

Syllabus revised Sept 9, 2019 revisions are highlighted

RELI 4741: CONTEMPORARY ISSUES IN THE STUDY OF RELIGION

Fall 2019: Mondays 11:30-2:30

Professor Deidre Butler

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Course Description

What do we mean by theory and method in the study of religion? One approach is historical: how have scholars of religion understood their project? What questions and assumptions shaped their inquiry? The Carleton Religion program recognizes the importance of this chronological evolution in devising two linked courses in the third and fourth year. The third-year course, RELI 3741, examines classical approaches while this course focuses on contemporary issues.

The focus of this fourth-year seminar, **Contemporary Issues in the Study of Religion**, is to explore and reflect upon late twentieth and twenty-first century scholarship on religion focusing on debates and theoretical and methodological approaches. The divide between the end of the material covered in RELI 3741 and the beginning of this course is linked to a generational shift in the late 20th century scholarship that continues to resonate through religious studies today. This reflexive turn interrogated the foundations of religion and its legacy: is religion a viable category? What do we assume, privilege, marginalize, obscure, and seek to correct when we study Religion? How do we take seriously the political dimensions of the religious studies project especially in terms of gender, colonialism, globalization etc.? These decentering questions participate in a larger conversation throughout the academy that reflect and reverberate back through religious studies. As an interdisciplinary endeavor, the academic study of Religion continues to engage cognate disciplines that contribute both theoretical questions and methodological approaches. The connection between theory and methods/methodology will be central to our conversation and thus we will have several workshops on method / methodology including Oral History/Ethnography, Gender & Sexuality, Indigenous Methodology, and Archival Research.

This course includes several experiential learning elements including workshops and a professional writing / research assignment that asks students to apply their learning to real world experiences such as grant writing, curriculum design, policy writing for the federal civil service.

Prerequisite(s): fourth-year standing in the Honours B.A. Religion program, or permission of the department.

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 (including most recommended texts) are on reserve and can be located through ARES on CULearn. Students should expect to read an average of 80 pages per week in this course.

Recommended:

- *Theory for Religious Studies*, edited by William E. Deal and Timothy K Beal. New York: Routledge, 2004. (available as e-book through library)
- *Critical Terms for Religious Studies* edited by Mark C. Taylor. Chicago & London: University of Chicago, 1998.

Course Evaluation:

Participation	25%
Reading Reflection (6x 3-4 pages each)	30%
Lightning Theory Presentations (2x)	10%
Seminar Leader (2x)	15%
Professional Writing/Research Assignment (12-15 pages)	20%
Bonus marks	up to 5%

See below for details on all requirements / assignments:

Learning Outcomes: at the end of this course the student will be able to:

1. Explain and discuss the arguments and contributions of key 19th-21st century theorists and how they relate to one and other within the larger discipline.
2. Critically analyse theoretical and methodological arguments in dialogue with one and other
3. Facilitate and participate in an informed conversation around religious studies debates and demonstrate the value of religious literacy
4. Construct their own arguments consistent with the academic study of religion and analyse arguments of others with awareness of theoretical methodological issues
5. Develop and produce a professional research and writing project

Absence 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 and documented 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. **See below for how to make up work for an excused absence.**

Where to find information about this course:

CuLearn is your most important resource for this course. You will find links to readings and to reserve readings (ARES), key updates, announcements and all necessary information about the course, including the most recent update of this syllabus. All announcements will be sent via cuLearn to your Carleton account ending with @carleton.ca.

General information:

Commitment to attendance and preparation: This course aims at developing disciplinary literacy as both a capstone to your honours degree in Religion and in preparing you for advanced studies in Religion and cognate disciplines. Please note the amount of weekly preparation this upper level seminar demands: Regular attendance and having read the required texts in advance of the class meeting and preparing

discussion points are all essential to your success in this class. *MA students who are taking this course are expected to regularly integrate the questions and concerns of the MA in Religion and Public life program.*

Rough Drafts: Rough drafts are optional. Please submit electronically by email as a word document. I will return to you with track changes. When you submit your final paper, attach a printed copy of the rough draft with my comments / changes visible. You will get credit for attending to feedback and participation credit for submitting the rough draft. Try to submit 10 days before due date in order to receive timely feedback.

Make-up work due to excused absence: Note that you are responsible for participation requirements on 10/11 class meetings. Due as promptly as possible upon return to class. Email professor to discuss reasonable expectations. In the case of an excused absence where an in-class requirement is missed, replace that requirement in the following way:

- *Participation requirements:*
 - Questions: Develop 1-2 questions for each required reading and answer them in 1-2 pages total for all questions (may be in note form).
 - Outside resource: Explain why you chose your outside resource for this class meeting. What questions / issues does it address or raise? How would you connect it to other class readings? (1/2 page max, may be in note form)
- *Leading Seminar:* Develop 3.5-5 page essay with the following headings: article summary (1 paragraph), intellectual context (1 short paragraph about the author, 1 paragraph about the intellectual context of this reading), summarize argument (2-4 paragraphs, 0.75-1.5 pages), your critical analysis of the article (1-1.5 pages that includes a reflection about the importance of this reading for theory and method of religion and identifies key strengths and/or weaknesses in the article).
- *Lightning Theory:* Develop 2-4 page essay with the following headings:

Emails: Emails are not normally answered evenings and weekends and may take up to 2 business days to return during very busy periods.

