

Brescia University College

Religious Studies 0011

Religious Quests in the Twentieth Century 2011-2012

Time:	Mon. 11:30 pm -12:30 pm Wed. 11:30 pm - 1:30 pm	Location: Mon.: Room 302 Wed.: Room 302
Course Director:	Dr. Lorna MA Bowman	Office: 181
Phone Number:	432-8353 (ext: 28240)	Office Hours: Mon.: 1:00 - 2:00 & Wed. 2:00 – 3:00.
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Course Description:

This course provides an introduction to Religious Studies which incorporates the autobiographies and/or biographies of twentieth and twenty-first century men and women representing different religious perspectives and walks of life. It will introduce the student to the theory of religion: its meaning and function in culture and the lives of individuals.

The life stories of people such as Mohandas Gandhi, Dorothy Day, Elie Wiesel, Oscar Romero, Martin Luther King, Rigoberta Menchu and others will facilitate the exploration of questions such as: What does it mean to be on a religious quest? How do cultural and social influences affect the quest? What experiences are unique to the individual? Are there any experiences that all those on a religious quest share?

Particular phenomena prevalent in the 20th and 21st centuries and relevant to the study of religion will be considered, such as environmental and new-age spiritualities.

The course will draw on written materials, films, lectures and class discussions. 3 hours

Requirements: 011

Reflection Papers (four)	20 %
In-Class Quiz (October)	10 %
Mid Term Exam (December)	15 %
Research and Presentation	20 %
Final Exam (April)	35 %

Required Texts:

Gary E. Kessler, *Studying Religion: An Introduction Through Cases*. Third Edition. New York: McGraw Hill, 2008.

Brennan R. Hill, *8 Spiritual Heroes: Their search for God*. Cincinnati, OH: St. Anthony Press, 2002.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify the basic elements, themes, and trends in the study of religion
- Summarize the basic components of religion (creed, code, cult, community, cosmology)
- Discuss and critique the function and purpose of religion
- State what constitutes a quest and discuss the pattern of the quest
- Name 20th/ 21st century individuals on religious quests and discuss the salient features of their journeys
- Critique, compare and evaluate aspects of those journeys
- Evaluate how culture and religious tradition lend shape to any particular religious quest
- Recognize and identify terms specific to the religious traditions of particular individuals
- Recognize and evaluate new religious phenomena

Description of Requirements:

Four Reflection Papers (20%)

These four papers are each 2-3 typed pages in which you reflect on some aspect of the course to date. You may focus on a section from the text-book, a film, an article, a lecture or class discussion, or a particular person presented in class. After a brief summary, the main focus of your paper should be on your thoughts about and reactions to the topic.

A typical reflection paper will follow this pattern:

- A *brief* presentation of the topic, article or person you chose.
- Your understanding of the importance of the issues dealt with, the nature of the quest engaged, etc.
- Your reflection on the issues you raised. What intrigued or challenged you?
- Concluding remarks

This suggestion does not preclude creative forms of presentation. You could write a letter to the editor about a particular issue, for example, or create a dialogue between two people on opposing sides of a question. Whatever the creative form of reflection, the elements above would be present, simply in another format.

1st paper due: Oct. 4

2nd paper due: Nov. 16

3rd paper due: Feb. 6

4th paper due: March 7

In-Class Quiz (10%) Mid-Term Exam (15%) & Final Exam (35%)

Format will include definitions, short answers and essays.

The use of electronic devices is not permitted at any of these evaluative exercises.

Research project and presentation (20%)

Each student will research and present one twentieth century individual who has embarked on a religious quest. It is permissible to work with another student on this project, but independent papers must be submitted.

A list of possibilities will be made available, but you are not restricted to it. If you wish to choose someone from the list provided in class, inform the instructor as soon as possible since approval will be granted on a “first come first served” basis.

Criteria for choosing your person:

- adult life lived in 20th / 21st century
- who is broadly acknowledged to be a religious person
- for whom there are available primary and secondary sources

Please receive verbal approval for your choice from the instructor prior to beginning your research. After receiving verbal approval, please submit to the instructor, by October 24th, a page on which you identify the person you will study, your interest in that particular person, and a bibliography of at least one primary source and one or more secondary sources. A primary source is something written **by** the person in question. A secondary source is something written **about** her/him.

