

Program Highlights

November 19-22, 2005
Philadelphia, Pennsylvania, USA

[Plenary and Presidential Addresses](#)

[Pre-Conference Workshops](#)

[Special Topics Forums](#)

[Arts Series and Tours](#)

[Films](#)

[Sessions on Professional Practices & Institutional Location](#)

[Sessions with a Focus on Central and East European Scholars and Scholarship](#)

[Books Under Discussion](#)

[Receptions](#)

[Especially for Students](#)

Plenary and Presidential Addresses



A19-27

Plenary Address

Theme: *A Life Biography of Wolfhart Pannenberg*

Born in 1928 in Stettin, Germany, Pannenberg began his theological studies at the University of Berlin after World War II and also studied at the University of Göttingen and the University of Basel. He completed his doctoral dissertation at the University of Heidelberg. He studied under theologians Karl Barth and Edmund Schlink, among others. Pannenberg has drawn together religion and science through much of his life. Wolfhart Pannenberg published his magnum opus, the three-volume *Systematic Theology*, in the 1990s. He has also contributed substantially to the philosophy of history and the philosophy of science. He has been called an “eschatological realist” and a great interdisciplinary thinker.



A19-130

Plenary Address

Theme: *AAR Presidential Address and Awards Ceremony: Hans Hillerbrand, On Book Burnings and Book Burners: Reflections on the Power (and Powerlessness) of Words and Ideas*

(and Powerlessness) of Words and Ideas

A native of Germany, Hans J. Hillerbrand did his graduate work in theology and religion at the University of Erlangen, Germany, with a focus on the Protestant Reformation. After briefly teaching at Goshen College, he received an appointment to the faculty of the Divinity School at Duke University in 1959, where he taught until 1970, when he moved to the History Department of the Graduate Center of the City University of New York. In 1981, he accepted the position of provost at Southern Methodist University, and in 1988 he joined the faculty of the Department of Religion at Duke University. A specialist in the Reformation, his publications include two bibliographies of Anabaptism, a monograph on religious dissenters in early modern Europe, and the Protestant Reformation, as well as the editorship of both the Oxford Encyclopedia of the Reformation and the Encyclopedia of Protestantism. He has served as president of the Society of Reformation Research and the American Society of Church History. He has been editor of the *Archive for Reformation History*, *Church History*, and the *Zeitschrift für Religions-und Geistesgeschichte*. The faculty of Montclair State University conferred the honorary doctor of laws on him.



A20-129

Plenary Address

Theme: *Master Narratives and the Future of Christianity*

David Martin, born 1929, is emeritus Professor of Sociology, London School of Economics, and past Professor of Human Values, Southern Methodist University, Dallas (1986-90), as well as International Fellow of the ISEC, Boston University. He is author of some 20 books, including *A General Theory of Secularisation* (1978), *Pentecostalism - The World Their Parish* (2002), and *On Secularisation: Towards a Revised General Theory* (2005).



A20-130

Plenary Address

Theme: *Templeton Plenary: Charles H. Townes -- The Parallelism and Ultimate*

Convergence of Science and Religion

Charles H. Townes is the 2005 Templeton Prize Laureate. He shared the Nobel Prize in Physics in 1964 for his investigations into the properties of microwaves, which resulted first in the maser, and later his co-invention of the laser. Townes has spent decades as a leading advocate for the convergence of science and religion. His 1966 article, "The Convergence of Science and Religion," established Townes as a unique voice – especially among scientists – that sought commonality between the two disciplines. Recently, Townes has been a champion of optical searches for extraterrestrial intelligence, using methods he first proposed in 1961 as a complement to searches for radio transmissions. Townes attended Furman University, Duke University, and the California Institute of Technology (PhD, 1939). After holding positions at the Bell Telephone Laboratories, Columbia University, and the Massachusetts Institute of Technology, he was appointed University Professor at the University of California at Berkeley in 1967.



A21-125

Plenary Address

Theme: *Plenary Panel: The Future of Religion in the West: Perspectives*

This panel will use David Martin's plenary address as the point of departure for reflections on the prospects of "organized" religion in the twenty-first century. This involves an appraisal of the current state of religions so as to propose conjectures for future developments. The appraisal will need to focus on such topics as globalization, inculturation, secularization. The panelists reflect a variety of specializations and perspectives. Panelists include: Sarah Coakley, Harvard University; Peter J. Paris, Princeton Theological Seminary; Julius Schoeps, Potsdam University; Teresa Berger, Duke University; and Vincent J. Cornell, University of Arkansas, Fayetteville.