Contact me: The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading.

Late policy: The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at the rate of 10% per day (weekends included) until 100% has been reached. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.

Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. **Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.**

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.**

Style: The Religion program uses the Chicago Manual of Style (humanities or footnote and bibliography style) as its standard style. Use it for all citations. Always include a bibliography at the end of the assignment. I also strongly recommend using citation management software/sites/apps for your citations. See the Library web site for information on both.

<https://www.zotero.org/> (excellent citation ap free)

<https://library.carleton.ca/help/citation-management> (info about citation options)

<http://www.library.carleton.ca/help/citing-your-sources> (about citing sources)

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

(Chicago manual of style resource)

A note on independent course web sites/ course sharing sites from the University: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

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.
- If you are going to ask for a deferral for this course from the Registrar.

Detailed Requirements and Assignments:

BONUS MARKS: Earn up to 5%:

- Attend academic lecture: Send notes to prove participation and that you listened. 1% per lecture.

- Reflect critically on academic lecture: Write 2-3 pages reflecting critically on academic lecture in light of theoretical or methodological questions / theorists / issues. Graded letter grade valued at up to 2.5% per submission.

PARTICIPATION: “Force for Good”:

I ask you to be a “force for good” in this seminar. The standard for participation is regular attendance, well-prepared readings, and collegiality. To be collegial in this context is to be invested in the success of the class and supporting your fellow students’ learning and growth as scholars of religion through critical discussion and debate. Participation includes:

- Weekly written preparation for class discussion: (hand in on separate sheet on weeks when you are not handing in a reading response, otherwise include with reading response).
 - **1-2 questions per reading per class**
 - **Contribute one outside resource** to course content to share with class: meme, religion in the news, podcast, relevant article. Note some weeks have specific content required.
- Complete TCPS Course on Research Ethics by Nov 18. Submit on CULearn.
- 2 points bonus participation: Email Prof Butler a religion meme that made you laugh. Submit by 5 pm day before second class (Sept 15) and prove you read the syllabus.

Lightning Theory presentation (x2 = 10%): The goal of these lightning theory presentations is for the group to quickly gain familiarity with a broad range of theorists who have historically contributed to the academic study of religion. Each lightning intro should be 5 minutes and give basic information (name, dates, school of thought, influences) and spend the rest of the time focusing on their relevance for religious studies (what they argued, key texts and quick overview, who they influenced / who responded to them to go in a different direction, key quotes). This presentation should be presented as a PowerPoint (or other presentation platform) presentation with 5 slides. Consider ending with some trick to remember this thinker.

Recommended organization:

Splash Slide: Thinker’s name, your name

Slide 1: Biographical information / historical & intellectual context (including influences), significance in the academy (beyond Religion)

Slide 2, 3 and 4: A curated selection of central arguments focusing on religious studies, quotations, key positions and issues.

Slide 5: Influence (historical and contemporary) & closing thoughts/how to remember / meme

READING PREP:

3-4pages each, 6x per semester. Please label RP #1, #2, #3 etc. with the week it is due and the readings you are referring to.

This portion of your evaluation asks you to demonstrate that you have read and understood required readings in order to helpfully and substantively participate in class discussions and workshops. Reading preps are due at the beginning of class. You should engage all of the required readings for a given class although you may focus more significantly on one or two specific texts. You are encouraged to connect your discussion to other readings from outside class or from your research, outside resources you are sharing with the class, and the questions you are preparing each week. Any of the following modes are acceptable:

- Identify theme(s) that tie the readings together. Discuss the theme in light of each reading.*

- b. *Compare and contrast readings: although each of the readings are about religion, they have different central arguments and are concerned with different questions. Explore and explain similarities and differences.*
- c. *Identify one major question that you still have after reading each reading and discuss in terms of academic study of religion (one per reading).*
- d. *Write a letter about the readings that allow you to explore the readings in a thoughtful and critical way. Address the letter to someone that will allow you to do this in an interesting way: to one of the authors, to a clergy person, to a student who does not study religion, to your parents who wonder what it is you do when you study religion etc.*

LEADING SEMINAR: Leading the seminar means you are responsible for the success of the of the class meeting to bring the group together to explore and critically think through the topic and readings. Time management is key to covering the material, discuss with professor how much time you have.

