

- Explain Julia Leslie’s theory of reading by:
 - a) describing its connection to Stanley Fish’s theory; and
 - b) showing how it might apply to a specific religious text.
- What is “logocentrism” and how does Derrida feel about it?
- Give four examples of hybridity involving specific religious traditions.

1

Anonymous Feedback

- Tutorial reflections
- Not seeing people with hands up
- Bill Burr clip
 - ➔ Thanks!
- Professors and snow days?



2

6. “Texts” + Culture

3

Today

- Assignments!
- Finish: “Texts”
 1. **Theories** of texts
 2. What do texts **mean**?
 3. **Which** texts do we study?
 4. **Why** study texts?
- Start: Culture
 1. **What** is “culture”?

4

Assignments!

5

Film Paragraph

- Grades + assignments will be posted later this week
- You \neq your grades
- Key problem: not following instructions
- First assignment only worth 5%
 - ➔ Chance to learn and improve

6

Film Paragraph

- Grading process + appeals
 - ➔ Will post announcement
 - ➔ Not graded to achieve certain average
 - ➔ C = adequate (UofT standard)

7

Film Paragraph

- Learning and improving
 - ➔ Education!
 - ➔ Please look at feedback from TA
 - ➔ Also look at samples posted on Quercus (under Assignments > Film Paragraph)
 - ➔ Students who met with me or the TAs improved their work

8

Film Analysis

- Film Analysis: due **February 28**
- **Yes:** use theory to interpret film
- **No:** use film to understand theory (or use film to illustrate or prove theory)

9

Film Analysis

- Use theory to interpret film
 - ➔ Avoid the obvious!
 - ➔ Look for interesting questions
 - ➔ Start with what you *don't* understand
 - ➔ E.g., why are Scar and Mufasa so different?

10

Film Analysis

- 4 paragraphs in total:
 1. Belief (revised!)
 2. Ritual ← Feb. 26 tutorial homework (bring 2 copies)
 3. Text
 4. Reflection

11

Film Analysis

- Ask for help!
 - ➔ Me / your TA
 - ➔ RG Academic Skills Centre
 - ➔ AccessAbility Resource Centre
 - ➔ Health + Counselling Centre

12

Film Analysis

- Ritual paragraph
 - ➔ Do not worry about whether an action is a “ritual” or not
 - ➔ Simply use a theory of ritual to analyze any action(s) you like
 - ➔ Question: what does the action *mean*?
 - ➔ Using Freud’s theory, it’s possible to see that Simba uses the “hakuna matata” ritual to avoid dealing with problems.

13

Film Analysis

- Text paragraph
- Apply theories to “texts” WITHIN the film
 - ➔ “Text” = anything in the film that is spoken, sung, written, named, signed, etc.
 - ➔ “Author” = character who writes or speaks
 - ➔ “Reader” = character who reads or listens

14

Field Research Analysis

- Attend a religious ritual or ceremony with your group
 - ➔ Contact site ahead of time (note possible rules – e.g., head covering, no shoes, etc.)
 - ➔ Observe everything! (Not just what you think is “religious”)
 - ➔ Take group selfie at religious site (inside or outside)

15

Field Research Analysis

- Best to know as little as possible about the religious tradition in advance
 - ➔ Not your own religion
 - ➔ Do **no research**
- Analyze observations using Nye’s text
 - ➔ Culture OR power OR gender
 - ➔ “Field Research Theories” document

16

“Texts!”

17

Author – Text – Reader

18

“Texts”

1. **Theories** of texts
2. What do texts **mean**?
3. **Which** texts do we study?
4. **Why** study texts?

19

I. Theories of texts

20

- **Authorship** (p. 169–71):
Michel Foucault + Roland Barthes
- **Readers** (p. 176–78):
Wolfgang Iser + Stanley Fish
- **Gender** (p. 178):
Judith Fetterley + Julia Leslie
- **Language + interpretation** (p. 158–59):
Jacques Derrida

21

Authorship

- Two issues re: meaning of a text:
 1. Barthes: “Death” of the author
(=author’s **intent** is NOT important in determining the meaning[s] of a text)
 2. Foucault: author’s **identity** IS important in determining the meaning(s) of a text
(status, expertise, gender, etc.)

