FOAR704

Religion, Secularism and Society

S2 Day 2018

Dept of Anthropology

Contents

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General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This unit will provide both a historical and contemporary comparative look at the ways that different societies deal with religion in the public sphere, freedom of religion, and the concept of "the secular". An important aspect that the course considers is that there is no single way of being "secular" or religious within human societies but, rather, varieties of complex systems. A close study of such difference provides a unique and valuable line of sight into comparative studies of how different traditions have developed their social political structure. In recent years, in particular within western countries and new emerging economies, some of the most interesting contemporary debates have arisen out of questions about freedom of religion, its limits, and the relationship between religion and the state. Drawing on case studies and through the review and discussion of scholarship within the field of social sciences, this seminar will provide an introduction to such complex debates.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Explore key texts in the context of theories specific for understanding the concept of secularism

Examine different kinds of debates surrounding the concept of secularism, secularization, and the secular

Communicate a clear and coherent explanation of ideas to different audiences.

Review, analyse and critique broad and diverse theoretical literature in relation to religion, secularism and society

Analyse a model text and identify broad paradigms being deployed by another theorist.

Explore the concept of the secular, secularism and secularization and how different societies, communities and movements relate to it.

General Assessment Information

Late Submission Faculty Policy

Unless **a Special Consideration request** has been submitted and approved, (a) a penalty for lateness will be applied - two (2) marks out of 100 will be deduced per day for assignments after the due date and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submission will be accepted for timed assessments-- eg. quizzes, online tests

Assessment Tasks

Name	Weighting	Hurdle	Due
Open Question (In class)	30%	No	week 7
Research Essay	40%	No	week 10
Open Questions (in Class)	30%	Yes	Week 13

Open Question (In class)

Due: **week 7**
Weighting: **30%**

Students are required to answer 2 questions and submit their answer to Turnitin (instructions will be provided on iLearn). A Rubric for this activity will be provided. The questions will be related to the material of the first part of the course

On successful completion you will be able to:
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Research Essay

Due: **week 10**
Weighting: **40%**

Students will be provided with 4 titles in week 3 and they are expected to write an essay which uses some of the theories and critical analysis we have discussed during the course as well as personal literature research. The submission of the essay is through Turnitin. A rubric will be provided on iLearn. Students are required to work on the synopsis of the essay with their lecturer during the course.

On successful completion you will be able to:

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Open Questions (in Class)

Due: **Week 13**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students are required to answer 2 Open Questions about the material of the course. The assessment is an open Book examination and a Hurdle Assesment (Students should make sure that they attend the exam). Students are required to bring their Laptop or Ipad in the class since they will answer the questions on iLearn.

On successful completion you will be able to:

- Examine different kinds of debates surrounding the concept of secularism, secularization, and the secular
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Delivery and Resources

Week 1 Introduction to the course

Week 2 Secularism, Secularization, Secularity, and the Secular - part 1

We will discuss the following readings

Casanova. (2011). "The Secular, Secularizations, Secularisms." in Rethinking Secularism. Craig Calhoun (eds. et al.) Oxford and New York: Oxford University Press, pp. 54-74.

Charles Taylor. (2010). "The Meaning of Secularism," The Hedhog Review. Fall 2010.

Week 3 Secularism, Secularization, Secularity, and the Secular - part 2

- Charles Taylor. (2011). "Western Secularity" in Rethinking Secularism. Craig Calhoun (eds. et al.) Oxford and New York: Oxford University Press, pp. 31-53
- Akeel Bilgrami. (2014). "Secularism: Its Content and Context.File

Week 4 Are we Living in a Secular Age?

Charles Taylor. (2007). "Introduction" to A Secular Age. Cambridge: Harvard University Press, pp. 1- 22.

