• What is the TRC? What did it focus on? How is it connected to religion?

• What is Bloom’s Taxonomy and how does it relate to RLG101?

• How is religion like a brownie?

Reference Letters

• You may need some!

• Any post-university program
  ➡ Law, teacher’s college, grad school, medicine, police, etc.

• Okay to ask your profs!
  ➡ BUT it’s important that they know you

Course Stuff!

• Me: no more office hours
  ➡ email to make appointment

• Remaining grades posted before exam:
  ➡ Course participation
  ➡ Field Research Analysis if submitted by original deadline (Nov. 29)
Assignment Deadlines

- Field Research Analysis: tonight!
- Last Quercus comment: also tonight!
- Final date to submit term work: **Dec. 19**
  - Submit documentation with requests to remove or reduce late penalty
  - After Dec. 19 you MUST petition to have late term work accepted

12. Contemporary Religion + EXAM!

“Don’t cry because it’s over, smile because it happened.”

— Dr. Seuss
Today

• Finish: contemporary religion
• What have you learned?
• Course evaluations
• Thinking ahead at UTM
• Study abroad
• Exam!

Contemporary Religion

1. Are people less “religious” now?
2. Contemporary religions
3. “Non-religious” culture
4. Indigenous traditions

Contemporary Religions

• Ways in which religion has an impact on the world today:
  1. Religions and nationalism
  2. Religions and culture
  3. Religions and violence
  4. New religions
Contemporary Religions

• Religions and violence (p. 198-204)
  ➪ USA + Christianity (mainly Protestantism)
  ➪ India + Hinduism
  ➪ Pakistan + Islam
  ➪ Ireland + Catholicism
  ➪ Israel + Judaism
  ➪ Myanmar + Buddhism

“Golden Rule”

• “Do to others as you would have them do to you.” (Christianity)
• “Do not do to others what would cause pain if done to you.” (Hinduism)
• “Not one of you truly believes until you wish for others what you wish for yourself.” (Islam)
• “Treat not others in ways that you yourself would find hurtful.” (Buddhism)

Contemporary Religions

• Religions and violence (p. 198-204)
  ➪ Is religion inherently violent or peaceful?
  ➪ Focus on people (e.g., actions, words)
  ➪ Actions: peaceful AND violent
  ➪ Words: peaceful AND violent
Contemporary Religions

- New religions (p. 204–8)
  1. Recently created traditions
     - Scientology, Jediism, etc.
  2. New traditions with old connections
     - Paganism, spirituality, etc.

Iceland: Revival of Norse Traditions

3. “Non-religious” culture
“Non-religious” Culture

- Film, literature, TV, music, art, YouTube, sports, games, award shows, protests, etc.
  ➡ “Religions” (=specific traditions)
  ➡ “Religion” (=general / universal)

Song!

- “Good as Hell” by Lizzo (2016)

Lion King

- “Religion” (= general / universal)
- Meaningful beliefs and actions that are not part of specific traditions within the film
  ➡ Beliefs: be kind, responsible, etc.; no worries (Hakuna Matata!)
  ➡ Actions: Timon and Pumbaa befriend Simba; Simba’s rite of passage

Boss up and change your life
You can have it all, no sacrifice
I know he did you wrong, we can make it right
So go and let it all hang out tonight

I do my hair toss
Check my nails
Baby how you feelin’?
Feeling good as hell
Lion King

- “Religions” (= specific traditions)
- Beliefs and actions that are part of fictional traditions within the world of the film
  - E.g., Rafiki’s teachings + practices
- Symbolic references to real traditions
  - E.g., Christianity!