22

Barthes: “Death of the Author”
(Author’s Intent is NOT Important)

“You know this is your
master, eh?
Do you feel the lash?”

23

Last Week’s Song

- “Shake It Off” by Taylor Swift (2014)



24

“Shake It Off”

I stay out too late
Got nothing in my brain
That’s what people say, mmm-mmm
That’s what people say, mmm-mmm

‘Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate
Baby, I’m just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off

25

“Shake It Off”

I stay out too late
Got nothing in my brain
That’s what people say, mmm-mmm
That’s what people say, mmm-mmm

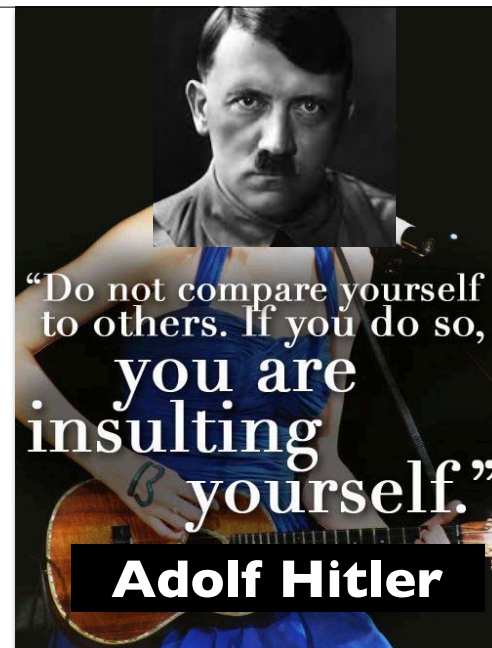
‘Cause the players gonna play, play, play, play, play
And the **haters gonna hate**, hate, hate, hate, hate
Baby, I’m just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off

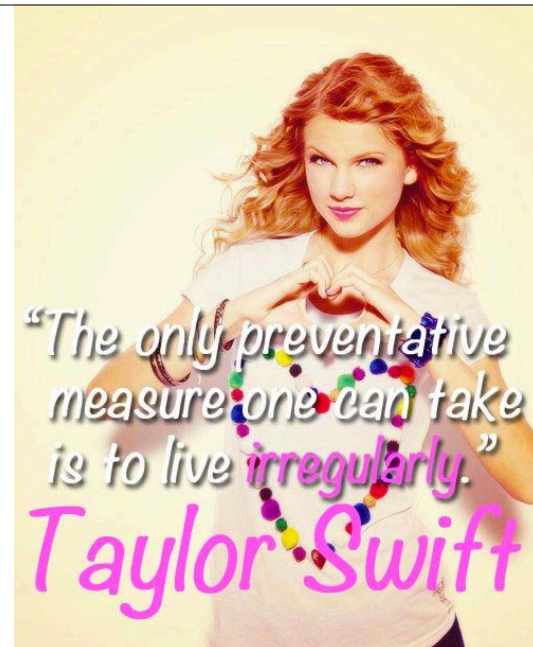
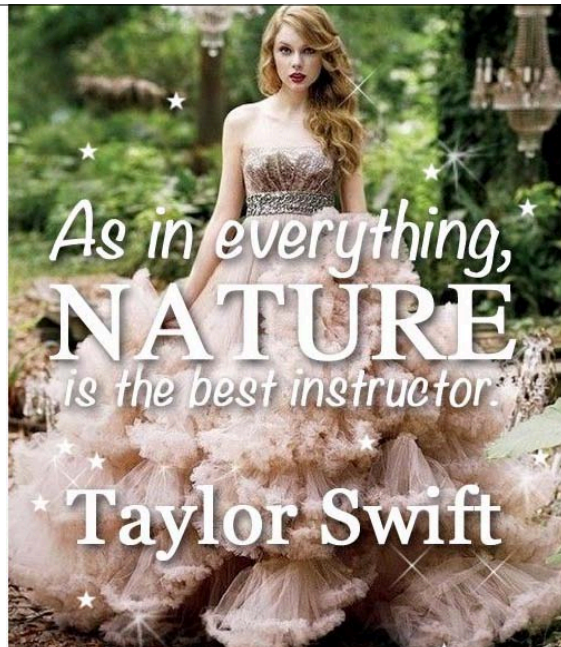
author’s identity IS important to meaning (Foucault)

26

How does the author’s
identity affect the meaning
of the following texts?

