routledge, 2005.

Read Theory:

Scott, Joan W.. "Gender: A Useful Category of Historical Analysis." *The American Historical Review*, 91/5 (1986): 1053-75.

-OR-

Butler, Judith. "Subjects of Sex/Gender/Desire." In *Gender Trouble: Feminism and the Subversion of Identity*, 3-44. New York and London: Routledge, 1999.

AND

Choose:

Fonrobert, Charlotte. "Regulating the Human Body: Rabbinic Legal Discourse and the Making of Jewish Gender." In *The Cambridge Companion to the Talmud and Rabbinic Literature*, edited by C. Fonrobert & M. Jaffee, 270-294. Cambridge: Cambridge University Press, 2002.

-OR-

Langenberg, Amy Paris. "On Reading Buddhist Vinaya: Feminist History, Hermeneutics, and Translating Women's Bodies." *Journal of the American Academy of Religion* 88, no. 4 (2020): 1121-1153.

Recommended:

Scott, Joan. "The Evidence of Experience." *Critical Inquiry* 17 (1991): 773-797.

Warne, Randi. "(En)gendering Religious Studies." *Studies in Religion/Sciences Religieuses* 27, no. 4 (1998): 427-436.

Boyarin, Daniel. "Gender." In *Critical Terms for Religious Studies*, edited by Mark C. Taylor, 117-135. Chicago & London: University of Chicago, 1998.

Griffith, Marie. "Sexing Religion" in *The Cambridge Companion to Religious Studies*, 338-359. New York: Cambridge University Press, 2012.

Schippert, Claudia. "Implications of Queer Theory for the Study of Religion and Gender: Entering the Third Decade." *Religion & Gender*, Utrecht, Vol. 1, no. 1 (2011): 66–84.

Brintnall, Kent. "Queer studies and religion." *Critical Research on Religion* 1, no. 1 (2013): 51-61.

Kelly, Siobhan M.. "Multiplicity and Contradiction: A Literature Review of Trans Studies in Religion." *Journal of feminist studies in religion*, 34, no. 1 (2018): 7-23.

Jennifer Selby, "Romance and the Male Secular Body: The Case of Algerian Men in France and Québec," *Journal of the American Academy of Religion*, (Volume 90, Issue 1, March 2022), 248-269.

Roussel, Jean-François and Christian Downs. "Epistemological Perspectives on Concepts of Gender and Masculinity/Masculinities." *Journal of Men's Studies*, 15/2 (2007): 178-196.

Week 10: Nov 15:

Bodies of Religion / Embodied Rituals

Read Intro:

Asad, Talal. "Towards a Genealogy of the Concept of Ritual." In *Vernacular Christianity: Essays in the Social Anthropology of Religion*, 73-87. New York: Lilian Barber Press, 1988.

Read Theorist:

Catherine Bell, "The Ritual Body and the Dynamics of Ritual Power." *Journal of Ritual Studies* 4/2 (1990): 299-313.

AND

Choose:

Mittermaier, Amira. "Bread, Freedom, Social Justice: The Egyptian Uprising and a Sufi Khidma." *Cultural Anthropology* 29/1 (2014): 54-79.

-OR-

Johnson, Sarah Kathleen. "On our Knees: Christian Ritual in Residential Schools and the Truth and Reconciliation Commission of Canada." *Studies in Religion/Science Religieuses* 47/1 (2018): 3-24.

Recommended:

Bell, Catherine. "Performance." In *Critical Terms for Religious Studies*, edited by Mark C. Taylor, 205-220. Chicago & London: University of Chicago, 1998.

Grimes, Ron. "Ritual." In *Guide to the Study of Religion*, edited by W. Braun and R.T. McCutcheon, 259-269. Cassell: London and New York, 2000.

Galipeau, Brendan A.. "A Tibetan Catholic Christmas in China: Ethnic Identity and Encounters with Ritual and Revitalization." *Asian ethnology* 77, no. 1/2 (2018): 353-370.

Logan Dana W.. "Ritual Chores: Catharine Beecher's Domesticity." *Journal of the American Academy of Religion* 89/3 (2021): 1074-1099.

