UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION

COURSE OUTLINE – Winter 2023
Religious Studies 601.9 L01

Studies in Western Religion: The Performance of Religious Authority

Course	The Performance of Religious Authority		
Time	Tuesday and Thursday 2:00 – 3:15 PM		
Room	SS 527		
Instructor	**Office Hours**	**Office**	**Contact Information**
Dr. Joy Palacios	Thursdays, 3:30-5:30 pm MT *Via Zoom or in person*	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.

REQUIRED TEXTS:
All readings will be posted to D2L as PDFs or available through the University's library website as e-books.

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

ONLINE ELEMENTS FOR THIS COURSE:
All our course materials will be posted to D2L. This includes readings you will do on your own, assignment handouts, and the PowerPoints for our class sessions. You will also submit your assignments via D2L.

I will hold my office hours via Zoom, with an in-person option.

If COVID-19 protocols change and we need to move online, we will use a hybrid format, which means we will continue to meet together via Zoom during our scheduled class times on Tuesdays and Thursdays from 2:00-3:15 PM MT.

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 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.

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 the week of your choice. Your reading response should use the secondary sources assigned for that week to analyze the week's primary source(s). Reading responses are due the Sunday of the selected week 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 = 20%

   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 = 15%

   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 last 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 601 will write a paper of 15-18 pages (approx. 3750-4500 words) using 800 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
2 March	Draft of Paper	20%	N
April 4, 6, or 11	Oral Presentation	15%	N
April 14	Final Paper	40%	N
There will be no registrar-scheduled final exam in this course			

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-), unless an extension has been negotiated. 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 letter grade will be assigned to each component of the course according to the University's Graduate Studies Calendar 2022-2023:

F.1.2 Graduate Studies Grading System

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass
C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.

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

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.

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.

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

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 ACCOMMODATION:
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