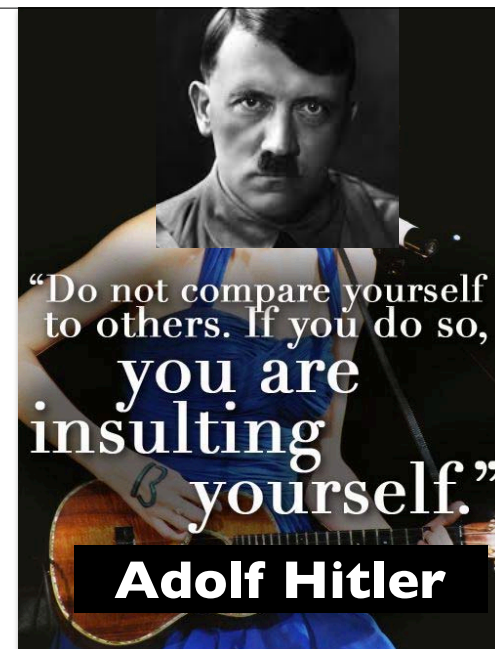
27





Readers

- Iser: meaning produced by relation b/t reader and text (very broad idea)
- Fish: identity of reader affects how they read a text
 - ➔ Science book read by scientist vs. artist
 - ➔ Bible read by Christian vs. Hindu
 - ➔ Nye's book for you now vs. last month
 - ➔ Reader's view of an author



Gender

- Fetterley: “important” texts written by, for, and about men
 - ➔ Most often male “voice” is heard
 - ➔ Sacred texts
 - ➔ *The Lion King?*
- Leslie: gender of reader may impact how a text is read
 - ➔ See Stanley Fish

33

The New Testament

“Wives, be **subject to your husbands** as you are to the Lord. For the husband is the head of the wife just as Christ is the head of the church.” (Ephesians 5:22)

“Let a woman **learn in silence** with full submission. I permit no woman to teach or to have authority over a man; she is to keep silent.” (1 Timothy 2:11-12)

34

Jacques Derrida

- Logocentrism (X)
- Belief that words are the window to the world



“Red Willows”

“One time, Nanabush threw the bear so hard against the ground he broke the earth, and water began to flow through. That in fact is the reason the water now flows past Sault Ste Marie.”

36

Logocentrism: *The Office* S04E04

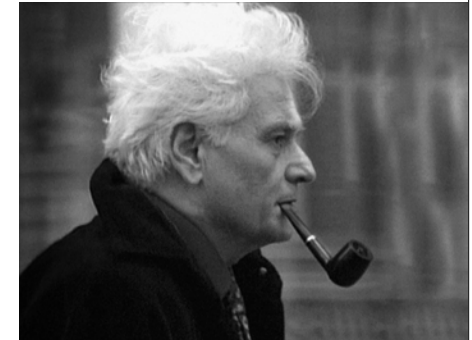


I ... DECLARE ... BANKRUPTCYYYYY!

37

Jacques Derrida

1. Texts are **important**
2. The meanings of texts are **variable**



Jacques Derrida

1. Texts are **important**
 - ➔ We live in worlds **shaped** by texts
 - ➔ Course syllabi, essay instructions, laws
 - ➔ Sacred texts!
 - ➔ “Red Willows”

39

Jacques Derrida

1. Texts are **important**
 - ➔ We live in worlds **shaped** by texts
 - ➔ *The Lion King*
 - ★ “hakuna matata”
 - ★ “he lives in you”
 - ★ “you are my son ... and the one true king”