Ewing, Katherine Pratt. "Embodied Metaphor: Playing with Gender in South Asian Sufism." *Journal of the American Academy of Religion* 89/ 4 (2021): 1256-1289.

Week 11: Nov. 22

Bad Religion

Read intro:

Cavanaugh, William T.. "Religion and Violence." In *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, ed. Richard King, 589-599. New York: Columbia University Press, 2017.

Read Theorist:

Robert Orsi, "Snakes alive: religious studies between heaven and earth" in *Between Heaven and Earth: The Religious Worlds People Make and the Scholars Who Study Them*, (Princeton, N.J: Princeton University Press, 2005), 177-206

AND

Choose:

Drake, Jamil W.. "Folk Religion and the Medical Engineering of Rural Black Laborers." *Journal of the American Academy of Religion* 88/2 (2020): 329-353.

-OR-

Becker, Elisabeth. "Good Mosque, Bad Mosque: Boundaries to Belonging in Contemporary Germany." *Journal of the American Academy of Religion*, 85, no. 4 (2017): 1050-1088.

Week 12: Nov. 29

A Curated Discourse: The Museum and Religion & Public Life

Meet at the Canadian Museum of History

2:30 pm at entrance. 100 Laurier St, Gatineau, Quebec

Tickets: TBD

Read Intro:

Kreps, Christina. "Non-Western Models of Museums and Curation in Cross-Cultural Perspective, in *Blackwell Companions in Cultural Studies: A Companion to Museum Studies*, 457-472. Oxford: Wiley-Blackwell, 2006.

Read: Theorist:

Bruno Soares, Bruno. "Every Museum Has a God, or God Is in Every Museum?" *ICOFOM Study Series* no. 47, 1-2 (2019): 57-72.

AND

Choose:

Tythacott, Louise. "Curating the Sacred: Exhibiting Buddhism at the World Museum Liverpool." *Buddhist studies review* 34/1 (2017): 115-133.

-OR-

Stier, Oren Baruch. "Torah and Taboo: Containing Jewish Relics and Jewish Identity at the United States Holocaust Memorial Museum." *Numen* 57, no. 3-4 (2010): 505-536.

Recommended:

Milton, C. E., A.-M. Reynaud. "Archives, Museums and Sacred Storage: Dealing with the Afterlife of the Truth and Reconciliation Commission of Canada." *The international journal of transitional justice* 13 (2019): 524-545.

Wrightson, Kelsey R. "The Limits of Recognition: The Spirit Sings, Canadian Museums and the Colonial Politics of Recognition." *Museum anthropology*, 40, no. 1 (2017): 36-51.

Bieolo, James. "Experiential Design and Religious Publicity in DC's Museum of the Bible." *The Senses and Society* 15/1 (2020): 98-113.

Trollinger, Susan L. and William Vance Trollinger. "Museum." In *Righting America at the Creation Museum*, 16-63. Baltimore: Maryland: Johns Hopkins University Press: 2016.

Larsson, Göran. "The Museum Caught in a Maelstrom of Narratives: Exhibiting Islam in Europe." *Bulletin for the study of religion* 48, no. 1-2 (2019): 9-15.

Thomas, T.. "Black Church Arson in the Museum." *Journal of the American Academy of Religion* 89/4 (2021): 1360-1405.

Week 13: Dec. 6

Presentation of Student Projects

Feedback to other students due tonight on Brightspace

Provide respectful and collegial feedback to your colleagues on the Brightspace Final Project Presentation discussion forum. Feedback should include a few sentences about each presentation that highlights the strengths of the presentation. What was most effective and compelling? What are you still thinking about after the presentation?