1. Mini-Presentation: Using Powerpoint or another slide presentation:
 - a. Briefly introduce your article by summarizing it (equivalent of 1 paragraph)
 - b. Briefly explain the intellectual context of the article by introducing the author (=1 short paragraph), and placing the article in its intellectual context of this reading(=1-2 paragraphs)
 - c. Briefly outline argument (=2-4 paragraphs)
2. Develop activities and questions to encourage students to participate and enrich their understanding of the article, its intellectual context within religion and contemporary history and thought, its status and place in contemporary religious studies debates.
3. During the class discussion contribute your own critical analysis of the article and identify key strengths and/or weaknesses in the article.
4. Introduce your own outside content and invite students to share theirs. With the assistance of the professor, facilitate integrating outside content into larger conversation.

Tips to succeed:

- Plan and practice your mini-presentation.
- Plan and think about timing for entire section of the seminar.
- You will be evaluated on your ability to encourage a rich discussion of the article and the issues it touches on for the study of religion. Note the Grading rubric.

Grading Rubric for Seminar Leader:

25% mini-presentation

/10 Outside research: context / author

/10 Comprehension of article / outlining argument

/5 Presentation skills (preparation, voice, clarity, tone, slides)

75% facilitating discussion, prepared questions and activities, outside resource discussion

PROFESSIONAL WRITING FINAL PROJECT:

Your goal is to apply the knowledge, critical thinking, and writing skills developed in this class (and other Religion courses) to a professional research and writing task. Demonstrate your understanding of contemporary debates in religious studies and develop your ability to apply what you have learned to a real-world task. These tasks may include policy brief/policy paper, curriculum design, grant proposal, community program proposal, and/or an academic podcast or blog. All projects include a required

project proposal. Below are some suggestions on topics and formats. Both the topic and format must be approved before proceeding.

/20 Project Proposal:

Due: Friday, Nov 8, Religion drop box.

Length 1 page plus annotated bibliography

- Title of project
- Research question that this project will address (1-2 sentences)
- 300 word abstract referencing research question, types of data/evidence you will use, method, and 3 theorists who will be relevant to your project.
- Annotated bibliography of relevant primary and secondary sources 10+ sources minimum to pass. 1 short paragraph per entry. Entries should explain why source is relevant/helpful to project.

/80 Final Project: Professional Writing

Due: Due: Dec 10, 2019, Religion drop box (to be confirmed)

Length: 12-15 pages

/15 project design: Your project design demonstrates imagination and thoughtfulness. Your design should reflect consideration of professional concerns and criteria as well as scholarly standards and norms.

/25 course materials: appropriate choices, comprehension, original insight

/25 outside research: appropriate choices, comprehension, original insight

/15 writing mechanics (style, grammar, organization, paragraph construction, tone, citations)

Federal or Provincial Civil Service Policy Brief and Paper: Sample topic: Research examples of policy papers that argue in favour of a religious studies program at either the secondary or post-secondary level. Argue in favour of such a program to submit to the Ontario Ministry of Education Ontario (secondary) or Ministry of Training, Colleges and Universities (post-secondary). Include 1-2 page policy brief using the federal civil service template (provided) and more detailed policy paper (10-12 pages). A strong policy paper makes a clear and sustained argument while marshaling evidence to support its claims and conclusions.

Annotated Course Outline: Develop a one semester course outline (13 class meetings 1x / week, 25 class meetings 2x/week) 1000 or 2000 level undergraduate course or a 12 week unit at grade 12 secondary level for Winter 2019. Course outline should include: Course name, course description, dates, assignments, activities / topics / main questions themes for each class, readings for each class. Annotate and critically discuss elements of this outline to demonstrate that you are taking seriously the debates, issues, and themes of this course even if some of these issues will remain implicit in the teaching. Justify decisions about how the course was designed. Your annotation should directly reference the theorists/readings we are using and demonstrate outside research specific to your project and include a bibliography. Readings and course outline should be 2 pages with 10-12 pages of annotation and critical discussion/ reflection on choices.

Grant Application for OGS (or SSHRC) Religious Studies Funding: The goal of this assignment is for you to experience the task of applying for funding at the graduate level.

OGS application: <https://gradstudents.carleton.ca/awards-and-funding/external-awards/ogs/>

For this application you are applying for your area of study. For the purposes of this assignment, assume you are applying to a MA program (or PhD if you are a MA student) in Religious Studies where you will focus on a theoretical/methodological project that is congruent with this course's questions and themes. Develop 5-7 page draft which you will then distill into the required 4000 character project description. Your draft must have citations and include a list of works cited. Submit both draft and final project.

Abstract Proposal and Conference Presentation of Research Paper:

Develop an abstract proposal for a conference research presentation (350 words) and present the research in 20 minutes. You must choose a topic that engages a major theme or question that is relevant to this course. You must use relevant course sources as well as outside research. You will be evaluated on the accuracy and clarity of the abstract, research, critical analysis, expression and presentation skills. Submit oral script and final citations on day of presentation.