40

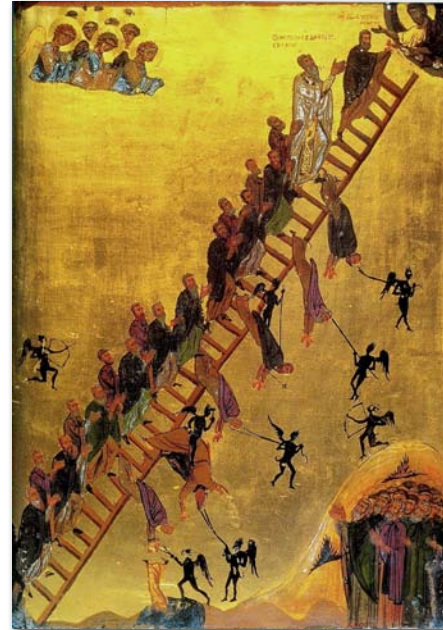
Jacques Derrida

2. The meanings of texts are **variable**

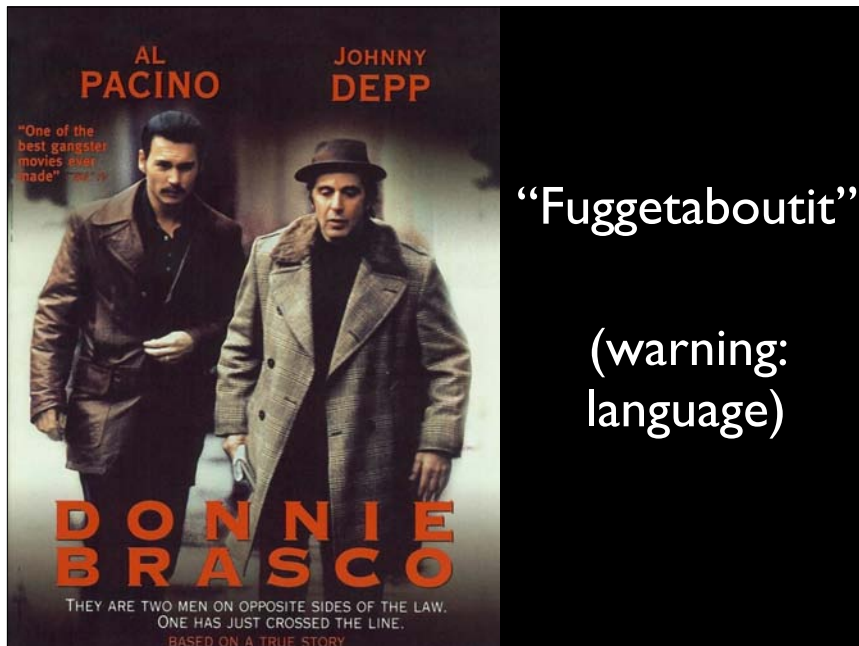
- ➔ Unstable links between words + reality
- ➔ Meaning of words not fixed
- ➔ Meaning affected by changes in history, geography, context, author, reader, etc.

➔ Icon? Image of Jesus or saint, usually painted on wood. Used in Eastern Orthodox Christianity.

41



Icon:
The Ladder of
Divine Ascent
(12th C)



“Fuggetaboutit”

(warning:
language)



agree disagree the greatest

go to hell forget about it

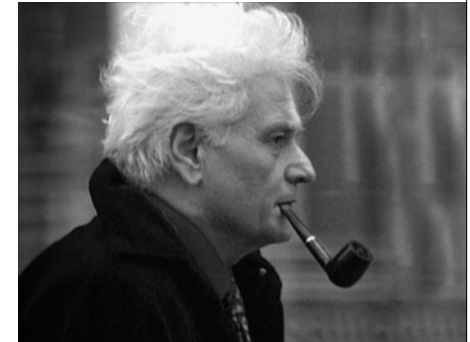
44

End of Part I!

45

Jacques Derrida

1. Texts are **important**
2. The meanings of texts are **variable**



“monster” + cross = ?



47





Possible Meanings

- “Monster”
 - ➔ Evil creature
 - ➔ Outcast, marginalized creature/person
- Christian cross
 - ➔ Symbol of Christianity
 - ➔ Symbol of peace, love, sacrifice, redemption
 - ➔ Symbol of colonialism, genocide

Nye p. 62 +
p. 137

50

Possible Meanings

- “Monster” + cross = ?
 - ➔ Christianity is evil.
 - ➔ Christianity is (or should be) about love for those who are marginalized.