Final Project submission due: Dec 9 (11:59 pm)

ASSIGNMENT DETAILS & GRADING RUBRICS

<p><i>As this course is run as a collegial professional workshop, we will discuss expectations and process at the first meeting which may modify some elements of how you fulfill the requirements of the course</i></p>	
<p>30% Seminar Contributions & Workshop Tasks</p>	
<p>Seminar Contributions /50 points I ask you to be a “force for good” and contribute to the success of this seminar. This includes:</p>	
<p>/10 Regular attendance</p>	<p>Note attendance policy. Perfect attendance =10, 1 unexcused absence = 8, 2 unexcused absence = 6, 3 unexcused absence= F in course</p>
<p>/10 Collegial</p>	<p>Invested in the success of the class and supporting your fellow students’ learning and growth as scholars of religion through respectful critical discussion and debate. This is expected to be in class but may also be on the Brightspace forum or some combination of the two. Always=10, Consistently=8.5, Usually =7.5, Sometimes=6.5</p>
<p>/15 Prepared</p>	<p>Ready to contribute to class discussions: i.e., to ask 2-3 significant questions, share quotes you see as important and want to discuss, trace connections to other material you are reading in this class and in others, share current events, think about contemporary social and political issues that are raised by the reading. <i>This work should already be completed on any week you’ve led a Seminar workshop or handed in a Briefing Note.</i> Always =15, Consistently =12.75, Usually =11, Sometimes =9.5</p>
<p>/15 Engagement</p>	<p>How are you engaging with the material in class? Are you contributing your own questions? Responding to others? Do your questions, responses and observations contribute <i>insightful</i> observations for thinking about the material (especially in terms of overarching course themes and religion and public life)? Are you engaging the material <i>substantively</i>, moving beyond summary to critically contribute your own original questions and analyses? Are you demonstrating that you are <i>thoughtful</i> about the material, focusing on key issues, marshaling examples from other readings and/or making connections between the readings and/or contemporary issues? Are you showing you <i>comprehend</i> the material and</p>

	understand key questions and points? Insightful=15, Substantive =12.75, Thoughtful =11, Comprehends=9.5
<p>Workshop Tasks /50 points <i>On the first day of class, we will discuss the processes for these tasks and modify as works best for the group within the aims of the course. This seminar is being run as a workshop where you will be introduced to content outside of class (through readings), and you will work through the material in the seminar workshop through various activities. Please bring writing paper and pens/pencils to every class meeting (even if you normally use a laptop). Most classes will begin and end with a quick writing exercise based on readings and what we covered in class. Note that completion of the TCPS2 ethics training by Oct 4 is a required workshop task.</i></p> <p>Due: during class Speak with professor if you need accommodations for time Assignment goals:</p> <ul style="list-style-type: none"> • Motivation to keep up with the schedule of required readings • Low stakes writing before and after class discussion increases comprehension, reinforces content, increases memory retention, and develops critical thinking. • Reinforce and develop skill of identifying most important ideas / questions. • Develops set of brief outlines and reflections that will be useful as you develop and execute final project. Tip: take photo of your writing with your phone to keep record of your answers. • Prepared students make for a more engaging seminar experience for everyone 	
<p>/20 Learning Check-in</p> <p>Length: very short paragraph</p> <p>Submit in class</p>	<p>At beginning of each class, you will be asked an open-ended question that allows you to demonstrate comprehension of and thinking about the introductory reading and theorist readings that are required each week. This should be answered fairly easily and quickly. Open book (personal notes and/or reading).</p> <p>Rubric: Exceeds expectations in critical thinking & analysis of both readings =20, Identifies and reflects on most important issues raised by the readings and real engagement with theorist reading=17, Solid summary of both readings, may be weaker on theorist =15, Some weakness but good understanding of intro reading and some understanding of theorist= 13 Evidence that only one reading was prepared = 10 or less.</p>
<p>/30 Reflection</p> <p>Length: up to 250 words</p> <p>Submit in class</p>	<p>At end of each class, you will be asked to write in response to an open-ended question that allows you to reflect on today’s workshop discussion and the range of required readings for today (including the chosen reading options). This should require a little more thought than the learning check-in (and you will have more time to do it).</p> <p>Rubric: Exceeds expectations in critical thinking & analysis with direct reference to theorists and chosen readings =30 Identifies and reflects on most important issues raised by the workshop, some thinking about disciplinary or public connections=26, Solid summary of key issues =22.5, Some weakness but overall good understanding=19, no reference to readings= 15 or less</p>