Written Component

The written component of your research is a formal essay, due on the day of your presentation. It should be 6-8 pages (type written, double-spaced, 12 pt.) in length and include the following three parts, each about 2 pages in length:

Introduction to the person you are studying and his/her quest.

This introduction should include:

- a general description of his/her religious quest, its uniqueness and particular direction and

expression

- personal background: family, religious, historical cultural background which influenced the person
- major events in his/her life (highlight the “pivotal” experiences and key questions/concerns that motivated the person)
- brief conclusion to this introduction

Analysis of key elements of the quest of the person in question

In this part of the paper you will use primary and secondary sources to describe the person’s (religious) context or views which influence his/her actions. What important issues of religious studies are raised? Keep in mind of the *elements of religion* that especially pertain to this person. Do not include your personal reactions and judgments in this section.

Pulling It All Together – connections, implications, conclusions

This part is a synthesis – pulling it all together: a) your personal reaction; and b) connections to subject matter of the course.

In this part of the paper you may do some of the following:

- make comparisons to other religious persons and their quests
- draw some conclusions about religion and the religious quest
- give your personal reactions to the person
- list and explain questions that the person raises for you.

Please submit your paper through turnitin.com. The link is found on the WebCT page for the course.

Presentation

You will have the opportunity to share certain aspects of your assignment with the class. You may choose to present your research to the class using some form of creative expression: a dialogue with the person in question, an interview, a monologue by the person, a photo essay of their life, etc. Whatever choice you make, your presentation should be interactive and engaging for the class. The norm for each presentation is about 20-25 minutes. Please refer to the posted file regarding PowerPoint presentations.

General Expectations:

1. *Deadlines:* Deadlines are firm, and must be met. Absence from class on the day work is due does not constitute an extension. Any extension must be negotiated with the instructor prior to the due date. Any work submitted after the due date for which you have not followed this procedure may be penalized at five (5) percent per day.

It is particularly important that presentation dates are honoured. Failure to present on the specified date without sufficient prior notification may be penalized by not less than 35%.

A medical accommodation for work valued at less than 10% of your total grade can be established with your instructor. For all other cases, please refer to Western's policy regarding "Medical Accommodation Policy," available at <https://studentservices.uwo.ca/secure/index.cfm>. See also Brescia University College Academic Policies and Regulations pages 8-10 of this syllabus.

2. Academic Integrity: One operative assumption of this course, as with all university courses, is that all work you submit for marking will be **your** work. You must **properly cite all the sources** from which you gather your ideas and phrasing, and not only the directly quoted material.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar, available at <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Plagiarism may be penalized with a failing grade in the assignment and an offence record that will be held in the Office of the Academic Dean.

3. Academic Style: There are a number of acceptable styles of documentation: Chicago, MLA and APA. The MLA (Modern Language Association) style is preferred for this course.

The MLA recommends a Name-Page method. In this method, no footnote or endnote is needed. Rather you can make a brief parenthetical citation in your text.

i.e., "Mysticism is seen to be a highly specialized search for reality, for heightened and completed life, which we have found to be a constant characteristic of human consciousness" (Underhill 27).

The parenthetical reference includes the author's surname and the relevant page number with no punctuation intervening. Placed on a separate sheet, at the end of the paper, is placed a list of Works Cited.

The bibliographic form is:

Underhill, Evelyn. *Mysticism: A Study in the Nature and Development of Spiritual Consciousness*. 12th ed. New York: World Publishing, 1930.

The list of “Works Cited” must include an entry for each source you use in your paper.

PLEASE NOTE: An on-line document guide can be found at:

<http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/files/styleguides/MLA.pdf>

This site is particularly helpful in giving examples of the proper way to cite electronic sources.

4. Inclusive Language: Use non-sexist, non-discriminatory language in your writing. Language that reinforces sexism, racism, ethnic bias, homophobia, or other forms of prejudice and discrimination should not be used. Some general points: In English, there is the custom of using male terms to refer to the whole human population: “man,” “mankind,” “he,” and “his” are often employed in the generic sense. Since these terms refer also to exclusively male populations, using the same term for the two different meanings is ambiguous. Be specific: if you mean all people, males and females, say so. Instead of man/mankind – use humanity, human beings, human race, people, person(s), individual(s), men and women, women and men.