“Messiah” = “Christ” = Anointed One

“And the devil who had deceived them was thrown into the lake of fire and sulphur.”
(Revelation 20:10)
Darkness (Rev 16:10)

River Dried Up (Rev 16:12)

And the one who was seated on the throne said,

“See, I am making all things new.” (Rev 21:5)

Spider-Man: Homecoming

Platoon

Rocky

Spider-Man 2

Cool Hand Luke
Alien 3

Light

Show the Way

Sent

My only son
4. Indigenous Traditions
Residential Schools

- 134 federally government funded schools
- 1830s–1996 / ca. 150,000 children
- Point was to “civilize” Indigenous people
  ➡ Assimilate (re: language, culture, etc.)
- Separate children from families / traditions
  ➡ Not permitted to speak own languages or practice their own religions

Residential Schools

- ca. 6,000 deaths (+ more unknown)
  ➡ Disease (tuberculosis) + malnutrition
  ➡ 1906 report: 75% of children died before 18
- Abuse: physical / psychological / sexual / spiritual
- Cut hair / shaved heads
- Given numbers
- Food experiments

Residential Schools

- Schools run by churches
  ➡ Catholic (60%)
  ➡ Anglican (30%)
  ➡ United (10%)

Egerton Ryerson

- Chief Superintendent of Education in Upper Canada (1844-1876)

“The North American Indian cannot be civilized or preserved in a state of civilization ... except in connection with, if not by the influence of, not only religious instruction and sentiment but of religious feelings.” (1847)
Apologies

  - Catholic: still waiting . . .
- 1998: Canadian government re: physical and sexual abuse at residential schools
- 2004: RCMP
- 2008: Canadian government re: schools overall
  - Announced the TRC

Prime Minister Stephen Harper (June 2008):

“The treatment of children in Indian Residential Schools is a sad chapter in our history. . . . Today, we recognize that this policy of assimilation was wrong, has caused great harm, and has no place in our country.”

“The government recognizes that the absence of an apology has been an impediment to healing and reconciliation. Therefore, on behalf of the Government of Canada and all Canadians, I stand before you . . . to apologize to Aboriginal peoples for Canada’s role in the Indian Residential Schools system.”

TRC

- Truth and Reconciliation Commission
  - Focus on Residential Schools
- June 2008 to December 2015
- Interviewed ca. 6,000 school survivors
- Reviewed schools’ records
- Reviewed government documents
- Issued 94 calls to action
  - Many involve education / schools

Cat Criger: UTM Elder

- Cayuga, of the Haudenosaunee (Iroquois)
- Training: Anishinaabe
Indigenous Traditions

- Indigenous people and traditions still exist!
  - Impacted by colonialism, genocide, etc.
- Many modern forms mix old with new
  - Maori: full *moko* on women
  - Yoruba: Ogun (god of war) connected to welders, car mechanics, and chauffeurs
  - Painting, literature, film, music
Song!

- “Stadium Pow Wow” by A Tribe Called Red, featuring Black Bear (2016)
Contemporary Religion

1. Are people less “religious” now?
2. Contemporary religions
3. “Non-religious” culture
4. Indigenous traditions

Bloom’s Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

What have you learned in this course?
**RLG101H**

- STUDY of religion
  - Theories, concepts, methods (= tools of analysis)
  - Definitions / meanings (e.g., “belief”)
  - Focus on people, not god(s)
  - Study of religion is study of what people do
  - Avoid assumptions! (Prevent you from seeing what’s really there)

**RLG101H**

- Writing skills
  - Paragraph construction
  - Citations and bibliography
  - Expressing your ideas clearly
  - Using theory to interpret data
  - Using objective evidence to support arguments
  - Following instructions

**RLG101H**

- Film Analysis + Field Research Analysis
  - Learn by doing
  - Original research
  - Critical analysis
  - Difficulty

**RLG101H**

- Film analysis:
  - Theories: belief, text, ritual
  - Use “religious” theories to examine “non-religious” data
Field research analysis:

- Theories: culture, power, gender
- Use “non-religious” theories to examine “religious” data
- Experience!