20% (4x) Briefing Notes	
<p>A Briefing Note is a specific genre of writing used in government and business that reviews literature and data related to the topic of the BN. It distills key points into critical and persuasive arguments and concerns. The audience for a BN is generally a superior who may need information in advance of speaking about the issue publicly or must make decisions around policy but has limited prior knowledge about the topic. For this class you will complete a simplified BNs as if for a federal government minister. Do not complete on a day you are leading the Seminar.</p> <p>Due: Before class, on Brightspace Frequency: 4x per semester on dates with readings Length: 500-750 words Topic: Chosen from topics covered for that week Sources: Must use two sources (one required, one either required or recommended) Citations: Chicago Manual of Style, Notes and Bibliography.</p> <p>Submit on Brightspace Assignment goals:</p> <ul style="list-style-type: none"> • Motivation to keep up with the schedule of required readings • Develop professional writing skills of concisely and precisely summarizing key ideas and data. • Strengthen argumentation skills. • Explicitly articulate the “so what?” question and the real-world import of what we are studying. • Receive feedback to develop and improve scholarly skills. • Produce content that can directly contribute to the final project. <p>See Rubric on Brightspace</p>	
/30 Executive Summary:	1. Outline your advice to the Minister. This is your “elevator talk” and should not be much longer than a paragraph or two. Explain what the issue is, why it matters, and what the Minister should do about it. <i>Tip: Write this summary after your background section.</i>
/70 Background:	2. Using one assigned reading and one other reading from this week (i.e. required or recommended), summarize and synthesize the main issues raised by your two readings. Background should be significantly longer than the executive summary. It is a more detailed summary that engages the readings together. <i>Tips: It should include:</i> <ul style="list-style-type: none"> • Overarching question or theme that connects the two articles • Historical / intellectual / contemporary context of the article • Each author’s main argument • Key points in each author’s argument • How the articles relate to each other • What is the public interest? How do these issues relate to the real-world and why do they matter (this is fully fleshed out vs. the short executive summary version)?

10% Leading Seminar (x2):	
<p>Date 1:</p> <p>Date 2:</p>	<p>Lead the discussion of one assigned “key” article twice in the semester Each article should be fully introduced and discussed within 30-45 minutes of the class meeting time. You will set the stage for the discussion by guiding the group through the reading and presenting some new content.</p> <p>Assignment goals:</p> <ol style="list-style-type: none"> 1. Develop oral presentation, group discussion, and facilitation skills 2. Explain the historical, intellectual, and disciplinary context of particular sources. 3. Rehearse central arguments and identify main points in theoretical sources 4. Reflect on implications for the real world 5. Critically and constructively engage with the ideas of colleagues. <p>In case of an excused absence, contact Dr. Butler for alternative assignments.</p>
<p>/40 points: Set the stage for discussing the article</p>	<p>Tips</p> <ul style="list-style-type: none"> • What is intellectual context of the article? Share your research about the author and article: Who is this author? Who are they responding to? What is their scholarly perspective? What is the relevance of this article for Religious Studies? What is the disciplinary contribution? • What is the central argument and what are the main points? Briefly introduce the article to those who did not read it and reinforce main ideas for those that did. Go over any difficult areas closely. • What issues does this article raise for the real world? Connect to historical or contemporary events, debates, policies etc. • Meet with professor at least one week in advance for advice on how to improve your plan.
<p>/60 points: Facilitate discussion</p>	<p>Tips</p> <ul style="list-style-type: none"> • Coordinate with the other person presenting this day. • Decide how you want to set the stage to get people talking and to share your new content with them: Mind map or other visual task? presentation like PowerPoint? Game? Group exercise? • Focus on most important questions and issues. Define terms, trace steps in argument as necessary. • Encourage a rich discussion of the article and the issues it touches on for the study of religion and the world we live in. • Leverage the work others did for their Briefing Notes by creating opportunities for others to share their reading/analysis. • Intersperse your presentation with questions and activities to engage others.

