Topics for the seminar will be related to comparative analysis of religious experience and practices, social transformation, and institutional identity in Canada and the United States. This semester’s topics include encounters of Christians and indigenous peoples, order and experience as orientations to religious life, the role of Christianity in prohibiting and promoting equality and difference, religion and the shaping of national identity, perspectives on prayer, narratives of seekers and doubters, and the multifaceted challenges of modernity. The course is designed to incorporate the research interests of students through class presentations and writing projects.

Course Resources

We will be reading the following book, which is available for purchase at the Crux Bookstore and is in the holdings of several libraries in the UTL system in both printed and electronic formats.

Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits*

You will also need to order or retrieve the book that you choose to read for the 4 November session.

The other readings are included in a course reader available for purchase at the print shop in the basement of Victoria College (Old Vic) or in electronic format in the UTL system.

Appointments

Please feel welcome to come and talk with me. To make an appointment, check with me at class or by email to arrange a mutually convenient time. I will also try to be in my office for an hour immediately following our class session if you wish to drop by.

Changes in assignments or policies involving evaluation proposed after the first class will be made with the consent of a simple majority of class members and announced in an email message from Blackboard.
**Course Requirements and Assessment**

1. Completion of the **reading assignments**, responsible **participation** in class discussions, including leadership of at least one class session (20%). The class sessions are organized around the readings assigned for that day; therefore it is important to complete the reading assignment **before** you come to class. At the first session, we will arrange for leadership of specific sessions. Additionally, each student will formulate at least one question to contribute to the discussion and be prepared to explain how the reading assignment gave rise to it. Graduate (AD) students will also participate in the peer review exercise. (Optional for Basic Degree students; see page 4 for details.)

2. Mid-term paper (20 %) due at the class session to which it is related. Each student will prepare a 4-6 page analysis of based on one of set of the weekly reading assignments.

3. A **final project** related to the general themes of the course due in two parts:

   a) a **proposal** (10 %) due on or before 21 October.

   After choosing a topic and doing some initial research, hand in a brief paper (2-3 pages and a preliminary bibliography) that includes the following:
   
   - the topic;
   - the range of sources and the approach that will be used in the study;
   - an initial framing of your argument or thesis;

   b) a **research paper** (50 %) due on or before 16 December.

   Based on your proposal, prepare a paper (Basic Degree students 12-15 typed and double-spaced pages, approximately 3000-4000 words; graduate (AD) students 18-20 pages, approximately 4500-5000 words) that explores a question or problem, presents and develops a thesis, and indicates the significance of the study in a thoughtful conclusion. Please cite sources in the traditional humanities style of documentation (Notes-Bibliography). On matters of style, consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, which is based on the *Chicago Manual of Style*. A “Chicago-Style Citation Quick Guide” is available online: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

   **N.B. Graduate (AD) Students:** Your paper will be discussed in one of the class sessions toward the end of the term. You may revise it before you submit the final copy. (See page 4 for more details.)

**Summary of Assessment and Due Dates**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20% (weekly)</td>
</tr>
<tr>
<td>Mid-term paper</td>
<td>20% (class to which the topic is related)</td>
</tr>
<tr>
<td>Proposal</td>
<td>10% (21 October)</td>
</tr>
<tr>
<td>Final paper</td>
<td>50% (16 December)</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students successfully completing this course will be able to:

• display initiative and responsibility for creating a learning community by preparing for and participating in class activities.

• acquire a basic familiarity with scholarly interpretations of selected topics in the history of Christianity in North America by preparing for and participating in class discussions.

• develop proficiency in the use of a library and the construction of a bibliography by developing a research proposal and producing a final paper.

• show competence or proficiency in the use of pertinent electronic and web-based resources by accessing readings for class sessions and gathering resources for assignments.

• develop proficiency in scholarly research by writing a paper that presents a thesis or position, gathers sources appropriate to the assignment, and presents findings in the suggested format.

• cooperate with peers and associates in a collegial manner by participating as both writer and/or reader in the presentation of seminar papers.