Abstract and short journal article:

Develop a short journal article for a specific journal that engages a major theme or question that is relevant to this course. Identify the journal and produce a submission according to journal guidelines including style (this is the only assignment in this course that may use a style other than Chicago manual of style). You must use relevant course sources and outside research. Submit with an abstract according to the journal's standards. Length is 12-15 pages plus abstract.

SEMINAR SCHEDULE:

***Reading, Audio Recording, Video: = required course content** that you read/listen to / view and prepare in advance of class, bring 2 questions per reading, discuss all in reading responses for the day. Bring readings to class and be prepared to cite page numbers so we can look at text together.

***Read, listen, view in class: required in-class content.** A short piece you may want to look at/listen to before class, but one that you will listen to, view, read in class in the context of a workshop with other students and which you should include in course assignments. Print or bring electronic version of readings. Audio and Video will be shown/played in class. If you miss the class you are still responsible for reading/viewing the content on your own.

CLASS 1: SEPTEMBER 9: INTRO TO CLASS

Part 1: Introductions: Course overview, decide on evaluation / process for readings, sign up for presentations (80 mins)

Part 2: Workshop: Nailing theses to the doors of Paterson 2a

- **Listen in class:** Bruce Lincoln. 2015. "The Critical Study of Religion." The Religious Studies Project Podcast. <http://www.religiousstudiesproject.com/podcast/the-critical-study-of-religion/> Theses on Method: (1:07-6:07)
- **Read in class:** Bruce Lincoln, "Theses on Method" *Method and Theory in the Study of Religion* 8 (1996), 225-227

Recommended:

- Tim Fitzgerald, "Bruce Lincoln's 'Theses on Method': Antitheses." *Method and Theory in the Study of Religion* 18 (2006): 392-423.

- Donald Wiebe. "The Failure of Nerve in the Academic Study of Religion" *Studies in Religion/Sciences Religieuses* 13 (1984), 401-22.

CLASS 2: SEPT 16: DEFINING HISTORIES/ DEFINITIONS & THEORY WORKSHOP

Syllabus questions?

What are our questions or outside resources to share? Fit into today's schedule.

Lightning: E.B. Tyler, James Frazer, Sigmund Freud, **Louis: Max Weber,**

Part 1: Seminar: Defining Histories / Definitions of Religion:

- o **Reading:** Eric Sharpe. "The Study of Religion in Historical Perspective" in John R. Hinnells, ed., *The Routledge Companion to the Study of Religion*. London: Routledge, 2005, 21-38
Seminar Leader: Antar
- o **Reading:** Thomas Tweed. "Marking Religion's Boundaries: Constitutive Terms, Orienting Tropes, and Exegetical Fussiness." *History of Religions* 44/3 (2005): 252-276
Seminar Leader: Meghan

Part 2: Workshop: Thinking Through Theory and Method in the Study of Religion

- o **BRING:** Even if you normally work on a computer, be sure to bring paper and (coloured) pens today. We will be mapping out theories of religion together.
- o **Reading:** Russell T. McCutcheon. *Studying Religion: an Introduction*. Hoboken: Taylor and Francis. 2014, 1-11
- o **Reading:** Michael Stausberg. "There is Life in the Old Dog Yet: An introduction to contemporary theories of religion," in Michael Stausberg, *Contemporary theories of religion: a critical companion*. London: Routledge. 2010. 1-18
- o **Read in class:** Philip Tite. "My definition of theory in the academic study of religion." [Blog] *Bulletin for the Study of Religion*. 2016. Available at: <http://bulletin.equinoxpub.com/2016/09/my-definition-of-theory-in-the-academic-study-of-religion/> [Accessed 29 Jul. 2019]

Recommended:

- Interview with Russell McCutcheon "Religion as *Sui Generis*" <https://religiousstudiesproject.com/podcast/russell-mccutcheon-on-religion-as-sui-generis/> (57 minutes)
- Russell McCutcheon. "'It's a Lie. There's no Truth in It! It's a Sin!': On the Limits of the Humanistic Study of Religion and the Costs of Saving Others from Themselves." *Journal of the American Academy of Religion* 74/3 (2006): 720-750.
- Wiebe, Don. "Theory in the Study of Religion." *Religion* 13, no. 4 (1983): 283-309.
- Dana Sawyer. "Afterword The Man Who Took Religion Seriously Huston Smith in Context" in *The Huston Smith Reader*, by Huston Smith. Berkeley: University of California Press, 2012.
- Leigh E. Schmidt. "On sympathy, suspicion, and studying religion: historical reflections on a doubled inheritance" in *The Cambridge Companion to Religious Studies*, edited by Robert Orsi. 17-35. New York: Cambridge University Press, 2012.
- William E. Arnal. "Definition" in *Guide to the Study of Religion, W.*, edited by W. Braun and Robert McCutcheon. London, 2000. 21-34.