Warner, Michael (eds. et al.) (2010). "Editor's Introduction" to Varieties of Secularism in a Secular Age. Cambridge, MA: Harvard U Press.File

Week 5 The Secularization Thesis

Secularization -Steve Bruce in The New Blackwell Companion to the Sociology of Religion

Casanova, José. "Rethinking secularization: A global comparative perspective." Religion, globalization, and culture. Brill, 2007. 101-120

Week 6 The Anthropology of Secularism?

Fenella Cannell. (2010). "The Anthropology of Secularism." Annual Review of Anthropology, 39:85–100.

Talal Asad. (2003). "What Might an Anthropology of Secularism Look Like?" in Formations of the Secular: Christianity, Islam, and Modernity. Stanford, CA: Stanford University Press.

Week 7 **Rethinking the Secular**

Talal Asad. (2003). "Introduction" to Formations of the Secular: Christianity, Islam, Modernity. Stanford: Stanford University Press

J. Bhargava. (2011). "Rehabilitating Secularism." In Rethinking Secularism. Craig Calhoun (eds. et al.) Oxford: Oxford University Press.

Week 8 Secularism, the Nation-state and Nationalism

- Talal Asad. (2003) "Secularism, Nation-State, Religion" in Formations of the Secular: Christianity, Islam, Modernity. Stanford: Stanford University Press, pp. 181-201.

- Kucukcan, Talip. "Sacralization of the State and Secular Nationalism: Foundations of Civil Religion in Turkey." George Washington International Law Review 41.4 (2010): 963-983.

Week 9 Islam and the Challenge of Secularization

- Bryan S. Turner Islam, Public Religions and the Secularization Debate in Marranci, Gabriele eds. Muslim societies and the challenge of secularization: An interdisciplinary approach. Springer, 2010.

- Richard C. Martin Hidden Bodies in Islam: Secular Muslim Identities in Modern (and Pre modern) Societies in Marranci, Gabriele eds. Muslim societies and the challenge of secularization: An interdisciplinary approach. Springer

Week 10 Guest Seminar on Secularism and Turkey (TBA)

TBA

week 11 Secularism and Judaism

- Andrew Buckser. (2011). "Secularization, Religiosity, and the Anthropology of Jewry." Journal of Modern Jewish Studies, 10(2):205-222

- Phillips, B. A. (2010). Accounting for Jewish secularism: Is a new cultural identity emerging?. Contemporary Jewry, 30(1), 63-85.File

Week 12 Revision and Discussion

Week 13: In Class Exam

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise

- Academic Integrity Module for Students

- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Explore key texts in the context of theories specific for understanding the concept of secularism
- Communicate a clear and coherent explanation of ideas to different audiences.
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- Explore the concept of the secular, secularism and secularization and how different societies, communities and movements relate to it.

Assessment task

- Open Questions (in Class)

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Explore key texts in the context of theories specific for understanding the concept of secularism
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Assessment tasks

- Open Question (In class)
- Research Essay
- Open Questions (in Class)

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Explore key texts in the context of theories specific for understanding the concept of secularism
- Communicate a clear and coherent explanation of ideas to different audiences.
- Review, analyse and critique broad and diverse theoretical literature in relation to religion, secularism and society
- Analyse a model text and identify broad paradigms being deployed by another theorist.
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Assessment tasks

- Research Essay
- Open Questions (in Class)

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and

problem solving.

This graduate capability is supported by:

Learning outcomes

- Examine different kinds of debates surrounding the concept of secularism, secularization, and the secular
- Communicate a clear and coherent explanation of ideas to different audiences.
- Review, analyse and critique broad and diverse theoretical literature in relation to religion, secularism and society
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Assessment tasks

- Research Essay
- Open Questions (in Class)

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

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- Analyse a model text and identify broad paradigms being deployed by another theorist.
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Assessment tasks

- Research Essay
- Open Questions (in Class)

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in

relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Communicate a clear and coherent explanation of ideas to different audiences.
- Analyse a model text and identify broad paradigms being deployed by another theorist.

Assessment tasks

- Open Question (In class)
- Research Essay
- Open Questions (in Class)