



**Religious Studies 1030B:  
Understanding Religion: Trends and Taboos  
Winter 2022**

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**Course Information**

Understanding Religion / Religious Studies 1030B

Prerequisites/Antirequisites: None

Class Location/Time: Mondays 4:30-6:30; Wednesday 4:30-5:30, H221

Instructor: Dr. Jennifer Quigley

Contact: [jquigle9@uwo.ca](mailto:jquigle9@uwo.ca)

Office Location: A 218

Office Hours Tuesdays 11-12; Thursdays 11-12:30 <https://calendly.com/drquigley/officehours>. Need a different time? Email to set something up!

**Class Zoom:** <https://westernuniversity.zoom.us/j/97333496383>

**Course Description** Understanding religion is fundamental to understanding human societies and cultures. Examine religion as a social phenomenon through historical and present-day case studies. Topics may include: religion and sex; religion and money; religion and space; politics and religion; religion and the environment; religion and colonization; innovation in religion; religion and violence.

**Course Learning Outcomes**

- 1) To explore what religion means as a category for understanding human society and culture.
- 2) To understand what is at stake in various historical and contemporary case studies related to religion.
- 3) To investigate religious spaces, practices, texts, beliefs, and embodiments as sites of struggle and debate over key social, political, and ethical issues, and to understand and articulate your own ethics of interpretation.
- 4) To practice engaging with diverse religious traditions with cultural sensitivity, ethical awareness, and a critical understanding of their histories, interpretations, and applications in religious communities and society. This course encourages you to look not only at literary evidence, but also to see what material evidence allow us to reconstruct more fully practices of religion, politics, and culture. You will gain skills of historical analysis and critical inquiry which are helpful not only in your academic program, but in life.

**Textbooks and Course Materials**

Books in university are a significant and frequently burdensome expense. It is my goal for this course not to add to that burden. Thus, all readings for this course will be either in the reference section of the library, on reserve, or available online. You do not need to purchase any new books for this course.

**Methods of Evaluation:**

1. Class Attendance and Participation: 25%

2. Photo-Essay or Vlog based on *Consuming Religion*: 25% You will keep a photo or video journal over the course of your week recording what you consume or what consumes you. Feel free to use existing social media platforms to create your submission (tiktok, Instagram, etc., youtube) or not.
3. [Prob. Virtual] site visit and/or interview. Attend the religious ritual of a tradition other than your own and/or have an interview with someone from a religious tradition other than your own (not religious? Congratulations, the world is your oyster and all traditions are possible options!) What do you notice about the space; where do people gather? What happens? Is there speech, song, movement, silence? And/or What does religion mean to the person you interview? How or does it affect their day to day lives? What spaces, food, people, identities, and practices do they associate with their tradition? 5 pages or 5-7 minute video.
  - a. **IMPORTANT NOTES: If you are doing a site visit:** It's COVID, so you are expected to follow any and all restrictions that the community is having; do they need pre-registration? Pre-register. If it's only open to members because of occupancy limitations, find another option. On the plus side, many communities are making various services available online for viewing on your own time. Take advantage of these opportunities.
  - b. **For all projects, to embody being a "leader with heart," I would ask the following:**
    - 1. Honesty** If you are going to a site or interviewing someone, tell them why and ask permission to be present/ask questions. Don't film or photography anything or anyone without invitation and permission.
    - 2. Politeness** Remember you are a guest when entering other peoples' space and traditions.
    - 3. Curiosity** You might hear/see/experience something different than you might expect, so try to enter in to spaces and conversations with curiosity and without prejudice. Difference can be a profound space of learning!
4. Religion in the Public Square: 25% Choose an example of religion informing a contemporary political, ethical, or cultural argument, text, speech, song, etc. Analyze the context of the contemporary use, connect it with themes related to the study of religion. What do you think of this occurrence of religion in the public square? 5 pages or a 5-7 minute video.

**Pandemic Policy Flexibility:** Okay, so we're in a global pandemic, so we'll all need to be patient and flexible with one another, as plans from the university may change given current conditions. For now, classes are **online only through January 31**, although this of course is subject to change. I commit to communicate with you as plans change, and you commit to keep me up to date on your end, especially if you are sick/absent/quarantining, etc.

**Tentative Class Schedule/Syllabus** Readings for each day are to be completed before coming to class

**01/10 Introductions, Syllabus, What is Religion anyway? ZOOM**

**01/12 What is religion anyway?...continued. ZOOM**

Andrew Mark Henry, "What is Religion?" [What Is Religion? - YouTube](#)

Julie Beck, "The Church of Cross Fit," *The Atlantic* [How CrossFit Acts Like a Religion - The Atlantic](#)

Jonathan Z. Smith, "Religion, Religions, Religious," [Smith ReligionReligionsReligious.pdf \(iu.edu\)](#)