CLASS 3: SEPT 23: COLONIALISM & FRAN MALINO

Part 1: Seminar: Colonialism

Lightning: Louis: Emil Durkheim, Karl Marx, William James,

- **Listen to podcast in class:** "RB016 POSTCOLONIALISM and Religion (Religion Bites Podcast)." Religion Bites. May 25, 2016. Accessed July 30, 2019. <http://religionbites.xyz/rb016-postcolonialism-and-religion/>. (20 minutes)
- **Reading:** Edward Said. "Introduction," and "Latent and Manifest Orientalism," in *Orientalism*, New York: Vintage Books, 1979. 1-30
Seminar Leader:
- **Reading:** David Chidester. "Colonialism" in *Guide to the Study of Religion*, edited by W. Braun and Robert McCutcheon. London, 2000. 423-437.
Seminar Leader:

Part 2: Fran Malino, guest speaker, Judaism, Gender and Colonialism

Professor Malino was named Chevalier dans l'Ordre des Palmes académiques by the French Ministry of Education in 2012. She is the author of The Jews in Modern France (1985), A Jew in the French Revolution: The Life of Zalkind Hourwitz (1996), Profiles in Diversity: Jews in a Changing Europe (1998), and Voices of the Diaspora: Jewish Women Writing in the New Europe (2005), to name but a few of her publications.

- **Reading:** Frances Malino, "Oriental, Feminist, Orientalist: The New Jewish Woman" manuscript provided by author from upcoming *Gender and Jewish Women in Historical Perspective* co-edited by Rebecca Winer and Federica Francesconi to be published by Wayne State University Press.

Recommended:

- Ethan Katz, Lisa Moses Leff, and Maud Mandel. *Colonialism and the Jews*. Bloomington and Indianapolis : Indiana University Press, 2017. (See Fran Malino's chapter especially)
- David Chidester. "'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. London: Routledge, 2004. 71-88
- Edward Said "Interview on Orientalism": https://www.youtube.com/watch?v=fVC8EYd_Z_g
- Richard King, "Orientalism and the Modern Myth of 'Hinduism.'" *Numen* 46/2 (1999) 146-185.

Optional bonus marks: Attend Professor Malino's public lecture: "Jewish Voices: Muslim Lands." *This public lecture will shine a light on facets of Jewish history that are often understudied, and in the process deepens our understanding of 19th and early 20th century France and the experiences of colonized peoples.*

SEPT 30: NO CLASS: ROSH HASHANA

Use this time to read ahead.

Note Bonus marks opportunity: Davidson Lecture, Oct 3, 7:30 pm

CLASS 4: OCT 7: MODERN RELIGION: CIVIL RELIGION, SECULARISM, POST-SECULARISM

Lightning: Rudolf Otto,

Part 1: Seminar: Civil Religion, Secularism, Post-Secularism

- **Reading:** Robert Bellah. "Civil Religion in America." *RobertBellah.com*. 1967. Accessed July 30, 2019. http://www.robertbellah.com/articles_5.htm. (1-21)
Seminar Leader:
- **Watch video in class:** ReligionForBreakfast. "Is Religion Declining?" YouTube. April 30, 2015. Accessed July 30, 2019. <https://www.youtube.com/watch?v=Hf7nf7mpUQY>. (7 minutes)
- **Watch video in class:** Berkley Center. "Peter Berger on the Explosive Growth of Pentecostalism." YouTube. February 21, 2013. Accessed July 30, 2019. <https://www.youtube.com/watch?v=OtGXBuYXpwk>. (5:52 mins)
- **Reading:** Paul Bramadat and David Seljak. "Between Secularism and Post-Secularism: A Canadian Interregnum," in *The Secular State and Religious Diversity: Secularism, Tolerance, and Accommodation*, edited by Bruce Berman, Rajeev Bhargava, and André Laliberté, 97–119. Vancouver: University of British Columbia Press. 2013.
Seminar Leader:
- **Reading:** Peter L. Berger. "Further Thoughts on Religion and Modernity." *Society* 49, no. 4 (2012): 313-316.

Part 2: Workshop: The Charter of Quebec Values

Seminar Leader: Louis

- **Read in class:** Bill n°21: An Act respecting the laicity of the State
<http://www.assnat.qc.ca/en/travaux-parlementaires/projets-loi/projet-loi-21-42-1.html>
- **Reading:** "Another Quebec Law on the Religious Neutrality of the State." Slaw RSS. Accessed July 30, 2019. <http://www.slaw.ca/2019/04/04/another-quebec-law-on-the-religious-neutrality-of-the-state/comment-page-1/>.
- "Religion and the Law: 'Respect' or Denial." Slaw RSS. Accessed July 30, 2019. <http://www.slaw.ca/2019/05/21/religion-and-the-law-respect-or-denial/?highlight=quebec%20bill%2021>
- **Reading:** Landry, Jean-Michel. 2014. "The Charter of Québec Values in the Media: Panic, Contempt, and Division." *The Immanent Frame: Here and There* (An SSRC blog). <http://blogs.ssrc.org/tif/2014/02/20/the-charter-of-quebec-values-in-the-media-panic-contemptand-division/>
- **Reading:** Shakman Hurd, Elizabeth. 2014. "The Specific Order of Difficulty of Religion." *The Immanent Frame: Beyond Critique* (An SSRC blog). <http://blogs.ssrc.org/tif/2014/05/30/the-specific-orderof-difficulty-of-religion/>