• develop habits of mind that your professor can’t easily measure, such as curiosity, delight in learning, humility, and awareness of connections with other courses and experiences outside class.

Policy on Extensions (see TST graduate programs handbook for details)

****ADD Extension policy from new TST handbook.

Students from other departments will follow the SGS deadlines for extensions. Late papers for which extensions have not been approved will not be accepted and will receive no credit.
**Preparation for Class Discussion**

In preparation for the class discussions you may find it helpful to keep these questions and guidelines in mind as you do your reading:

1. Be able to summarize the reading by describing in general terms what the book or article is about and identifying the major themes and issues considered by the author(s).

2. Be able analyze the approach to the study by exploring how the author(s) developed the thesis and various themes. Identify the method, how the argument is presented, and the use of sources.

3. Consider the significance of the readings by relating them to the broader field or previous class sessions. For example, you might explore how the book or article is related to other studies of the subject that you have read or (if applicable) to your own research. Does the book or article support, challenge or expand on other studies?

4. Evaluate the material by stating how you support and/or question the validity of the work. Why and how is the book or article useful?

5. What are the two or three most important discoveries that you made in the readings for the day? What would you like to discuss further in class?

**Graduate Student Guidelines for Presenting Research Papers**

**When you are presenting a paper:**

Please have copies ready for distribution by the day and time agreed upon by the class to give everyone time to read your paper. (This will be handled electronically.)

When you present your paper you may wish to give a very short introduction. However, it will probably be more helpful to use your class time to listen, answer questions, and respond to comments. Before you submit the final copy, you may revise your paper.

**When you are a reader:**

Please read the papers carefully and be prepared to contribute a specific positive comment (e.g., content, style, organization), as well as questions or suggestions for clarification (e.g., clarity of the thesis, handling of ideas, cogency of analysis, voice).

**When you are a designated assessor:**

Please provide two copies of a short critique of the paper you are reviewing—one for the instructor and one for the writer of the paper. (One single-spaced page will generally suffice.) You will initiate the discussion of the paper, based on your written review.
Class Schedule and Reading Assignments

16 September  INTRODUCTION

23 September  ENCOUNTERING THE RELIGIOUS AND CULTURAL “OTHER”

Reading Assignment

- Allan Greer, Mohawk Saint: Catherine Tekakwitha and the Jesuits

30 September  ORDER AND EXPERIENCE

Reading Assignment


7 October  DIFFERENCE AND DEVOTION

Reading Assignment


- [*** check pages]

14 October  PERSPECTIVES ON PRAYER

Reading Assignment


- *** Add primary sources: E.M. Bounds; William Adams Brown or Georgia Harkness

21 October  RELIGIOUS AND CULTURAL IDENTITIES IN TRANSITION

Reading Assignment

Mark McGowan, “Roman Catholics (Anglophone and Allophone),” in Christianity and Ethnicity in Canada, ed. Paul Bramadat and David Seljak, 49-100.

Phyllis D. Airhart, “Uncoupling Christianity and Culture,” A Church with the Soul of a Nation: Making and Remaking the United Church of Canada, 196-224, 375-84.


28 October  READING WEEK
(No Class)
4 November  

**RELIGIOUS SUBCULTURES IN A PLURALISTIC WORLD**

**Reading Assignment**

- Grant Wacker, “Billy Graham’s America,” *Church History* 78:3 (September 2009): 489-511.

11 November  

**SEEKERS AND DOUBTERS**

**Reading Assignment**

Choose **one** of the following:

- Holy Ordway, *Not God’s Type: An Atheist Academic Lays Down Her Arms*
- John D. Suk, *Not Sure: A Pastor’s Journey from Faith to Doubt*
- Barbara Brown Taylor, *Leaving Church: A Memoir of Faith*

18 November  

**CONTEMPORARY AND EMERGING VARIETIES**


25 November, 2 December, 9 December  

**RESEARCH AND PRESENTATION OF PAPERS**