**Part I Religion and the Material**

**01/17 Religion and Food ZOOM**

Debby Waldman, "Family Dinner," Tablet Magazine [Family Dinner - Tablet Magazine](#)  
Rabbi Leora Kaye, "How to Say the Shabbat Blessings" [How to Say the Shabbat Blessings - YouTube](#)  
"What is Langar? A Quick Overview" [What is Langar? | A Quick Overview! | The Sikh Communal Kitchen - YouTube](#)  
Simran Jeet Singh, "On the anniversary of his birth, a reflection on the life of Guru Nanak," *Religion News Service* [On the anniversary of his birth, a reflection on the life of Guru Nanak \(religionnews.com\)](#)

### **01/19 Religion and Food ZOOM**

Suzanne Crawford O'Brien, "Salmon as Sacrament: First Salmon Ceremonies in the Pacific Northwest," in *Religion, Food, and Eating in North America*.  
Christopher Jain Miller and Jonathan Dickstein, "Jain Veganism: Ancient Wisdom, New Opportunities," in *Religions*

### **01/24 Religion and Travel ZOOM**

"Sacred Journeys: Shikoku," PBS Documentary, [Sacred Journeys | Shikoku | Episode 2 | PBS](#)  
"The Pilgrimage of Egeria", Trans. Anne McGowan and Paul F. Bradshaw, Liturgical Press, 2018, p. 103-130.

### **01/26 Religion and Travel ZOOM**

"Naser-e Khosraw" and "Malcolm X," in *One Thousand Roads to Mecca*, ed. Michael Wolfe.

### **01/31 Religion and Money ZOOM**

Kathryn Lofton, *Consuming Religion*, "Introduction" and "Binge Religion: Social Life in Extremity"  
Daniel Vaca, *Evangelicals Incorporated: Books and the Business of Religion in America*, "Introduction"  
Joshua Ishizarry, "Putting a Price on Zen" in *Journal of Global Buddhism* 16: 51-69.

### **02/02 Religion and Money (Consuming Religion Photo Essay Due 02/04)**

Quran 57:10-29; James 2:1-7; 5:1-6; Leviticus 25

### **02/07 Religion and Space: Orthodox icons/art, Torah scrolls, mosque art and space, gudhwara, etc. Fugitive slave chapel as case study?**

Saint George Antiochan Orthodox Church, "A Little More about the Orthodox Worship Space" [A Little More About the Orthodox Worship Space - YouTube](#)  
John Chryssavgis, "Icons, Liturgy, Saints: Ecological Insights from Orthodox Spirituality" in *International Review of Mission* 2010: 181-189.  
Royal Ontario Museum, "Hagia Sophia," [Hagia Sophia - Bing video](#)  
"The Sound of Hagia Sophia-More than 500 Years Ago" [Listen: The Sound Of The Hagia Sophia, More Than 500 Years Ago : NPR](#)  
Listen to one of the pieces from  
Vocal Ensemble Concert: Cappella Romana (Lost Voices of Hagia Sophia - Medieval Byzantine Chant Sung in the Virtual Acoustic of Hagia Sophia) [Album - Naxos Music Library \(uwo.ca\)](#)

### **02/09 Religion and Space:**

Erin L. Thompson, "Returned to Nepal by the FBI, a Sculpture Becomes a God Again" [Returned to Nepal by the FBI, a Sculpture Becomes a God Again \(hyperallergic.com\)](#)  
Rudolf Stegers, "Mosque Architecture Past and Present" in *Sacred Buildings: A Design Manual*  
Andrew Mark Henry, "What is the Dome of the Rock?" [What is the Dome of the Rock? - YouTube](#)

Megan Stacey, "London's Fugitive Slave Chapel Deteriorating..." *London Free Press* [London's slave chapel deteriorating as COVID takes focus off restoration | London Free Press \(lfpress.com\)](#)

## Part II Religion and the Public Square

### 02/14 New Religion(s)?

Mike McMullen, *The Baha'is of America: The Growth of a Religious Movement*, Introduction  
James R. Lewis, "Scientology: up stat, down stat" in *The Cambridge Companion to New Religious Movements*  
Sabina Magliocco, "Neopaganism" in *The Cambridge Companion to New Religious Movements*

### 02/16 New Religion(s)?

Kira Ganga Kieffer, "Smelling Things: Essential Oils and Essentialism in Contemporary American Spirituality" in *Religion and Contemporary Culture* 31.3: 297-331.  
Julie Beck, "The New Age of Astrology," *The Atlantic* [Why Are Millennials So Into Astrology? - The Atlantic](#)  
Heather Greene, "Study: Gen Z doubles down on spirituality, combining tarot and traditional faith" *Religion News* [Study: Gen Z doubles down on spirituality, combining tarot and traditional faith \(religionnews.com\)](#)

**Week of 02/19 NO CLASS, Reading Week, Site Visit Interview Paper/Video Due 02/23**

### 02/28 Religion and (De)Colonization

Saba Mahmood, "Religious Difference in a Secular Age: A Minority Report-an introduction" [Religious Difference in a Secular Age: A Minority Report—An introduction – The Immanent Frame \(ssrc.org\)](#)  
Tomoko Masuzawa, *The Invention of World Religions*, Introduction