1. Definition / study of religion
2. Culture
3. Power
4. Gender
5. Belief
6. Ritual
7. Text
8. Contemporary religion
Course Evaluations

- Invitation by email
- Due by December 6
- Please do this!
- PLEASE
- (So far: only 18% of RLG101H students have done their course evaluation)

Complete your course evaluations...

Check your e-mail for a link to your evaluations, or go to uoft.me/openevals and click “Complete Your Evaluations”

No Feedback = No Chance for Change

Complete your course evaluations today

Course Evaluations

- Your feedback matters!
- Used to improve teaching
- ALSO affects instructors’ employment
- If commenting on your TA then make sure to write their name
  ➡ Also: Kyle B or Kyle D?? (it matters!)
Course Evaluations

• Focus on whether the instructor/TA/course helped you **learn**
  ➡ Not about whether you liked someone!
• Be careful of BIAS
• Important: **COMMENTS!**
  ➡ Please be honest and kind

TA Awards

• UofT-wide award
  ➡ Deadline: February 3
• UTM-only award
  ➡ Deadline: May 31

University Education

• Many challenges!
  ➡ Exciting?
  ➡ Scary?
  ➡ Challenging?
  ➡ Find your path / voice
  ➡ Activities, friends, family, solitude, etc.
  ➡ Learning vs grades (why are you here??)
## Other Historical Studies Courses?
- Classical Civilizations
- Diaspora and Transnational Studies
- History
- Latin American and Caribbean Studies
- South Asian Civilizations
- Women and Gender Studies

## Other RLG Courses?
- RLG201 Intro to Religion in the Literary, Visual, and Performing Arts
- RLG202 Intro to Judaism
- RLG203 Intro to Christianity
- RLG204 Intro to Islam + Muslim Civilizations
- RLG205 Key Themes in South Asian Religions
- RLG206 Intro to Buddhism
- RLG207 Intro to Sikhism
- RLG208 Intro to Zoroastrianism
- RLG209 Intro to Indigenous Traditions
- RLG210 Intro to Hinduism
- RLG 211 Introduction to Religion, Media, and Popular Culture

## My Courses Next Term
- RLG101 Intro to the Study of Religion
- RLG333 Biblical Themes in Modern Literature
- RLG401 Religion and the Arts
Other Courses I Teach

- RLG290 Religion in Hong Kong (Summer Abroad)
- RLG316 Religion and Violence
- RLG332 Reel Religion
- RLG415 Topics: Religion and Death in HK
- Also: please visit or email me any time!
• Complete full-year UofT courses in 3-6 weeks
• Info sessions (STG): January
• Funding available!
• Online applications available in mid-December
  ➡ Deadline: February 1
• www.summerabroad.utoronto.ca

More Information

• UTM International Education Centre
  Davis Building 2071
  905-569-4716
  international.utm@utoronto.ca
  http://www.utm.utoronto.ca/international/

• Me!
  Dept of Historical Studies
  ken.derry@utoronto.ca
study suggestion:
visual learning

Reductionist Theories

Ideology

Gender as Construct
Final Exam!

Download the UTM Engage App to view the Exam Jam Guidebook for the FULL schedule!
uoft.me/UTMExamJam

**NEW THIS YEAR**

UTM EXAM JAM
Thursday December 5th, 2019
RLG101H5
IB 335
1:00–2:30PM
uoft.me/UTMExamJam

Instructor-led course review sessions are offered alongside activities that promote healthier study habits and stress management. UTM Exam Jam continues to grow each year, making it one of the largest annual events at UTM. Year after year, students describe Exam Jam as a “much needed and much appreciated event.”
Final Exam

- **UTM Academic Calendar**
  - Petitions, appeals, deferrals
  - Term work extension past exam period
  - Deferred exams: w/i 72 hours of exam
  - [http://www.utm.utoronto.ca/registrar/current-students/petitions](http://www.utm.utoronto.ca/registrar/current-students/petitions)