When writing about certain groups or cultures, try to use words which are currently acceptable to the groups themselves.

5. A Respectful Learning Environment: A respectful learning environment is a collective responsibility. We will listen to each other with openness and consideration, respecting individual differences and honouring each person’s right to hold her or his own beliefs.

This

does not preclude discussion and/or disagreement, but does call for a considerate sharing of opinions and ideas.

6. Grading: Grading will be based on the extent and quality of research; on the imagination and critical judgment shown in papers and on the exam.

- A Outstanding. Beyond a thorough grasp of required texts and lectures, shows ability to relate material to life and to other subject areas and to form a personal synthesis; shows good critical judgment in area; very good oral and written expression.
- B Superior/Good. Accurate grasp of required texts and lectures; shows critical judgment, good speaking and writing skills.
- C Satisfactory. Adequate grasp of required texts and lectures in essentials.

D Unsatisfactory/Poor.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

Brescia University College

**Religious Studies 0011/1031E
2011-2012**

**Religious Quests in the Twentieth Century /
Contemporary Religious Quests**

Please Note: Schedule Subject to Change

SEPTEMBER

Monday	Topic and Readings	Wednesday	Topic and Readings
Sept. 12	<i>Introduction: Course overview, journeys and quests</i>	Sept. 14	<i>Defining Religion/ The Study of Religion</i> • Kessler, Chapter 1
Sept. 19	<i>Defining Religion/ The Study of Religion</i> • Kessler, Chapter 2	Sept 21	<i>Defining Religion/ The Study of Religion</i> <i>Gandhi</i> • Hill, Chapter 1
Sept. 26	<i>Gandhi</i> • Browse through Gandhi website at http://www.mkgandhi.org/	Sept. 28	<i>Gandhi / Sacred Power</i> • Kessler, Chapter 3

OCTOBER

Monday	Topic and Readings	Wednesday	Topic and Readings
Oct. 3	<i>Sacred Power</i>	Oct. 5	<i>Myths as Sacred Story</i> • Kessler Chapter 4, pp. 60-78 Reflection paper due
Oct. 10	<i>Thanksgiving – No Class</i>	Oct. 12	<i>Myths as Sacred Story</i>
Oct. 17	<i>In Class Quiz</i>	Oct. 19	<i>Ritual as Sacred Action</i> • Kessler Chapter 5 (Exclude 5.1 and 5.2)
Oct. 24	<i>Ritual</i> One-page on research-choice due	Oct. 26	<i>Ritual</i>

NOVEMBER

Monday	Topic and Readings	Wednesday	Topic and Readings
Oct. 31	<i>Sacred Space, Time, and Art</i> • Kessler Chapter 6	Nov. 2	<i>Sacred Space, Time, and Art</i>

Nov. 7	<p style="text-align: center;">Women and Religion</p> <ul style="list-style-type: none"> • “Weaving a Feminist Spirituality: Female Images of the Divine” (See WebCT) 	Nov.9	<p style="text-align: center;">Women and Religion</p> <ul style="list-style-type: none"> • Kessler, 264-268
Nov. 14	<p style="text-align: center;">Dorothy Day</p> <ul style="list-style-type: none"> • Jim Forest, “A Biography of Dorothy Day.” Available at http://www.catholicworker.org/dorothyday/index.cfm (Under “Biographies”) <p>Hill, Chapter 2</p>	Nov. 16	<p style="text-align: center;">Dorothy Day</p> <ul style="list-style-type: none"> • Day, “Love and Justice” • Day, “Aims and Purposes” • Day, “In Peace Is My Bitterness Most Bitter” <p>Available at http://www.catholicworker.org/dorothyday/index.cfm (Under “Writings”)</p> <p><u>Reflection paper due</u></p>
Nov. 21	<p style="text-align: center;">Evil</p> <ul style="list-style-type: none"> • Kessler, Chapter 8, pp.159-181 	Nov. 23	<p style="text-align: center;">Evil</p>

DECEMBER

Monday	Topic and Readings	Wednesday	Topic and Readings
Nov. 29	<p style="text-align: center;">EVIL</p> <ul style="list-style-type: none"> • Eli Wiesel, “Hope, Despair and Memory,” Available at http://www.english.uiuc.edu/maps/holocaust/wiesel.htm 	Dec. 3	<p style="text-align: center;">EVIL</p>