Recommended:

- Peter Beyer. "Questioning the Secular/Religious Divide in a Post-Westphalian World." *International Sociology* 28, no. 6 (November 2013): 663–79. doi:[10.1177/0268580913507070](https://doi.org/10.1177/0268580913507070).
- TheEPPC. "Dr. Peter Berger on Religion & Modernity." YouTube. January 17, 2012. Accessed July 30, 2019. <https://www.youtube.com/watch?v=bv3aLp27sO4>.
- Michael Wilkinson. "The Emergence, Development, and Pluralisation of Global Pentecostalism." In *The Handbook of Global Contemporary Christianity*, edited by Stephen Hunt, 93-112. Leiden: Brill. 2015.

OCT 14: NO CLASS: THANKSGIVING

OCT 21: NO CLASS FALL BREAK

CLASS 5: OCT 28: FOUCAULT & POWER / DOING HISTORY

1. **Lightning:** Friedrich Nietzsche, E.E. Evans-Pritchard, Clifford Geertz

Part 1: Foucault & Power

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

Part 2: Doing History: Guest speaker, Professor Pamela Walker, History

- **Reading:** Elizabeth Elbourne. "Mother's Milk: Gender, Power and Anxiety on a South African Mission Station, 1839-1840" in P. Grimshaw and A. May, eds. *Missionaries, Indigenous Peoples and Cultural Exchange*. Brighton: Sussex Academic Press, 2010. 10-21

Recommended:

- William E. Deal and Timothy K Beal. "Michel Foucault" in *Theory for Religious Studies*. New York: Routledge, 2004.91-97
- Michel Foucault and Jeremy R. Carrette. *Religion and Culture*. Manchester: Manchester University Press, 1999.
- David Chidester. "Michel Foucault and the Study of Religion." *Religious Studies Review* 12, no. 1 (1986): 1-39.
- Ivan Strenski. "Religion, Power, and Final Foucault." *Journal of the American Academy of Religion* 66, no. 2 (1998): 345-367.
- Philosophy: Michel Foucault. <https://www.youtube.com/watch?v=BBJTeNTZtGU>
- Hayden White. "The Question of Narrative in Contemporary Historical Theory." *History and Theory* 23 (1984): 1-33.
- Jan Assmann. "What is Cultural Memory" in *Religion and Cultural Memory* (Stanford: Stanford University Press, 2006). 1-30

CLASS 6: NOV 4: GENDERED RELIGIOUS TEXTS WORKSHOP & FEMINIST THEORY SEMINAR

Lightning: Mary Daly, Carol Christ, Monique Wittig, Elisabeth Schussler-Fiorenza,

Part 1: Gendered Theological Source Workshop

- **Reading:** Seyyed Hossein Nasr. *The Heart of Islam: Enduring Values for Humanity*, New York, New York: HarperCollins. 2002. 188-197

Read one of the following insider sources (Judaism, Christianity or Buddhism or find your own insider source to compare:

- **Choice of Reading:** Focus on the Family. "Male and Female he Created Them: Genesis and Gods Design of Two Sexes"
<https://www.focusonthefamily.com/socialissues/sexuality/transgenderism/male-and-female-he-created-them-genesis-and-gods-design-of-two-sexes>
- **Choice of Reading:** Rabbi Jonathan Sacks. "The Personal vs. the Political"
<http://rabbisacks.org/covenant-conversation-5770-bemidbar-the-personal-v-the-political/>

- **Choice of Reading:** Bhikku Cintita Dinsmore. "What did the Buddha think of women?" <https://bhikkhucintita.wordpress.com/home/topics-in-the-dharma/uposatha-1272012/>

Part 2: Feminist theory and methods roundtable: Guest panelists tbd: Professor Ash Geissinger.

- **Reading:** hooks, Bell. "Theory as Liberatory Practice." *Yale Journal of Law and Feminism* 4, no. 1 (1991): 1-12 <https://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=1044&context=yjlf>
- **Reading:** Saba Mahmood, "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology*, 16/2 (2001): 202-236.