Pre-Conference Workshops



A18-1

Chairs Workshop - Enlarging the Pie: Strategies for Managing and Growing Departmental Resources

The workshop will include plenary sessions with invited panelists with expertise and experience in developing physical, financial, faculty and student resources.

Also, there will be breakout sessions for participants seeking help with budgets and financial management, and with growing links to other departments.



A18-3

Religion and Media Workshop - "Spinning" God: Teaching, Researching, and Reporting on Politics and Religion

This day-long workshop brings together prominent journalists and scholars of religion and media to the AAR who are concerned with the interrelation of politics and religion. The day's events will include lectures, a film screening, and plenty of time for questions, answers, and further conversation. Topics covered include: Teaching about politics in the religious studies classroom; reporting on the religious dimension of politics; and up to date research on the field.

Questions about the workshop should be directed to S. Brent Plate, Texas Christian University, b.plate@tcu.edu.



A18-4

Women's Caucus Workshop - Using Feminist Pedagogies in the Classroom

The Women's Caucus is presenting a workshop on teaching feminist pedagogies.

Scholars including Vasudha Narayanan, Melissa C. Stewart, Karma Lekshe Tsomo, Julie Kilmer, Gwendolyn Zoharah Simmons, and Victoria Rue will present on teaching their fields. Paula Trimble Familetti, Harriet Luckman, and Laurie Wright Garry will preside.



A18-102

EIS Center Orientation

The EIS Center orientation features a short presentation which includes an overview of the Center, an explanation of how best to utilize the Center, and a question and answer session. After the presentation, the Center will be open for use, with the exception of the Interview Hall. Employers will be able to review candidate credentials, leave messages for registered candidates, and make reservations for booth space. Candidates can pick up their copy of the Annual Meetings Special Edition of Openings, as well as leave messages for employers. The Center will also be accepting onsite registrations at this time. Employers and

candidates are encouraged to participate in orientation but are not required to attend.

Special Topics Forums



A19-8

Special Topics Forum

Theme: *Popularizing Our Scholarship: Its Pleasures and Pitfalls*

According to the 2004 NEH study *Reading at Risk*, religion books are the healthiest segment of adult publishing. In this panel, we will discuss the pleasures and pitfalls of publishing religion and spirituality books for the larger marketplace, as well as the tensions that may arise when one tries to balance academic writing and teaching with "pop" publishing. All panelists have published books with trade houses, and each will consider how and why they got into trade publishing, as well as the response from academic colleagues and communities to these broader scholarly pursuits. The panel, comprising both senior and junior, tenure-track and nontenure-track scholars, who will address a variety of questions about the impact, good and bad, of writing popular books while remaining in academia. This panel will interest AAR members who seek to write for the broadest possible audience and who are also concerned with the professional consequences that accompany this choice.



A19-9

Special Topics Forum

Theme: *Quo Vadis Eastern Europe?*

The session raises the question of the direction in which contemporary Eastern Europe (a term which we use to include former socialist countries of Europe, including the Soviet Union) is developing. Connecting the roots with the present, the presenters are exploring the relationship of nationalism, religion, and civil society as well as ecumenical and interreligious relationships.

The Basilian Monks of Grottaferrata and the Pursuit of Christian Unity

Ines A. Murzaku, Seton Hall University

The paper will articulate the intricate religious and political circumstances that gave rise to the movement of the Orthodox faithful of mid and southern Albania

to unite with the Catholic Church during the last decade of the nineteenth century and the beginning of the twentieth century. This occurred at a time when the return or an exclusivist ecclesiology was ruling in the West. Special attention will be given to the Basilian missions to revive the country's Byzantine Catholic tradition.

Teaching about the Other: Inter-Church Dialogue for Russian/Ukrainian Christianity

Walter Sawatsky, Associated Mennonite Biblical Seminary

The paper will examine the conflicts between Orthodox, Catholic and Protestant communities in Russia and Ukraine since 1988 in light of what the schools and press appear to be teaching about the other churches; comparing it with the rise of global Christian consciousness in the West.

