



UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION

COURSE OUTLINE – Winter 2021

Religious Studies 335: Ritual and Religion

(A hybrid course with synchronous and asynchronous elements)

Course	Ritual and Religion		
Time	Monday/Wednesday/Friday 11:00-11:50 AM		
Room	Zoom for synchronous sessions on Mondays and Wednesdays Friday sessions will be asynchronous		
Course Zoom Link	<i>Will be posted to D2L</i>		
Instructor	Office Hours	Office	Contact Information
Dr. Joy Palacios	Mon. and Wed., 5-6 p.m. MT	SS 534	E: joy.palacios@ucalgary.ca
Dr. Palacios' Office Hour Zoom Link:			
<i>Will be posted to D2L</i>			

COURSE DESCRIPTION:

This course offers an introduction to major theoretical frameworks and methods from the interdisciplinary field of Ritual Studies. Ritual theory proposes answers to and shapes academic debates about the nature and origins of religion, the relationship between what people do and what they believe, and the function of religious practice in constructing cultures, societies, traditions, and identities. More generally, ritual theories provide tools for analyzing behaviors and activities – whether sacred or secular – that foster feelings of community and difference, facilitate transitions between life stages, commemorate the past, and imagine the future. During the first half of the semester, we will consider the big questions posed by ritual theory, build a vocabulary for ritual analysis, and prepare students to work in groups to observe a local ritual event using ethnographic research methods. (If COVID-19 prevents us from doing on-site observations, students will observe video recordings or live-streamed rituals.) Next, we will read canonical works from theorists who have left a lasting mark on ritual studies. At the end of the semester, each student will write a research paper based on their team's ethnographic observations.

INSTRUCTOR EMAIL POLICY:

I will do my best to respond to student emails within 48 hours. I often respond to email at night, so if you have not heard from me by the end of the business day, please know that a response is likely coming soon. Please note that all emails I send for the course will go to your @ucalgary.ca email address, which I encourage you to check regularly.

ONLINE ELEMENTS FOR THIS COURSE:

This course will use a **hybrid format**, which means it will combine synchronous and asynchronous elements.

- **Synchronous elements** are those that require everyone to be online at specific times. In this class, we will meet together on Zoom on Mondays and Wednesdays during our scheduled class time (11:00-11:50 AM).
- **Asynchronous elements** are those that do not require you to be online at a specific time (although some of these elements may need to be downloaded or completed within a given timeframe). In this class, asynchronous elements will include, for example, pre-recorded lectures that you download and watch, readings you will do on your own from the textbook, assignments submitted through D2L, and a midterm exam conducted online via D2L.

We will not hold a synchronous session on Fridays in order to give you extra time to download, read, watch, and complete the asynchronous elements of the course. Our synchronous sessions will focus on interactive activities, such as in-class discussions and teamwork, which would be difficult to conduct or less fruitful if we were to do them asynchronously. I'll do my best to make our Zoom sessions fun!

CLASS DAYS & TIMES:

We will meet synchronously via Zoom on Mondays and Wednesdays

11 Jan (11:00-11:50)
13 Jan (11:00-11:50)
18 Jan (11:00-11:50)
20 Jan (11:00-11:50)
25 Jan (11:00-11:50)
27 Jan (11:00-11:50)
1 Feb (11:00-11:50)
3 Feb (11:00-11:50)
8 Feb (11:00-11:50)
10 Feb (11:00-11:50)
22 Feb (11:00-11:50)
24 Feb (11:00-11:50)
1 Mar (11:00-11:50)
3 Mar (11:00-11:50)
8 Mar (11:00-11:50)
10 Mar (11:00-11:50)
15 Mar (11:00-11:50)
17 Mar (11:00-11:50)
22 Mar (11:00-11:50)
24 Mar (11:00-11:50)
29 Mar (11:00-11:50)
31 Mar (11:00-11:50)
12 Apr (11:00-11:50)
14 Apr (11:00-11:50)

COURSE CALENDAR STATEMENT:

A major form of religious expression is the various practices and rituals performed by individuals and the community. Various ritual theories and approaches will be examined along with different examples of religious ritual expressions.