Recommended:

- Judith Butler. "Your Behaviour Creates Your Gender." 3:01 <http://www.youtube.com/watch?v=Bo7o2LYATDc>
- Darlene Juschka. "Gender," in *The Routledge Companion to the Study of Religion* edited by John R. Hinnells. London: Routledge, 2005, 229-242
- Claudia Schippert. "Implications of Queer Theory for the Study of Religion and Gender: Entering the Third Decade" *Religion and Gender*, 1, no. 1 (2011): 66-84. Online: <https://www.religionandgender.org/articles/abstract/10.18352/rg.8/>
- Marie Griffith. "Sexing Religion" in *The Cambridge Companion to Religious Studies*, (New York: Cambridge University Press, 2012), 338-359.
- Daniel Boyarin. "Gender" in *Critical Terms for Religious Studies* edited by Mark C. Taylor. Chicago & London: University of Chicago, 1998. 117-135.
- Roussel, Jean-François and Downs, Christian. "Epistemological Perspectives on Concepts of Gender and Masculinity/Masculinities." *Journal of Men's Studies*, 15/2 (2007): 178-196.
- Kent Brintnall. "Queer studies and religion," *Critical Research on Religion*, 1, no. 1 (2013): 51-61.
- Randi Warne. "(En)gendering Religious Studies." *Studies in Religion/Sciences Religieuses* 27 #4 (1998): 427-436.
- Joan Scott. "The Evidence of Experience" *Critical Inquiry* 17 (1991), 773-797.

Class 7: Nov 11: Disciplinary Turns

Lightning: Mircea Eliade, Derrida, Lyotard

Part 1: Disciplinary Turns

- **Reading:** J. Z. Smith, *To take place: Toward Theory in Ritual*. Chicago, Ill: University of Chicago Press., 1– 23; 1987
Seminar Leader:
- **Reading:** Russel McCutcheon, *Manufacturing Religion: The Discourse on Sui Generis Religion and the Politics of Nostalgia*. Oxford: Oxford Univ. Press, 2003. 27-50
Seminar Leader:

Part 2: Workshop: The problem with "world religions"

- **Reading:** Tomoko Masuzawa, *The Invention of World Religions: or, How European Universalism was Preserved in the Language of Pluralism*. Chicago, Ill: Univ. of Chicago Press. 2007. 1-30
Seminar Leader:

Recommended:

- Russell T. McCutcheon, "We're All Stuck Somewhere": Taming Ethnocentrism and Transcultural Understandings," in *Critics not Caretakers: Redescribing the Public Study of Religion*, 73-83.

- Jonathan Z. Smith, "In Comparison a Magic Dwells," in *Imagining Religion: From Babylon to Jonestown*, 19-35.
- Robert Orsi, "The 'So-Called History' of the Study of Religion." *Method and Theory in the Study of Religion* 20 (2008): 134-138.
- Kitagawa, Joseph. "The History of Religions at Chicago," in *History of Religions: Understanding Human Experience*. Atlanta: Scholar's Press, 1987. pp. 133–144.

Class 8: Nov 18: Oral History and Ethnography Workshop

Workshop: Oral History and Ethnography

Guest speaker: Professor Betina Appel Kuzmarov, Law and Legal Studies

- o **Complete online course and submit certificate on CULearn:** Panel on Research Ethics CORE (Course on Research Ethics) <https://tcps2core.ca/welcome> (Participation requirement)
- o **Reading:** Tavory and Timmermans. 2009. "Two Cases of Ethnography: Grounded Theory and the Claire Payton; Vodou and Protestantism, Faith and Survival: The Contest over the Spiritual Meaning of the 2010 Earthquake in Haiti, *The Oral History Review*, Volume 40, Issue 2, 1 July 2013, 231–250.
- o **Be ready to share outside source for this week in some detail. This week's outside source should be an example of interview research that explores something related to religion that interests you. See the Oral History Review for many examples.**

Recommended:

- o Talal Asad, "Anthropological Conceptions of Religion: Reflections on Geertz" *Man*, 18, no. 2 (June 1983): 237-259.
- o Daniela Koleva Daughters' Stories: Family Memory and Generational Amnesia *Oral History Review* (2009) 36 (2): 188-206
- o Peter Ester "It was very, very churchy": Recollections of Older Dutch-Americans on Growing up in Holland, Michigan *Oral History Review* (2008) 35 (2): 117-138
- o Kim Lacy Rogers; Being Peace and Practicing Peace: New Mexico Buddhists and the Peace Within, *The Oral History Review*, Volume 41, Issue 2, 1 September 2014, 301–313
- o Kublu, A.; Laugrand, F.; Oosten, J. (1999), "Interviewing the Elders". In F. Laugrand and J. Oosten (eds.), *Interviewing Inuit Elders, Vol. 1*, Iqaluit: Nunavut Arctic College, pp. 1-12.

Class 9: Nov 25: Indigenous Methods Workshop:

Guest Speaker: Ph.D student Sharon Agnagak: Theory and Method in Indigenous Studies

- o **Reading:** Keller, Mary L. "Indigenous Studies and "the Sacred." *The American Indian Quarterly* 38, no. 1 (2014). 82-109.
- o **Reading:** Geertz, Armin W. "Can We Move Beyond Primitivism?" From: Olupona, Jacob Obafemi Kehinde. *Beyond Primitivism: Indigenous Religious Traditions and Modernity*. 2004. 37-70.
- o **Reading:** Long, Charles H. "A Post Colonial Meaning of Religion." From: Olupona, Jacob Obafemi Kehinde. *Beyond Primitivism : Indigenous Religious Traditions and Modernity*. 2004. 89-98.