Cordoba and Sarajevo: Contrasts in Religious Separation and Tolerance

N. Gerald Shenk, Eastern Mennonite Seminary

Recent studies of Medieval Spain (Menocal) and of contemporary Bosnia (Velikonja) invite comparisons between two very different chapters of strong Muslim influence in Europe. The interpretation of Islam, Judaism, and Christianity in various combinations, including both political power and disenfranchisement, suggest that conditions of toleration are more complex than merely external constraints of a strenuous secularism.

Turkish Millet, Religious Nationalism, and Civil Society

James R. Payton, Redeemer University College

The paper will examine the close interrelationship between nationality and religion, nurtured and fomented over centuries, in the southern regions of former Yugoslavia and the challenges faced in developing civil society in the present.



A19-28

Special Topics Forum

Theme: AAR Student Luncheon and Panel Discussion: Career Alternatives for Doctoral Students in Religion and Theology

The skills and knowledge students acquire in doctoral studies in religion and theology prepare them for a wide array of career alternatives, not just the role of classroom professor. Today, PhDs in religion and theology are working in venues such as: nonprofit organizations; publishing and other media; theological libraries and archives; offices of campus life, both administrative and auxiliary; foundations specializing in religion; parish or diocesan ministry; providing programming for clergy and laity renewal or for retreat houses; religious high

schools; nongovernmental organizations providing human and other services; institutes, religious think-tanks, centers of inquiry, etc.; government; and business. Work in these career alternatives often carries different, sometimes greater financial and psychological rewards than comparable academic positions, as well as different challenges and opportunities for personal development and for influencing others. Panelists will discuss some of these challenges and opportunities and share their own personal experiences in career alternatives. Separate registration is required.



A19-51

Special Topics Forum

Theme: *Imagining Religion in the Postcolony: Beyond Orientalism and Occidentalism*

Postcolonial practices and ways of imagining religion challenge our existing notions and understanding of religion. Is the study of religion still trapped in the binary of occidentalist and orientalist notions of religion? This special topics forum will explore the multiple experiences and practices of religion in postcolonial contexts and scholarly responses to them.



A19-52

Special Topics Forum

Theme: *The Supreme Court and Religion*

As Chief Justice Rehnquist's tenure on the Court draws to a close, this panel looks back on the legacy of the "Rehnquist Court" with respect to religion. We will also discuss some of the "hot topics" of the preceding term, including the religious rights of prisoners and the display of the Ten Commandments on government property.



A19-53

Special Topics Forum

Theme: *AAR Excellence in Teaching Forum: A Conversation about Teaching with the 2005 Excellence in Teaching Award Winner*

This interactive session will focus on discussion of issues raised by the teaching materials posted by Professor Zayn Kassam at the AAR's Virtual Teaching and Learning Center. They can be accessed after October 15 at

<http://www.aarweb.org/teaching/default.asp>.



A19-69

Special Topics Forum

Theme: *The Haudenosaunee (Iroquois) and U.S. Culture*

A relationship with the Haudenosaunee “People of the Longhouse” (i.e., Iroquois) has persisted over the entirety of United States history. For example, the Longhouse system was an inspiration to the founding fathers and nineteenth-century feminists; thanksgivings which ceremonially address the whole of creation and decision making with the Seventh Generation in mind, have been an inspiration to transcendentalists, environmentalists, and ecologists; Haudenosaunee leaders like Oren Lyons, have inspired indigenous people around the world to fight together for their rights through institutions like the United Nations. The Haudenosaunee today remain among the last sovereign Native American nations completely separate from the federal government, which continue to govern themselves within the Longhouse clan system. The Haudenosaunee legacy is of profound importance and yet the legacy of this relationship is largely hidden from view. This panel will explore the legacy of the Haudenosaunee and the ongoing challenges to their cultural survival.

Misplaced Origins and Debts Ignored: Democracy Isn't Free

Schuyler Shawn, Syracuse University

A heated debate exists over Haudenosaunee contributions to U.S. democracy. Sources suggest that the controversy is primarily political: tenured 'experts' react negatively to challenges to their authority, incursions into 'their' ideological/economic territory. The History of Religions suggests other interpretations for this reaction, centering on stories of origin and ways of relating to land. 'Democracy'--in the Euro-American imagination--is founded in a temporal tale: the colonists broke free of their places of origin and took up a classical Western (Greek) tradition, attempting a return to that time. This utopian orientation to origin can be contrasted with the origin story of the Haudenosaunee confederacy, a way of governance intrinsically linked to the place(s) from which it came, and expressing an obligation to those places. The Euro-American story conceals debts to place and to the people of that place. This both obscures Haudenosaunee contributions and influences the equation of 'democracy' to 'freedom' (vs. 'responsibility').