51



“For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me. . . . Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.” (Matthew 25: 35–40)

53

Parks and Recreation S05E19



citizens shall dump Ted into Ramsett Lake

54

what the founders meant



55

The Pawnee Charter

1. Texts are **important**
 - ➔ Throw Ted in the lake!
2. The meanings of texts are **variable**
 - ➔ Tea / Ted
 - ➔ Seize any “Indian” property
 - ➔ Women vs. land-owning males (law used to apply, but now people ignore it)

56

2. What do texts mean?

57

Meaning of Texts?



58

Meaning of Texts?

- Texts have **many** possible meanings
 - ➔ But not infinite meanings
 - ➔ Like rituals!
 - ➔ Relationship b/t author, text, and reader

59

Meaning of Texts?

- Lots of disagreements over meanings!
 - ➔ Sacred text disputes
- Language is complicated (e.g., meanings of words change over time and place)
- Literal vs. metaphorical meanings

60

“I am the gate for
the sheep.”

– Jesus (in John 10:7)

61

Meaning of Texts?

- Indigenous stories! (e.g., afterlife, tricksters)
 - ➔ Meaning of “Red Willows”?
 - ➔ Literal meaning: history (“this is what actually happened”)
 - ➔ Possible metaphorical meanings: take care of relationships; don’t be greedy!

62

Meaning of Texts?

Meaning beyond words/content:

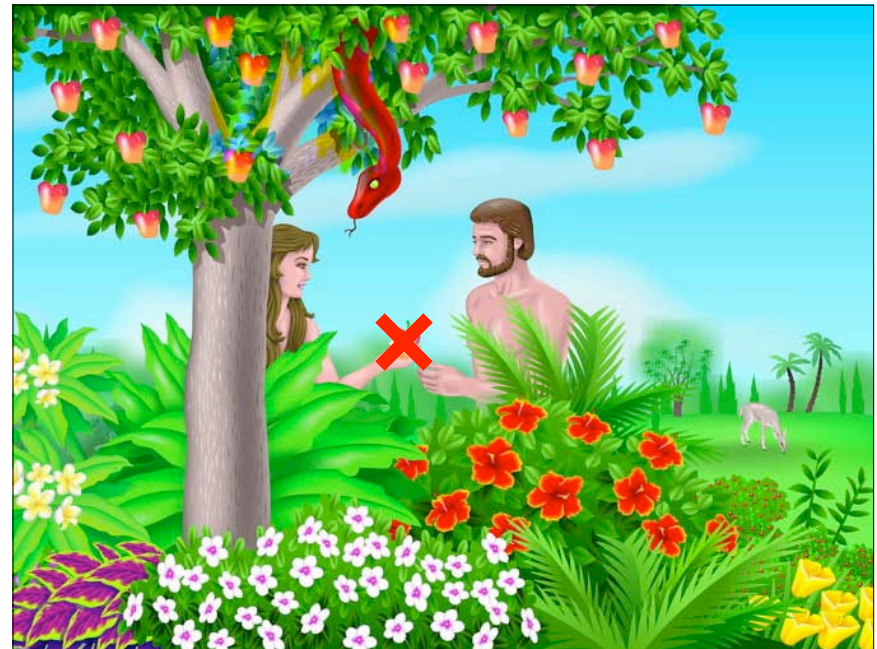
1. Physical text

- ➔ e.g., Judaism (Torah),
Sikhism (Guru Granth Sahib)
- ➔ Preservation / destruction

2. Understanding vs. actual content

- ➔ e.g., Garden of Eden (Genesis 2-3)

63



3. Which texts do we study?

65

Which Texts?

- Quotation marks? (“Texts”)
 - ➔ Oral “texts”
 - ➔ Visual “texts” (movies, TV, internet, etc.)

66

Which Texts?

- Roland Barthes, *Mythologies*
 - ➔ All “texts” matter
 - ➔ University: “popular” vs “academic”
 - ➔ Stories, poems, films, TV shows, lyrics, commercials, billboards, etc., etc.
 - ➔ Don’t assume which “texts” are “sacred”

67



4. Why study texts?

69

Why Texts?

- Max Müller:
 - ➔ Texts are the MOST IMPORTANT
 - ➔ Study of religion = study of sacred texts
 - ➔ Beliefs, origins, (male) founders
 - ➔ “Pure” tradition vs. change over time + how actual people practice their religion
 - ➔ Protestant Reformation (Martin Luther) emphasized texts (“*sola scriptura*”)

70

Why Texts?

