



UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION

COURSE OUTLINE – Winter 2022
Religious Studies 484.7

Advanced Studies in Christianity: The Performance of Religious Authority

Course	The Performance of Religious Authority		
Time	Tuesday and Thursday 12:30 – 1:45 PM		
Room	SS 527		
Instructor	Office Hours	Office	Contact Information
Dr. Joy Palacios	Tue and Thurs, 2-3 pm MT <i>Via Zoom or in person</i>	SS 534	E: joy.palacios@ucalgary.ca T: 403-220-3285

INSTRUCTOR EMAIL POLICY:

I will do my best to respond to emails sent via students' @ucalgary emails within 48 hours. Please note that course communications will be sent to your @ucalgary email.

COURSE CALENDAR STATEMENT:

A seminar course examining topics, personalities and movements in Christianity from its origins to its modern and contemporary developments.

Course Hours: 3 units; (3-0)

Prerequisite(s): 3 units from [Religious Studies 383](#), [385](#), [387](#) or [389](#).

MAY BE REPEATED FOR CREDIT

COURSE DESCRIPTION:

Priests and pastors in the Christian tradition exert tremendous influence over the faithful. Metaphors for clergymen reflect their status by calling them fathers, shepherds, and, in certain sacramental contexts, even kings. What, though, is the basis for their authority and how much does it really shape a believer's daily life and religious practices? This course will use ritual theory and performance theory to examine the types of institutional structures and personal performances that produce religious authority. Rather than taking a chronological view, we will examine three pastoral types – Catholic priests, megachurch pastors, and women ministers – that represent key strategies and challenges encountered by clergy as they lead congregations. First, we will analyze how Catholic priests draw on institutional supports for religious authority, as exemplified by the sacrament of order, religious rules, and liturgical tradition. Second, we will consider how megachurch pastors construct their authority using performance-based methods like preaching, charisma, and professional music. Finally, we will reflect on the gendered nature of these various bases for religious authority by examining the challenges and opportunities faced by women in ministry, paying particular attention to empathy, community, and embodiment as sources of power.

COURSE LEARNING OUTCOMES

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

- Identify, compare, and apply key theories of authority and of performance
- Analyze the ritual and discursive elements deployed by spiritual leaders to generate authority
- Differentiate primary from secondary sources in the context of a specific research project
- Compose a close-reading of a primary text that is informed by secondary sources
- Generate an original scholarly argument
- Present that original argument in oral and written forms
- Give, receive, and respond to constructive feedback about their own arguments and those of their peers

LEARNING RESOURCES

All texts will be made available as web links or PDFs on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

To access the course readings on D2L and submit assignments, you will need to use a computer with internet access. If COVID-19 protocols move our class to Zoom, you will need access to a computer that has the following:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

CLASS SCHEDULE

A detailed course schedule will be provided on the first day of class.

EXAMINATIONS

This course does not have any exams. Please see below for more information about course requirements.

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. Reading Responses = 15% (3 x 5%)

I have divided our course material into three units on priests, megachurch pastors, and women ministers respectively. For each unit, you will prepare a reading response of one-to-two pages for one session of your choice. Your reading response should use one of the secondary sources assigned for that session to analyze that session’s primary source. Reading responses are due the Friday before the selected course session at 11:59 PM and are worth 5% each, for a total of 15% of the final grade. I will provide a handout with more details and students will sign up for their reading response dates on the first day of class.

3. Draft of Final Paper = 15%

In order to help you begin thinking about your final paper early, students will submit a draft of their final paper right after we return from reading week. I will provide detailed feedback on your draft, which you will be expected to incorporate into the final version submitted at the end of the semester. I will provide a handout with more details.

4. Oral Presentation = 20%

During the last two weeks of the semester, each student will give an oral presentation (10-15 minutes with slides) of their final paper. This assignment simulates the type of idea sharing in which academics engage at conferences, strengthens oral communication skills, and provides an opportunity to receive feedback on your paper’s central argument.

5. Final Paper = 40%

At the end of the semester, each student’s individual research will culminate in a final paper that analyzes at least one primary source from the semester, uses at least one theoretical framework from the course, and relies on peer-reviewed secondary materials gathered through your own research. Students in RELS 484 will write a paper of 12-15 pages (approx. 3000-3750 words) using at least 600 pages of source material See handout for more details.

Date	Assessment	Weight (%)	Required pass/fail
Ongoing	Participation	10%	N
Three times selected by the student	Reading Responses	15%	N
1 March	Draft of Paper	15%	N
April 5, 7, or 12	Oral Presentation	20%	N
April 15	Final Paper	40%	N
<i>There will be no registrar-scheduled final exam in this course</i>			

MISSED OR LATE ASSIGNMENTS*

Late work will be marked down by one third of a grade per day (for example, from an A to A-). If you find yourself in a difficult situation and you do not think you will be able to submit an assignment on time, please send me an email so that we can work together to determine whether an extension is possible.

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 regard to both form and content.

EXPECTATIONS FOR WRITING

I will provide a handout and rubric for each written assignment.

ADDITIONAL COURSE INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Your active participation is important for your own learning as well as the learning of your peers. I will structure in-class time in ways that foster and facilitate your engagement with the course materials. Readings assigned for a given date on the schedule should be completed before class begins. Often, I will begin class with a brief lecture highlighting what I think is important in the readings. However, I will design interactive activities that will prompt you to explain, analyze, compare, or apply the ideas and information covered in the readings. Your participation grade will be based on your involvement in these activities. Come to class ready to think and share.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Describe any guidelines you wish to include related to the submission of assignments.

For example:

Please submit all assignments electronically the dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "First Name Last Name Assignment Number" (e.g., Alex Smith Assignment 2). Assignments must be submitted by 11:59pm on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

CONDUCT

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>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

Electronic devices are allowed in this course and will sometimes be used for in-class activities. (I, too, after all, will have my laptop with me to provide PowerPoint presentations and my phone so I can use its timer to keep our activities on track.) I do, however, expect that all members of the class show respect to their fellow students and the instructor(s) by not wearing headphones, answering phone calls, playing music, or watching their own videos. If a student's use of electronic devices disrupts others, he/she may be asked to leave the room.

Recording any part of the lectures or class sessions in any form must first be approved by the instructor in writing and is for individual private study only.

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/.

***RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the 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.

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