What the American Founders Did Not Learn from the Haudenosaunee

Chris Jocks, Arizona State University

Rather than looking at the influence of the Haudenosaunee on the governmental system of the United States, this presentation will focus on six indispensable

dimensions of Longhouse practice that are conspicuously absent from it. These six principles can be named as follows:

1. Consensus: government based on persuasion rather than coercion
2. The Good Mind: the source of real consensus
3. Women: cultivators of the future
4. Condolence: healing has to come first
5. Nationhood: the ground we walk on
6. Leadership: listening and voicing

In local contexts of small-scale change, principles like these may have real promise: in schools, and in humanly-scaled workplaces and organizations of all kinds. Where such re-thinking works, it will be a result not of imitation but of thoughtful reflection upon Longhouse practice and experience in ways that respect both the original soil and the new.

Clan Mothers: The Role of Haudenosaunee Clan Mothers in Survival of the Iroquois Confederacy

Nancy Napierala, State University of New York, Buffalo

Clan Mothers: The Role of Haudenosaunee Clan Mothers in the survival of the Iroquois Confederacy.

An historical outline of the unique role of female leaders of clans in the Iroquois Confederacy and their importance in the survival and revival of the culture.

The Haudenosaunee (Iroquois) Influence on Early American Feminists

Sally Roesch Wagner, Matilda Joslyn Gage Foundation

I will explore how the woman's rights movement took form in the territory of the Iroquois confederacy, where women have always lived with considerable status and authority. I will share research on how Haudenosaunee women fired the revolutionary vision of early feminists by providing a model of freedom for women at a time when EuroAmerican women experienced few rights. The thought of Matilda Joslyn Gage and Elizabeth Cady Stanton was shaped by their involvement with their indigenous women neighbors in upstate New York. Having no legal existence, once married, EuroAmerican women learned and were inspired by the decisive political power, control of their bodies and property, religious voice, custody of their children, satisfying work, and absence of rape and domestic violence women experienced in Haudenosaunee nations. Supporting treaty rights and native sovereignty, Matilda Joslyn Gage was

adopted into the Wolf Clan of the Mohawk Nation.



A19-101

Special Topics Forum

Theme: *Responding to Political Targeting of Religion Scholars in U.S. Institutions of Higher Education*

This workshop consists of four presentations by the panel followed by discussion with the audience. Part One: The Big Picture: Recognizing a Systematic Approach to Silencing Dissent and Demonizing Critique in the Academic Study of religion; Part Two: Disparate Cases: Connecting the Dots to reveal a Common Agenda behind Regional Cases; Part Three: Mobilizing Effective Institutional and legal response: When to Call a Lawyer; Part Four: Protecting Open Inquiry in the Academic Study of Religion: Strategies with Administrations, media, and Regional Response and Support.



A19-102

Special Topics Forum

Theme: *Storming the Ivory Tower: Conflict, Complicity, and Social Change*

This special topics forum discusses the complex issues of identity, vocation, and multiple obligations of racial and ethnic minorities in the academy: How to deal with conflictual situations in the workplace? How to balance obligations to communities of origin and to the academy? In what ways have racial and ethnic minorities been complicit with the various -isms? How can we be accountable to a wider public and challenge the academy to be a place for social change? How can institutions attract and retain minority scholars? Panelists include Miguel Da La Torre, Hope College; Joan M. Martin, Episcopal Divinity School; John J. Thatamanil, Vanderbilt University; Andrea Smith, University of Michigan; and Debra Mubashshir Majeed, Beloit College. The AAR Career Guide for Racial and Ethnic Minorities in the Profession will be introduced.

A reception hosted by the Status of Racial and Ethnic Minorities in the Profession Committee directly follows.



A20-4

Special Topics Forum

Theme: *Religion in Europe East and West*

The process of European integration has given rise to pivotal debates that signal the evolving place of religion in Europe. Arguments over the potential inclusion of Turkey in the EU and over a constitutional reference to Christian heritage have forced many to reassess the religious dimensions of European identity and to confront the reality of religious pluralism. This forum is designed to shed light on some of the most significant debates involving religion in contemporary Europe. Representing numerous disciplines and regions, a distinguished panel of experts will address a range of issues, including: religion and the politics of identity; the rapid transformation of the mainstream churches; the contentious role of religion in the process of European expansion; the renegotiation of sensitive boundaries between church and state; conflicts between the collective rights of traditional religious communities and the individual rights of European citizens; and the encounter between Islamic and Christian cultures.