Recommended:

- Denzin, Norman. Lincoln, Yvonna. "Introduction: Critical Methodologies and Indigenous Inquiry." Denzin, Norman K., Lincoln, Yvonna S, and Smith, Linda Tuhiwai. *Handbook of Critical and Indigenous Methodologies*. Los Angeles; London: SAGE.
- Olupona, Jacob Obafemi Kehinde. "Introduction," *Beyond Primitivism: Indigenous Religious Traditions and Modernity*. 2004.

- Lorde, Audre. "Imperialism, History, Writing and Theory." From: Tuhiwai Smith, Professor Linda. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 2012. 57-91.
- Smith, Linda Tuhiwai, 1950 and ProQuest (Firm). *Decolonizing Methodologies: Research and Indigenous Peoples*. Second ed. London: Zed Books, 2012.
- Malcolm Ruel, "Christians as Believers" in *A Reader in the Anthropology of Religion* edited by Michael Lambek. Oxford: 2002. 99-113.

Class 10: Dec 2: Judith Butler / Performance and Ritual

Lightning: Victor Turner,

Part 1: Judith Butler

- o **Reading:** Judith Butler. "Bodily Inscriptions, Performative Subversions" in *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge. 1999. 163-180

Part 2: Ritual and Performance Workshop

- o **Watch in class:** History of Ideas. "Ritual". YouTube. https://www.youtube.com/watch?v=q_xJpVlry14
- o **Watch in class:** Religion for Breakfast. "Ritual." YouTube. July 5. 2006. https://www.youtube.com/watch?v=F_URgZf01hU
- o **Outside resource:** Be ready to share short video clip of a religious ritual as your outside source (or describe or perform one yourself).
- o **Reading:** Catherine Bell. "Performance" in *Critical Terms for Religious Studies* edited by Mark C. Taylor. Chicago & London: University of Chicago, 1998. 205-220
- o **Reading:** Asad, "Towards a Genealogy of the Concept of Ritual," *Vernacular Christianity: Essays in the Social Anthropology of Religion* (Lilian Barber Press, 1988), 73-87;
- o **Reading:** Ron Grimes, "Ritual" in *Guide to the Study of Religion* W. Braun and R.T. McCutcheon, eds., Cassell: London and New York, 2000. 259-269;

Recommended:

- William E. Deal and Timothy K Beal. "Judith Butler" in *Theory for Religious Studies*. New York: Routledge, 2004. 67-71
- Johnson, Sarah Kathleen. "On our Knees: Christian Ritual in Residential Schools and the Truth and Reconciliation Commission of Canada." *Studies in Religion/Sciences Religieuses* 47, no. 1 (2018): 3-24.
- Ed Muir, "Introduction" in *Ritual in Early Modern Europe* (Cambridge, 1997), 1-11.
- Frits Staal, "Interpretations of Ritual" in *Rules Without Meaning: Rituals, Mantras and the Human Sciences* (New York, 1989), 115-140.
- 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

Class 11: Dec 6: Last day of Fall term classes, classes follow a Monday schedule

Field Trip: Ottawa Jewish Archive

1. Archival Research / Community Memory: Ottawa Jewish Archive
Meet at the Ottawa Jewish Archive in the Jewish Community Centre. As you enter you must show photo id. Wait inside at the couches and we will all go to the Archive together.
Time: 12 pm
Location: 21 Nadolny Sachs Private, Ottawa, ON K2A 1R9

- **Listen to Audio:** Jardin, Xení. “Guatemalan Archives May Help Locate Missing”. *NPR*, January 31, 2007. <https://www.npr.org/templates/story/story.php?storyId=7082424>
Read text, and listen to audio. (8:54 minutes)
- **Reading:** Millar, Laura A. Archives. “What are Archives” in *Principles and Practices of Archives*, Facet Publishing, 2017. <https://ebookcentral.proquest.com/lib/ottawa/detail.action?> 1-22.
- **Reading:** Somers, James. “Keepers of the Secrets.” *The Village Voice*. 20 September, 2017. <https://www.villagevoice.com/2017/09/20/keepers-of-the-secrets/>.
- **Reading:** Terry Cook and Joan M. Schwartz, “Archives, Records, and Power” in *Archival Science* v. 2, 2002. 171-185



University Regulations for All College of the 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 [here](#).

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).

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 is 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: carleton.ca/sexual-violence-support

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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.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 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](#)

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 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. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online 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](#).

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

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [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. [More information](#)

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 and SAST 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](#)

[Academics: From registration to graduation, the tools for your success.](#)