- **Exam conflicts** (same time +/- 3 in a row)
  - May arrive up to 30 minutes late (if more than 30 minutes late, go to Registrar's office)

- **No phones, iPods, etc.**

- **Water is allowed** (no other food or drink)

- **Past exams**: [http://library.utm.utoronto.ca](http://library.utm.utoronto.ca)
  - Only look at ones with my name
  - Note that I often change the course material

- **RG Academic Skills Centre**:
  - Drop in for help
Final Exam

- Study guide on RLG101H WordPress site
  ➡ Under “Grading” > “Final Exam”
  ➡ Outline of exam
  ➡ Sample question + answer for Part 2
  ➡ What you need to know from the readings

Final Exam

- Thursday, December 12, 1:00–4:00pm
  ➡ IB110
  ➡ Check schedule! (Do not trust me!)
- Read instructions!!!
- Read all questions
- Calculate approx. time per section
  ➡ This exam has three parts each worth the same amount (= max. 1 hour / section)

Final Exam

- Spelling, grammar, etc. will not affect your grade . . .
  ➡ As long as we understand what you are saying!

Final Exam

- RLG101H exam:
  ➡ Part 1 (20 Marks) - Multiple choice
  ➡ Part 2 (20 Marks) - Short answers
  ➡ Part 3 (20 Marks) - Film analysis
Final Exam

• “Crib Sheet”!
  ➡ Must use template on RLG101H website
  ➡ Limit: 100 words each side of the page
  ➡ Full rules on RLG101H exam study guide

• IMPORTANT!!
  ➡ Write your own sheet!

Final Exam

• Lectures
• Tutorials
• Lion King
• “Indigenous Traditions”
• Malory Nye, Religion: The Basics
• “Readings on Writing”

Final Exam

• Readings:
  ➡ Focus on material from lectures + tutorials
  ➡ Lecture slide questions
  ➡ Tutorial homework
  ➡ RLG101H exam study guide
• Key ideas + examples
  ➡ UNDERSTANDING
Final Exam

- Malory Nye, *Religion: The Basics*
  - Theories listed in theory documents provided for writing assignments
  - Make sure you understand all of the summary points at the end of each chapter

Final Exam

- “Indigenous Traditions”
  - (Re-)read all IT texts posted on the course site (under “Readings”)
  - Familiarize yourself with ideas and examples
  - I will NOT ask something like: “Which Indigenous community tells a story about a man finding a tunnel and meeting his dead kinsmen in the underworld?”

Final Exam

- **Part 1** (20 Marks) - Multiple choice
  - Answer on Scantron
  - Possible to get 21/20 (#BonusQuestion!)
- **Part 2** (20 Marks) - Short answers
  - Answer in booklet
- **Part 3** (20 Marks) - Film analysis
  - Answer in booklet

- Scantron: fill in NAME and STUDENT #
Part 2

- Short answers (20 marks)
- Answer five questions total (4 marks each)
- Five subsections with two questions each
  ➔ 1A/1B  2A/2B  3A/3B  4A/4B  5A/5B
  ➔ Answer ONE question from EACH subsection (e.g., 1B, 2B, 3A, 4A, 5B)

- What is ideology? Explain using examples from the Parkland high school students, the Star Trek religion from *Futurama*, and the song “Everything is Everything.”
  - 1 mark: explain ideology
  - 3 marks: 3 examples

Part 3

- Film analysis (20 marks)
- Four paragraphs (5 marks each)
  ➔ Pick four theories from chapters 2-7 in Nye’s text
  ➔ Each theory must be from different chapter
  ➔ Use one theory for each paragraph
  ➔ (Note: suggested theories in exam guide)
Part 3

• Each paragraph:
  1. Explain theory + identify theorist
  2. Analyze video using theory (use evidence from video to support analysis)
  3. Explain meaning that is revealed using theory

Thanks for a great term!

Good luck on all your exams!

And have a wonderful winter break!