A20-5

Special Topics Forum

Theme: *Religion and the Science Curriculum: Implications and Strategies*

Cosmology, genetics, ecology and evolution are just a few of the topics within the standard science curriculum that regularly elicit questions and challenges from religious parents and communities. In this session our panelists will share their expertise in addressing the following questions: What are the dynamics at work in these debates? What are the implications for American education? What strategies are available for addressing these issues in the K-12 classroom?



A20-33

Special Topics Forum

Theme: *Wabash Student-Teacher Luncheon*

The Wabash Center and AAR Graduate Student Task Force cordially invite AAR and SBL doctoral Student Members to this lunch gathering with experienced faculty mentors to share conversation about teaching. What influenced your choice to become a teacher? What opportunities have you had to develop your teaching skills? What joys and frustrations do you experience in teaching? What assistance do you have in developing as a teacher?

Participation is by advance registration only, limited to the first 75 doctoral Student Members whose registration the AAR receives. (Overflow registration is accepted in case of cancellations or late arrivals.) Eligibility is limited to doctoral

students nearing completion of study who have teaching experience or will soon be teaching, and who have not previously participated in this annual event. Seating is assigned in advance, so if you register and do not attend, your presence will be missed. Lunch is provided. Separate registration is required.



A20-51

Special Topics Forum

Theme: *Women in Religion - Thriving, Not Just Surviving: A Conversation with Mary E. Hunt, Editor of A Guide for Women in Religion*

Guide to the Perplexing: A Survival Manual for Women in Religious Studies (1992) framed women's entry into the field of religion in terms of their basic "survival": balancing career and family, finding one's voice, handling commuting partnerships, negotiating contracts, building the case for tenure, etc. Now an updated view for the twenty-first century, *A Guide for Women in Religion: Making Your Way from A to Z* (2004), looks beyond women merely surviving to aim at their thriving in religion. Structural challenges to this persist in various forms, including sexism, racism, economic injustice, and the effects of colonial and patriarchal traditions. But new questions also have arisen: choosing among various career alternatives (administration, publishing, libraries and technology, nonprofits, ministry, etc.), teaching on-line, moving from associate to full professor, facing retirement, and moving into emerita status. Come join a lively discussion of these and other related topics with the editor, Mary Hunt.



A20-52

Special Topics Forum

Theme: *The Marty Forum*

The recipient of the 2005 Martin Marty Award for contributions to the public understanding of religion is John L. Esposito, Founding Director of Georgetown University's Center for Muslim-Christian Understanding. Editor-in-chief of the *Oxford Encyclopedia of the Modern Islamic World*, Professor Esposito is the author of over 30 books, including *Muslims' Place in the American Public Square: Hope, Fears, and Aspirations* (2004).

The Marty Forum provides an informal setting in which Dr. Esposito will talk about his work with journalist Caryle Murphy of the Washington Post, and engage in discussion with the audience.



A20-53

Special Topics Forum

Theme: *What the Study of Mormonism Brings to Religious Studies: A Special AAR Session Organized on the Occasion of the Bicentennial of Joseph Smith's Birth*

Jan Shipps, whose case study approach virtually set the framework for the study of Mormonism within religious studies, will present a paper designed to provide contours for the reflections of five well-known scholars of religion. These contributors have been invited to consider the question of how treating Mormonism as a case study might enrich their own fields of specialization. Briefly outlining the current situation in which, even though more of its members reside outside than inside the U.S., the Church of Jesus Christ of Latter-day Saints is now the fourth largest church in the nation, Shipps will describe how religious studies helps to explain how this once provincial tradition embedded in particular geographic places and idiosyncratic cultures is managing to make itself at home in myriad places and cultures. From their multiple perspectives, the panelists will consider what the study of Mormonism can add to the scholarly study of religion.



A20-78

Special Topics Forum

Theme: *Annual Meeting Initiatives and How to Propose a New Program Unit*

Join the chair of the Program Committee and the AAR Annual Meeting Program Director for an informal chat about upcoming Annual Meeting initiatives as well as the guidelines and policies for proposing a new Annual Meeting program unit.