COURSE LEARNING OUTCOMES:

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

Knowledge:

- Identify the big questions posed by ritual theory
- Explain, compare, and contrast the foundational concepts used in Ritual Studies for studying religious practices
- Outline and apply the basic principles of research ethics

Skills:

- Collaborate with a team of fellow researchers to design an ethnographic observation
- Write a successful ethics application
- Make detailed ethnographic observations of a live ritual event
- Record their observations in the form of field notes
- Craft a “thick description” of a ritual event based on their field notes
- Evaluate, select, and justify a theoretical framework in Ritual Studies and use it to analyze a ritual event

REQUIRED TEXTS:

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago and London: The University of Chicago Press, 2011.

- This text can be purchased or rented online as an e-book from the following vendors. I will also place the library’s physical copy on reserve:
- Amazon – Kindle - \$17.19 - <https://www.amazon.ca/Writing-Ethnographic-Fieldnotes-Second-Emerson/dp/0226206831>
- iBooks - \$21.99 - <https://books.apple.com/us/book/writing-ethnographic-fieldnotes-second-edition/id566717477>
- Google Play - \$15.81 (buy) or \$3.91 (rent) - <https://play.google.com/store/books/details?id=k83BlbBHubAC>
- Chegg - \$18.25 - <https://www.chegg.com/etextbooks/writing-ethnographic-fieldnotes-second-edition-1st-edition-9780226206868-0226206866>

All other readings will be posted to D2L as PDFs or available as e-books through the University’s library website.

CLASS SCHEDULE:

A course schedule will be made available the first week of class and course components will be posted in D2L each week in list format so that you can follow along and see what you need to do.

ASSESSMENT COMPONENTS:

This course will entail the following assessments:

1. Participation = 10%

Your contribution to class discussions and participation in in-class activities fosters your own learning and helps produce the knowledge examined by this course. Accordingly, a portion of your grade (10%) will reflect your in-class engagement with course material. See the handout on participation for more information.

2. Ethnographic Research Project = 35%

- a. CORE Certificate (required but not graded)
- b. Team Field Site Proposal (15%)
- c. Fieldnotes (20%)

One of this course's objectives is to give you first-hand experience observing and analyzing rituals using tools and methods developed in Anthropology and Religious Studies. Each student will therefore undertake an ethnographic research project. This project will entail individual elements and team elements. First, each student will complete the CORE Certificate, which will introduce you to the standards for ethical research involving human participants outlined in the Tri-Council Policy Statement (TCPS). Then you will work in teams of 4-6 to select a ritual event to observe and to prepare a proposal detailing how each member of your group will conduct their observations in conformity with the university's ethical standards. Students will have the option of conducting their observation virtually, either by watching a pre-recorded video of a ritual event or by watching a livestreamed event. (If COVID restrictions are still in place, all students will conduct virtual observations.) Once your group's Field Site Proposal is approved, you will attend the chosen ritual event. Each team member will write up their own fieldnotes, which include "jottings" of your observations and a "thick description" of the event based on those jottings. These fieldnotes will be shared with the team so that members can refer to them in their individually authored research papers.

Research Ethics

The course (or assignment) is under review for course-based ethics approval from the Faculty of Arts Research Ethics Committee. Whenever you perform research with human participants (e.g., surveys, interviews, observation) as part of your university studies, you are required to follow the [Tri-Council Policy Statement \(TCPS2\)](#). Your instructor must review and approve of your research plans and supervise your research.

3. Exam = 25%

An online exam will assess your mastery of the ritual theories and case studies covered in class. The exam will consist of a combination of multiple-choice, short-answer, and essay questions. I give more details closer to the exam date.