- Power of words / language
 - ➔ Names, laws, stories
 - ➔ United States: illegal for slaves to read
 - ➔ Gerald Ratner’s 1991 speech (“crap”)
 - ➔ Prof. Marrus: “You know this is your master, eh? Do you feel the lash?”
 - ➔ Malaysia: “Allah” illegal for non-Muslims to use/say

71

Why Texts?

#MeToo

72

Why Texts?

“Sticks and stones may break my bones, but names will never hurt me.”

73

Why Texts?

“Words can break someone into a million pieces, but they can also put them back together.
I hope you use yours for good.”

— Taylor Swift

74

Pause for Reflection

- We have studied:
 - ➔ Belief
 - ➔ Ritual
 - ➔ “Texts”
- These are often connected!

75

Hakuna Matata



76



Eucharist

Eid al-Fitr



Culture!

Culture

1. Big picture stuff:

- ➔ What is "culture"?
- ➔ What do we study?

2. Specific theories:

- ➔ How do we study religion and culture?

Culture

- What is "culture"?
 - ➔ Everything!
 - ➔ Music, film, literature, fashion, food, etc.
- What do we study?
 - ➔ Everything!
 - ➔ "Elite/high" and "popular/low"

Nye p. 24-36

Culture

- What is “culture”?
 - ➔ Everything!
 - ➔ Music, film, literature, fashion, food, etc.
 - ➔ Also religion!
- What do we study?
 - ➔ Everything!
 - ➔ “Elite/high” and “popular/low”

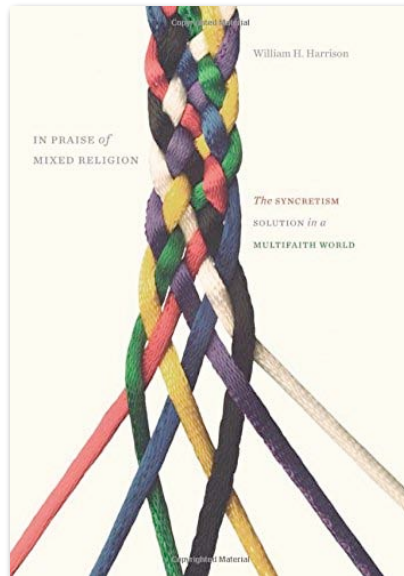
81

Culture

- Culture / religion: **always changing**
 - ➔ Hybridity (syncretism) = mix of different cultures / religions (e.g., James Clifford)
 - ➔ New circumstances/ideas/technology (not necessarily the same as hybridity)
 - ➔ Result of mixing is often hard to understand / predict
 - ➔ May be very POSITIVE

82

In Praise of Mixed Religion by William Harrison



83





85



86



87



88

Princess Leia
Star Wars IV: A New Hope



89

Loch Ness Monster = Naga (Buddhism)



90



91





Spider-Man 2

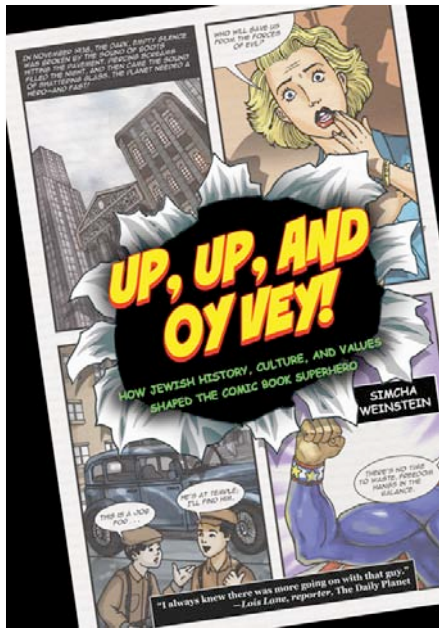
93

DISGUISED AS CLARK KENT



Jews, Comics, and the Creation
of the Superhero

DANNY FINGEROTH
FOREWORD BY STAN LEE



96



Have a wonderful
Reading Week!



End of Part 2!