A20-100

Special Topics Forum

Theme: *Got Life? Finding Balance and Making Boundaries in the Academy*

This session explores the question of whether it is possible to balance a broad set of life pursuits with academic work. Is the academy structured so as to enable or even allow a variety of important life activities? Within the contemporary academy can one be a scholar/teacher and have a life? The panelists will address issues such as parenting, participation and leadership in religious communities, caregiving, work in the arts, adjunct appointments, and graduate student life. The panel, in conversation with the audience, will engage not just the question of how individuals manage to have a life while pursuing academic careers, but also the

best practices that academic institutions can pursue to enable work-life balance.



A20-101

Special Topics Forum

Theme: *Teaching Ethics: The Challenges of Moral Discourse in the Classroom*

In the aftermath of September 11, the field of religion has increasingly been turned to, by students and others, for insights on ethical issues and perspectives. What challenges and opportunities exist, and what kind of creative techniques can one employ in teaching ethics? How does teaching ethics differ in a variety of academic contexts, ranging from large state universities to small denominational schools? Is it the role of the instructor to be moral advocate, referee for disparate opinions, or something else? A distinguished group of panelists, all of whom have extensive experience in teaching ethics, will engage each other and the audience on these questions and share some of their successes and failures.



A20-102

Special Topics Forum

Theme: *The Gifford Lectures: Retrospect and Prospect*

Larry Witham's new book, *The Measure of God: Our Century Long Struggle to Reconcile Science and Religion*, provides an insightful history and analysis of the Gifford Lectures and their legacy. Endowed by Lord Gifford in 1887, the lectures have included such great and diverse thinkers as William James, Albert Schweitzer, Niels Bohr, Karl Barth, and Iris Murdoch. Using this as a starting point, the panelists will together address the importance of the Gifford Lectures and the impact that they have had on the philosophy of religion, the relation of religion and science, and on the broader intellectual currents of the twentieth and twenty-first centuries. Since most of the speakers are themselves Gifford lecturers, the panel will also include personal reflection on giving the Gifford lectures and how the experience has shaped their own thoughts.



A20-103

Special Topics Forum

Theme: *Before You Sign That Book Contract: Negotiating with a Publishing House*

As the demands on scholars to publish continue to increase, it's vital to understand the elements of a book contract. In this session, experts will guide you through the basic clauses of a standard contract, alerting you to some areas that are usually negotiable and discussing important matters like subsidiary rights, out-of-print clauses, advances and royalties, delivery dates, option clauses and right of first refusal, and indemnities. More than half of the session will be devoted to questions from the audience.



A21-3

Special Topics Forum

Theme: *Designing the Intellectual Experience*

Sometimes we can take for granted what happens in a classroom: lecturing, answering students' questions, returning and discussing graded work. But excellent teaching requires studied attention in advance to compose the elements of students' intellectual experiences. Accomplished teachers align class materials, activities, and assignments to support and extend students' learning in a variety of ways. In this interactive workshop presented by an experienced Wabash Center workshop director and consultant, participants will be led through a series of exercises to reflect together on how they currently compose intellectual experiences for their students and explore ways of doing so more effectively. Participants are encouraged to come on time and remain in attendance throughout the event. Participants are encouraged to bring three copies of an assignment that they use in a course.



A21-4

Special Topics Forum

Theme: *The Accessible Career Journey: Employment and Disability*

This session will examine the role of disability in the academic career journey from the perspective of both the employer and the employee from the job application through to retirement. Issues such as when to identify oneself as a person with a disability in the hiring process, how to request accommodations when disability occurs mid-career, what are the employers legal obligations in regards to the employee with a disability, and what should one do if they find that they must limit their work load due to disability prior to retirement. The discussion will include insights from personal experience, knowledge of disability law and government regulations, and ethical theory. This will consist of a question and answer format that will provide an opportunity for AAR membership to ask questions about their individual or institutional concerns regarding issues of employment and disability.



A21-5

Special Topics Forum

Theme: *Christian Theology's Engagement with Religious Pluralism*

In this forum, scholars of religion and theology discuss Christian theological thinking and the challenge of religious pluralism. What does it mean for Christian theology to take seriously the engagement of Christians with the world of religious pluralism? Does religious pluralism create a new global and local context for theological thinking? How will an engagement with religious pluralism impact theological education in the years ahead?