4. Final Paper = 30%

At the end of the semester, each student will write a final paper (1750-2000 words, or approximately 7-8 pages double-spaced). Your paper will use at least one of the ritual theories we studied during the semester to analyze the ritual event you observed, will draw on your own fieldnotes as well as the fieldnotes produced by at least two other members of your research team, and will incorporate at least two scholarly secondary sources.

DUE DATES:

Date	Assessment	Weight (%)	Required pass/fail
29 January	CORE certificate due		<i>Not graded, but required in order to complete the Ethnographic Research Project</i>
<i>Ongoing</i>	Participation	5%	
12 February	Team Field Site Proposal	15%	
19 March	Online Exam	25%	
26 March	Fieldnotes	25%	
14 April	Final Paper	30%	
<i>This course does not have a registrar-scheduled final exam</i>			

GRADING:

A numerical mark will be given for each course requirement. A letter grade will be assigned on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

A+	100 – 96%	A	95 – 90%	A-	89 – 85%
B+	84 – 80%	B	79 – 75%	B-	74 – 70%
C+	69 – 65%	C	64 – 60%	C-	59 – 55%
D+	54 – 53%	D	52 – 50%	F	Under 50%

N.B. All written assignments will be graded with regards to both form and content.

LEARNING TECHNOLOGIES AND REQUIREMENTS

This course will use a D2L site to post required readings, lecture videos, handouts, and other relevant class resources and materials. We will use Zoom for our synchronous sessions and for office hours.

In order to successfully engage in this course, you will need the following:

- Access to a computer, laptop, or tablet with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Microphone and speaker (built-in or external), or headset with microphone
- Broadband internet access
- Your UCID
- A webcam (built-in or external) is strongly recommended

For the synchronous sessions and office hours, I encourage you to use your microphone and camera, because this helps us all get to know each other and feel comfortable working together. We are a learning community and it is easier to build a sense of collaborative camaraderie when we can see each other. If you have concerns about this, or if you will not have access to a microphone and camera during synchronous sessions, please contact me to let me know.

MISSED OR LATE ASSIGNMENTS:

Unless you have made a prior arrangement with me for an extension, assignments will be **marked down by 1% for each hour they are late**. This policy is meant to encourage the timely submission of work.

At the same time, I know that we all juggle multiple, competing deadlines in our lives (me too!), and I am willing to work with you. **I want you to succeed in this course**. When you find yourself in a pinch, please email me. **I am open to renegotiating deadlines**.

Class participation marks for our synchronous Zoom sessions cannot be made up. However, everyone gets two free absences. When health matters (medical appointments, etc.) or personal crises (sick parents or dependents, etc.) prevent you from attending the Zoom sessions, please send me an email to let me know so that I can mark your absence as excused.

Our synchronous sessions will be recorded in Zoom and uploaded to D2L.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

You will get the most out of this course if you complete the readings and videos in advance of our synchronous Zoom sessions. Our synchronous sessions will involve active learning, discussion, and reflection, either in collaboration with the whole class (in which case tools such as Top Hat will help provide opportunities for engagement) or in small groups. In all cases, your ideas and perspective are vital to the class. Please come to class ready to think and share.

During class discussions and activities, I expect each member of the course to help me create a positive learning environment by listening respectfully to each other, using transitions (“As Julia said, I think...”, “I agree/disagree with Mohad because...”, “I want to build on that idea...”), and by refraining from statements that signal judgment. We will be discussing material that can be sensitive and about which members of the course may have strong feelings. For this reason, all members of the class will be asked to use vocabulary that signals observation, description, analysis, scholarly argument, and hypothesis formation.

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

ADDITIONAL COURSE INFORMATION

EXPECTATIONS FOR WRITING:

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>. A detailed handout and rubric will be provided for each writing assignment.

INSTRUCTOR INTELLECTUAL PROPERTY:

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University’s Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC MISCONDUCT:

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

ACADEMIC ACCOMODATION:

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY:

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

MEDIA RECORDING (if applicable):

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

****Media recording for lesson capture***

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

****Media recording for self-assessment of teaching practices***

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

****Media recording for the assessment of student learning***

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY:

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION:

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk