

**Carleton University**  
**College of the Humanities: Religion Program**  
**RELI 4741: Contemporary Issues in the Study of Religion**  
**Fall 2023: Wed. 2:35-5:25pm**  
**PA2A46**

**Professor:** Kimberly Stratton

**Email:** [kim.stratton@carleton.ca](mailto:kim.stratton@carleton.ca)

**Office Hours:** Wed. 1:00-2:25pm or by appointment (please email me to set up a meeting)

**Course Description:**

This course engages with the real-world implications of late twentieth and twenty-first century scholarship on religion with a focus on applied learning and developing employable skills that facilitate transition from academia to a career.

We will critically evaluate terminology pertinent to the academic study of Religion as well as engage with contemporary theories and theorists that bear upon questions and problems in the study of Religion. The goals of this course are twofold:

1) to develop literacy in modern theoretical debates that influence contemporary academic research on Religion and shape current conversations within the field of Religious Studies;

2) to connect academic/theoretical discourses from the Study of Religion to the real world, demonstrating the practical import of the academic study of Religion, while developing employable skills that can assist in the transition from the Bachelor's Degree to a career or to post-graduate study.

**Learning Objectives:**

Students who complete this course successfully will be able to:

1. succinctly summarize complex theoretical articles, distill their main points, and explain their relevance for the contemporary study of Religion.
2. demonstrate understanding of the intellectual history and background of a variety of theoretical ideas and specialist terms.
3. critically and constructively engage with the ideas of colleagues in the course.
4. facilitate the discussion of an academic article by explaining the article's intellectual background and importance, posing thoughtful and probing questions that help peers in the class deepen their understanding of the article and relate the ideas in it to contemporary issues, current events, and social debates.

5. prepare and present an original piece of research in the form of a Final Project, which critically engages with theory encountered in the course and relates it to an aspect of Religious Studies (question/problem, ritual/practice, situation/event, belief/idea/narrative) of the student's choice.
6. demonstrate project management skills by working through the steps to create the Final Project, meeting all deadlines and avoiding a last-minute rush.
7. formulate cogent and theoretically nuanced arguments that are informed by the theories and thinkers covered in this course and apply them to a real-world problem, question, or situation of the student's choice.
8. make connections between theoretical approaches used in the academic study of religion and their real-world implications and applications.

### Course Evaluation:

- **Attendance and Participation:** 20%. Note: more than 3 missed classes (1/4 of course) without documented excuse = F.
  - Attend class sessions fully prepared, having done the readings *before* class (10%)
  - Actively participate (10%):
    - contribute thoughtfully to class discussion and
    - respond respectfully to questions of facilitator and comments from peers
- **Short weekly "Learning Checkups" on the assigned readings:** 10%
  - Due *before* class each week, except for weeks with a Briefing Note Workshop (outlined below)
  - Usually from *The Routledge Companion to the Study of Religion*, 2<sup>nd</sup> Edition
- **Forum Posts:** 10%
  - Due weekly before class (except on weeks with a BN workshop)
  - Choose one of the assigned academic articles to read
  - Select 3 quotations
  - Describe briefly in a sentence or two why you chose them
  - Pose 3 questions about the article for discussion
  - Post into online Forum
  - Note: more than 3 missed posts without documented excuse = F
- **2 Briefing Notes (BN):** 15% (2 x 7.5%)
  - Due October 4<sup>th</sup> and November 8<sup>th</sup>
  - Briefing Note is a specific business and governmental genre that requires the author to review literature related to the topic of the BN and summarize the key points of the literature into assertive and effective key

arguments and considerations that clearly inform someone who has limited or no prior knowledge about the topic (e.g., imagine that you are briefing your mom, a friend, or an elected public official on the assigned readings).

- Your BN should summarize and synthesize the assigned reading and *one* of the other articles assigned for that week, demonstrating comprehension, insight, engagement, and an ability to relate the readings to each other and to the larger world.
- Make the content and relevance of the readings clear to someone who has not read them. Explain why they matter and what actionable points may be derived from them.
- See Brightspace for examples.
- Submit online *before* class (2:30pm Wed.)
- 500-750 words
- **The BN workshops will be devoted to deeply engaging the readings and actively considering their real-world implications and applications.**
- Marking Guide:
  - Demonstrate comprehension of assigned readings through a careful summary: 4/10pt
  - Demonstrate applied learning by relating ideas in the readings to a contemporary problem or situation: 5/10pt
  - Demonstrate professionalism through the care that you put into presentation: 1/10pt
- **Lead the discussion of an assigned academic article twice in the semester: 10% (2 x 5%)**
  - Briefly present background of the article and its author
    - Summarize the article for those who did not read it; make its main ideas comprehensible (given that there is a choice, presume half the class has *not* read the article you are presenting).
  - Tie the article or chapter to the required reading for the week and to other themes/questions/thinkers we have covered so far in the course.
  - Explain its relevance for Religious Studies.
  - Raise a few engaging discussion questions that:
    - Address ideas or passages in the text that may be difficult to comprehend (post-modern theory is notoriously opaque)
    - Consider problems/issues raised by the ideas expressed in the text
    - Consider relevance and application of ideas to current events, issues, debates, etc.
  - Marking Guide:
    - Summarize the argument and main ideas of the text clearly: 4/10
    - Provide some background to contextualize the article: 2/10

- Demonstrate its significance for Religious Studies and/or larger world: 2/10
- Pose engaging questions for discussion that help deepen other students' understanding of the text and its relevance: 2/10
- **Final project:** 30% (project guidelines and marking guides can be found on Brightspace)
  - Complete major project (~20pp) on one of the topics/theories/thinkers covered in the course
  - Suggested projects (other ideas are welcome and encouraged!):
    - Curate an exhibition
    - Write a journalistic story/feature article
    - Design a course syllabus and explain its rationale
    - Write an academic research paper
    - Develop a policy proposal for govt. body (federal or provincial), NGO or Human Rights Group
    - Write a Blog
    - Record a Podcast
    - Map a religious phenomenon/expression in Ottawa and interpret it
  - Implement project management skills:
    - Proposal: 5% **DUE Oct 4**
    - Annotated Bibliography: 15% **DUE Oct 18**
      - See the bibliography in Darlene Juschka's article, "Gender" for an example
    - Outline: 20% **DUE Nov 8**
      - Lay-out the specific steps of your argument/story-line
      - Demonstrate the logical link between those steps
      - Describe how they build to support your argument/thesis/narrative
    - Final submission: 40% **DUE Dec 8**
      - Professional presentation: clear writing, grammar, spelling, correct citation format (for academic papers, use *The Chicago Manual of Style*)
      - Content: original ideas, problem solving, application of theories from course, demonstration of relevance (i.e., why it matters), engaging presentation style
    - In-Class Presentation: 15% (TBA)
      - Clarity, evidence of preparation, delivery, explanation, thoughtfully addressing questions
    - Self-Evaluation: 5% **Due Dec 8**

- Reflect on what you learned through this project and demonstrate how, and to what degree, you have met the learning objectives
  - Assign yourself a fair and honest mark for your final project
- **Comment/Respond to Presentations by Colleagues: 5%**
  - Attend each other's presentations and show respectful attention to colleagues
  - Post 2-3 sentences about each presentation on Brightspace Discussion Forum
    - Describe what you learned
    - Describe what worked best about the presentation
    - Respectfully propose what could be improved (be constructive and generous in offering a critique: remember that the goal is to help each other learn and improve)

### **Required Texts:**

Available for purchase at the Campus Bookstore (located in the Uni-Centre):

- *The Routledge Companion to the Study of Religion*, 2<sup>nd</sup> edition, edited by John Hinnells. London: Routledge, 2010.

All other Readings are available on-line through our Library. Follow the link to ARES on our Brightspace page.

### **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, 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).

## University Regulations for All College of the Humanities Courses

Tuesday, July  
4, 2023

### 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.

### 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.

### Online Learning Resources

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.

### Academic Integrity Policy

**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.

### **Co-operation or Collaboration**

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

**The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).**

## **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:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**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](mailto: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).

### **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: <https://carleton.ca/equity/sexual-assault-support-services>

### **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 will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Cleancopy-final-Sept-2022-2.pdf>

## **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 short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). 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.](#)

## Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term incapacitation normally lasting no more than 10 days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of incapacitation lasting longer than 10 days and must be supported by a medical note specifying the date of 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](#).

## 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.

## Mental Health and Wellness at Carleton

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

## Get Help Now

<https://wellness.carleton.ca/get-help-now/>

### If in crisis call:

Counselling Services: 613-520-6674 (press 2) *Monday-Friday, 8:30 a.m. – 4:30 p.m.*

### After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
  - **Distress**: 613-238-3311 ◦ **Crisis**: 613-722-6914 ◦ **Text**: 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year) ◦ **Web Chat**: blue chat icon at the bottom right corner of the website. ◦ **Text Service** is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin ◦ **Call**: **1-866-925-5454** ◦ **Text** GOOD2TALKON to 686868 ◦ [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)
- **International SOS's Emotional Support**: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

## The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students can access confidential, individual sessions for support with personal, mental health or academic challenges.

[More information and to book an appointment.](#)

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall [CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall [digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall [digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

## **SCHEDULE:**

### **Week 1 - Sept 6: Course Intro--Introductions, Review Syllabus, Decide presentation schedule**

READ (Please read *before* our first class):

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

### **Week 2 - Sept. 13: Academic Study of "Religion"**

READ:

- *Routledge Companion to the Study of Religion*: "The Study of Religions: Last 50 Years"

CHOOSE:

Russell T. McCutcheon, "The Category Religion in Recent Scholarship." In *Manufacturing Religion: the Discourse on Sui Generis Religion and the Politics of Nostalgia*. New York: Oxford UP, 1997: 127-157.

- OR -

Talal Asad, "The Construction of Religion as an Anthropological Category," in *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam* (Baltimore and London: Johns Hopkins University Press, 1993), 27-54.

### **Week 3 - Sept. 20: The Post Modern Turn**

READ:

- *Routledge Companion to the Study of Religion*: "Post-Structuralism and the Study of Religion"

CHOOSE:

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

- OR -

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

### **Week 4 - Sept 27 : Career Workshop:**

What can I do with my degree?  
Identifying Employability skills

NO READING

**Week 5 - Oct 4: Beyond Orientalism -- Recentering Other Epistemologies (BN Workshop and visit from Kaitlin McCormick, curator of Western Ethnology at the Canadian Museum of History.)**

READ:

- *Routledge Companion to the Study of Religion: "Orientalism and Study of Religions"*

CHOOSE:

Oludamini Ogunnaike, "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 -

Mique'l Askren, "Dancing Our Stone Mask Out of Confinement: A Twenty-first-Century Tsimshian Epistemology." In *Objects of Exchange: Social and Material Transformation on the Late Nineteenth-Century Northwest Coast*, edited by Aaron Glass. New York: Bard Graduate Center Focus Gallery Publication, 2011: 37-47.

- **1<sup>st</sup> Briefing Note Due**
- **Project proposal Due**

**Week 6 - Oct 11: Embodiment and Performativity**

READ:

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

CHOOSE:

Sarah Kathleen Johnson, "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)

- OR -

Pierre Bourdieu, "Belief and the Body" in *The Logic of Practice* (Stanford: Stanford University Press, 1990 [1980]), 66-79.

**Week 7 - Oct 18: Identity, Modernity and Change**

READ:

- *Routledge Companion to the Study of Religion: "Fundamentalism"*

CHOOSE:

Matthew Sutton, "Reading the Bible in War and Crisis to Know the Future." In *The Bible in American Life*, ed. Philip Goff, et al., OUP: 2017.

- OR -

Yasmin Moll, "Television is not Radio: Theologies of Mediation in the Egyptian Islamic Revival." *Cultural Anthropology*, Vol. 33, Issue 2, 2018: 233-265.

- **Annotated Bibliography Due**

**Week 8 – Oct 25: Fall Break!**

**Week 9 - Nov 1: Gender**

READ:

- *Routledge Companion to the Study of Religion: "Gender"*

CHOOSE:

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

- OR -

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

**Week 10 - Nov 8: Space/Place and Religion (BN Workshop)**

READ:

- *Routledge Companion to the Study of Religion: "Geography, Space, and the Sacred"*

CHOOSE:

Micheline Pesantubbee. "Wounded Knee: Site of Resistance and Recovery," in *Religion, Violence, Memory and Place*, eds. Oren Baruch Stier and J. Shawn Landres (Bloomington: Indiana U. Press: 2006), 75-88.

- OR -

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

- **2nd Briefing Note Due**
- **Outline Due**

### **Week 11 - Nov 15: Experiencing Religion**

READ:

- *Routledge Companion to the Study of Religion: "Religion, Media, and Cultures of Everyday Life"*

CHOOSE:

James Bieolo. "Experiential Design and Religious Publicity in DC's Museum of the Bible." *The Senses and Society*, 2020, Vol. 15, No. 1, 98-113.

- OR -

Brian Keith Axel, "Diasporic Sublime: Sikh Martyrs, Internet Mediations, and the Question of the Unimaginable." *Sikh Formations*, Vol. 1, No. 1, June 2005, pp. 127-154.

### **Week 12 - Nov 22: New Religious Movements**

READ:

- *Routledge Companion to the Study of Religion: "New Religious Movements"*

CHOOSE:

Shuck, Glenn, "The Myth of the Burning Times and the Politics of Resistance in Contemporary American Wicca." *Journal of Religion and Society*, 2 (2000).

- OR -

Robertson, David. "Conspiracy Theories and the Study of Alternative and Emergent Religions." *Nova Religio* 19, no. 2 (November 2015): 5-16.

### **Week 13 - Nov 29 Presentation of Student Projects**

- **Comment/Respond to Presentations by Colleagues - use Forum on Brightspace**

### **Week 14 - Dec 6: Presentation of Student Projects**

- **Comment/Respond to Presentations by Colleagues - use Forum on Brightspace**

**Dec 8: Final Project Due (11:59pm) - please submit using link on Brightspace**