### 03/02 Religion and (De)Colonization

Blair Stonechild, Introduction and Ch. 6 Re-evaluating the past, *The Knowledge Seeker: embracing Indigenous Spirituality*.  
Read at least one report from the National Centre for Truth and Reconciliation: [Reports - NCTR](#).  
"Apology to Native People" Anglican Church of Canada. [Apology-English.pdf \(anglican.ca\)](#)

### 03/07 Religion and Law

Canadian Charter of Rights and Freedoms, Sections 2, 25, 27, and 33. [Charterpedia \(justice.gc.ca\)](#)  
Bill 21, Quebec [telecharge.php \(gouv.qc.ca\)](#)  
Fariha Naqvi-Mohamed, "Fight Against Bill 21 should not let up," *The Montreal Gazette* [Fariha Naqvi-Mohamed: Fight against Bill 21 should not let up | Montreal Gazette](#)

### 03/09 Religion and Law

Burwell v. Hobby Lobby, US Supreme Court [13-354 Burwell v. Hobby Lobby Stores, Inc. \(06/30/2014\) \(supremecourt.gov\)](#) (Read court opinion. P.7-49)  
Elyse Morgenstein Fuerst and Megan Goodwin, "Keeping it 101 Episode 408: What a Mess! Religion and Law" [e408 — Keeping It 101: A Killjoy's introduction to Religion Podcast](#)

### 03/14 Religion and Ancestors

Jessica Wynston, "Haus of Hoodoo" [Haus of Hoodoo: Jessyka Winston Wants To Teach The Truth About Vodou - Bing video](#)

Michael Puett, "Economies of Ghosts, Gods, and Goods: The History and anthropology of Chinese Temple Networks" in *Radical Egalitarianism: Local Realities, Global Relations*  
LeRhonda S. Manigault-Bryant *Talking to the Dead: Religion, Music, and Lived Memory among Gullah/Geechee Women*, Ch. 3.

### **03/16 Religion and Ancestors**

"kitaskinaw 2350" *This Place* [kitaskinaw 2350 | This Place | CBC Podcasts | CBC Listen](#)  
Gabrielle Tesfaye "The Water will Carry Us Home" [The Water Will Carry Us Home on Vimeo](#)  
"Dia de los Muertos: A History" [Día de los Muertos: A History - YouTube](#)

### **03/21 Religion and Gender + Sexuality**

Elyse Morgenstein Fuerst and Megan Goodwin, "Religion and Gender-Not in the US?" [e206 — Keeping It 101: A Killjoy's introduction to Religion Podcast](#)  
"The Third Gender and Hijras" *Religious Literacy Project*, Harvard Divinity School [gender\\_hinduism.pdf \(harvard.edu\)](#)  
Sara Hylton, "The Peculiar Positions of India's Third Gender" *The New York Times* [The Peculiar Position of India's Third Gender - The New York Times \(nytimes.com\)](#)

### **03/23 Religion and Gender+Sexuality**

Rabbi Elliott Kukla, "A Created Being of Its Own: Toward a Jewish Liberation Theology for Men, Women, and Everyone Else" *TransTorah* [How I Met the Tumtum.indd \(transtorah.org\)](#)  
"Black, Queer, and Saved with Rev. Jason Oliver Evans" *Fruits of the Spirit* [Black, Queer and Saved with Rev. Jason Oliver Evans · Fruits of the Spirit \(spotify.com\)](#)

### **03/28 Religion and Justice**

Tobin Mill Shearer, "Prayers Permeated: Water Protectors and the NODAPL Movement," and "Faithful Fasting: The Indian Independence Movement," in *Religion and Protest Movements*.

### **03/30 Religion and Justice**

Martin Luther King, Jr., "Letter from Birmingham Jail" [Letter from Birmingham Jail \(csuchico.edu\)](#)  
Howard Thurman, "Jesus-an Interpretation" in *Jesus and the Disinherited*

### **04/04 Religion and Difference**

Watch 2 videos of your choice from the 2021 Parliament of World Religions [Parliament of the World's Religions - YouTube](#).  
Eboo Patel, "The Identity of an Interfaith Leader," "The Qualities of Interfaith Leadership" in *Interfaith Leadership: A Primer*

### **04/06 Religion and Difference**

Zalman Schachter Shalomi, "What I Found in the Chapel," in *My Neighbor's Faith*  
Desmond Tutu and the Dalai Lama, "Day 1: The Nature of Joy" in *The Book of Joy: Lasting Happiness in a Changing World*

### **04/08 Religion in the Public Square Papers/Projects Due by 11:59:59**

**Huron Appendix to Course Outlines:  
Academic Policies & Regulations 2021 - 2022**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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 (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on the Recording of Class Activities**

Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

### **Statement on Use of Personal Response Systems ("Clickers")**

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.



## **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

### **(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.



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 and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicsupport.uwo.ca/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.