40% Final professional project: (Additional project guidelines and Rubric can be found on Brightspace)

Complete a major professional project (equivalent to a 20 page academic article) on one of the topics/theories/thinkers covered in the course. Consider the career you are interested in pursuing and choose a project format that is appropriate to your goals. Possible professional writing formats include:

- Blog
- Podcast
- Curated exhibit
- Feature (news) article
- Course syllabus
- Article for specific peer-reviewed academic journal
- Policy proposal (government, NGO or other public-interest group).

See Brightspace for Rubric

<p>/20 Project Proposal</p> <p>Due Date: Oct 11, 11:59 pm</p> <p>Submit on Brightspace</p> <p>Scope: Abstract 300 words plus Annotated Bibliography: 10-15 new sources plus any relevant course readings.</p>	<p>Required: Meet with Dr. Butler (on Zoom) for project consultation during week of Sept 27 or Oct 4 in advance of finalizing your project proposal. These weeks include the Jewish High Holidays, book early.</p> <p>Includes Abstract and Annotated Bibliography</p> <p>Abstracts are short pieces of writing that briefly summarize what you will produce. It should include:</p> <ol style="list-style-type: none"> 1. A clear research question that you intend to address. 2. A few key points explaining the context of the project. 3. A short summary of what you will argue / discuss. 4. A clear statement of your scholarly intervention / contribution to the conversation. <p>Annotated bibliographies should outline most of the sources you expect to use for your project. Each source should have a complete citation (Chicago Manual of Style: Notes and Bibliography). Each source should be annotated in your own words, 1 paragraph per entry, explaining why this source is useful to your project.</p> <p><i>Note that you are not bound by this proposal, as you develop your project you will adjust the direction of the abstract and revise the relevant sources.</i></p>
<p>/20 Project Plan</p> <p>Due Date: Nov 1, 11:59 pm</p> <p>Submit on Brightspace</p>	<p>Regardless of the type of project you are pursuing, you need to develop a detailed project plan that outlines the steps you will take and the pieces that must come together to successfully complete your project i.e., a podcast would need a storyline; a syllabus would have a weekly breakdown and a rationale for topics; an academic paper would have an outline. A curated exhibit might have a map with rationale for order and content. Any successful project plan will include:</p> <ol style="list-style-type: none"> 1. Outline the steps or order of the project. 2. Content: Describe what each step is (what is the content). Point to the topics, evidence/data, secondary sources you will use, any other content. 3. Argument: Explain how each step advances your argument or narrative.

<p>/15 In-class presentation</p> <p>Dec 6</p>	<p>Complete your final project and present today</p> <p>Time allotted will depend on number of students registered in the course.</p> <p><i>There are no alternative dates for this requirement. If you cannot present for any reason, you must complete a make-up assignment.</i></p>
<p>/5 Collegial Responses</p> <p>Due: Dec 06 (11:59 pm)</p> <p>Submit on Brightspace</p>	<p>Provide respectful and collegial feedback to your colleagues on the Brightspace Final Project Presentation discussion forum. Feedback should include a few sentences about each presentation that highlights the strengths of the presentation. What was most effective and compelling? What are you still thinking about after the presentation?</p>
<p>/40 Final Submission</p> <p>Due: Due: Dec 9 (11:59 pm)</p> <p>Submit on Brightspace</p>	<p>Submit your professional presentation of your final project.</p> <p>Submit your project with citations on Brightspace. All projects must include citations. Speak to your professor about how best to include.</p> <p><i>See Brightspace for more details.</i></p>

Course Policies:

Things I need to know: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- You are behind in the course material and don't know how to recover.

E-mail. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Late work is penalized at 5% per day. Late work will be graded according to my schedule.

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges). **You must use the required style, Chicago Manual of Style (Notes and Bibliography) for all assignments.**

Plagiarism: Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. Failure to cite sources is a form of plagiarism. Please see the University regulations below.

Taking Notes: “Output is as important as input” Taking notes in your own words will help you understand and remember material. If you read electronically, think about how you will do this: will you digitally “mark up the readings” or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes:
https://www.youtube.com/watch?v=E7CwqNHn_Ns



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