Dec. 5	<i>Remembering the Montreal Massacre</i> • Judy Rebick, “1989 - Montreal Massacre” (see WebCT)	December 7	Review & Recap for exam
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JANUARY

Monday	Topic and Readings	Wednesday	Topic and Readings
Jan. 9	<p style="text-align: center;"><i>Experiencing the Sacred</i></p> <ul style="list-style-type: none"> • Kessler, Chapter 7, pp. 127-152 	Jan. 11	<i>Experiencing the Sacred</i>
Jan. 16	<p style="text-align: center;"><i>Religion and Morality</i></p> <ul style="list-style-type: none"> • Kessler, Chapter 9 	Jan. 18	<i>Religion and Morality</i>
Jan. 23	<p style="text-align: center;"><i>Religion and Morality</i></p> <ul style="list-style-type: none"> • C. Kitzinger, “Born to be good? What motivates us to be good, bad or indifferent towards others?” (Available at http://www.newint.org/issue289/born.htm) 	Jan. 25	<p style="text-align: center;"><i>Oscar Romero and Liberation Theology</i></p> <ul style="list-style-type: none"> • Oscar Romero: Bishop of the Poor (Available at http://www.uscatholic.org/culture/soci al-justice/2009/02/oscar-romero-bisho p-poor)
Jan. 30	<i>Oscar Romero and Liberation Theology</i>	Feb. 1	<i>Oscar Romero and Liberation Theology</i>

FEBRUARY

Monday	Topic and Readings	Wednesday	Topic and Readings
Feb. 6	<p style="text-align: center;"><i>Globalization</i></p> <ul style="list-style-type: none"> • “Another Coinage” New Internationalist Magazine (available at http://www.newint.org/issue364/another.htm) 	Feb. 8	<i>Globalization</i>
Feb. 13	<p style="text-align: center;"><i>Organizing the Sacred</i></p> <ul style="list-style-type: none"> • Kessler, Chapter 11, pp. 240-264 <p style="text-align: center;"><u>Reflection paper due</u></p>	Feb. 15	<i>Organizing the Sacred</i>
Feb. 20	<i>Reading Week</i>	Feb. 22	<i>Reading Week</i>
Feb. 27	<p style="text-align: center;"><i>Religious Phenomenon: New Religious Movements / Cults</i></p> <p>“Cults (a.k.a. New Religious Movements)” (available at http://www.religioustolerance.org/cultintro.htm)</p>	Feb. 29	<i>Religious Phenomenon: New Religious Movements / Cults</i>

MARCH

Monday	Topic and Readings	Wednesday	Topic and Readings
March 5	<p style="text-align: center;"><i>Human Existence and Destiny</i></p> <ul style="list-style-type: none"> • Kessler, Chapter 12 	March 7	<p style="text-align: center;"><i>Human Existence and Destiny</i></p>
March 12	<p style="text-align: center;"><i>Religious Phenomenon: Near-death Experiences</i></p> <ul style="list-style-type: none"> • Browse through <i>The International Association for Near-Death Studies</i> at http://www.iands.org/ Death <p style="text-align: center;">0011 - Reflection paper due 1031E - Book review due</p>	March 14	<p style="text-align: center;"><i>Death</i></p>
March 19	<p style="text-align: center;"><i>Religion And Politics</i></p> <ul style="list-style-type: none"> • Kessler, Chapter 10 	March 21	<p style="text-align: center;"><i>Religion and Politics</i></p> <ul style="list-style-type: none"> • Are violence and religion natural bedfellows? (Available at http://www.newint.org/features/2004/08/01/keynote/)
March 26	<p style="text-align: center;"><i>Religious Diversity and Truth</i></p> <ul style="list-style-type: none"> • Kessler, Chapter 13, pp. 300-317 	March 28	<p style="text-align: center;"><i>Religious Diversity and Truth</i></p>

APRIL

Monday	Topic and Readings	Wednesday	Topic and Readings
April 2	<p style="text-align: center;"><i>Religion in the News</i></p>	April 4	<p style="text-align: center;"><i>Religion in the News</i></p>
April 9	<p style="text-align: center;"><i>Review</i></p>	April 11	<p style="text-align: center;"><i>Review</i></p>

Additional readings will be distributed in class.