A21-51

Special Topics Forum

Theme: *Racial and Ethnic Minority Mentoring: A Conversation among Graduate Students and Scholars*

The AAR Status of Racial and Ethnic Minorities in the Profession Committee (REM) has received a generous grant from the Luce Foundation to assist in preparing a first-of-its-kind guide for racial and ethnic minority graduate scholars in the field of religion and theology. This guide, to be published on the AAR Web site, will address preparation for graduate study, the various stages of graduate study itself, and the myriad career issues arising after graduation.

In connection with this project, REM and the Graduate Student Task Force (GSTF) members are cohosting a conversation with graduate students and scholars in religion and theology seeking creative input about how to put together an effective mentoring program for racial and ethnic minorities at the AAR Annual Meeting. Any other issues of interest to racial and ethnic minority students and scholars in the field are welcome.



A21-52

Special Topics Forum

Theme: *The Second Edition of the Encyclopedia of Religion*

This Special Topics Forum is devoted to a critical appraisal of the 2nd edition of the Encyclopedia of Religion as a reflection of the state of the field and a guide to emergent issues. Panelists will assess different aspects of the revision,

including the revisions of entries related to the conceptualization and study of religion, entries on traditions, and the thematic entries. Attention will be devoted to innovations, both in format (e.g. "Further Considerations", "Composite", and "Visual" entries) and substance (e.g. new attention to gender and religion, new religious movements, and the study of religion). This session is co-sponsored by the AAR Publication Committee, Comparative Studies in Religion Section, Critical Theory and Discourses on Religion Group, and Cultural History of the Study of Religion Consultation.



A21-53

Special Topics Forum

Theme: *Picturing Faith: Photography and the Great Depression*

In 1935 in order to generate support for New Deal reforms, the Historical Division of the Farm Security Administration (FSA) began making a photographic survey of economic struggle and social dislocation in Depression era America. Historical Division director, Roy E. Stryker, also wanted to produce a composite picture of American society. So, in the "scripts" he sent out to his photographers, he asked them to include pictures of America's religious life. These "sociologists with cameras" entered the homes and churches of the poor as well as the middle class. They photographed people in prayer, domestic shrines, dinner graces, parishioners going into their churches, revival meetings, and even the gospel trucks of itinerate preachers. While many of the FSA (and later Office of War Information) photographs are familiar, this is the first exhibition of how government photographers represented religion during this critical time in our nation's history.



A21-101

Special Topics Forum

Theme: *David Tracy: Tragedy as Cultural Unconscious of Western Religion and Philosophy*

David Tracy is a Professor at the University of Chicago. He is the author of many books and articles, including: *Dialogue with the Other* (1990), *On Naming the Present* (1995), and the forthcoming book revising his Gifford Lectures, *This Side of God* (2006). This AAR lecture, by returning to the debate in German philosophy on tragedy and philosophy (especially Nietzsche) and in French thought on religion (especially Simone Weil and Emmanuel Levinas), will argue for an understanding of tragedy as related to necessity, suffering, and active response to both. It will suggest how such factors provide the unconscious to both Western philosophy and religion. Neither, it will be argued, are simply

reducible to a tragic vision, but consciously or unconsciously need it. The recent recovery of a tragic vision in both Marxism (Eagleton) and feminism (Butler) are further suggestions of the import of this category for religious scholars.



A21-102

Special Topics Forum

Theme: *How to Publish Your Book: Advice from Oxford University Press and the AAR Book Series Editors*

Founded on the premise that scholars know best what books are needed in the field of religion, the AAR publishing program with Oxford University Press produces quality scholarship for religion scholars and their students. OUP is a premier international publisher, and the AAR has published hundreds of titles, many of which have become essential tools in the development of our field and in the training of new scholars. AAR/OUP books are published in five series: Academy Series; Cultural Criticism Series; Reflection and Theory in the Study of Religion Series; Teaching Religious Studies Series; Texts and Translations Series. (For more information on the series go to Publications.) This panel provides the opportunity to hear from experienced OUP and AAR editors, and ask any and all questions you might have about publishing in the AAR/OUP Series. There will also be an opportunity to speak individually with an editor.



A21-103

Special Topics Forum

Theme: *Exploring the Field: Philosophy of Religion, and Religion and Literature - A Graduate Student Discussion Series*

This session, the first in an ongoing series of discussions sponsored by the Graduate Student Task Force, invites graduate students and others to reflect on two prominent subdisciplines within the field of religion and theology: Philosophy of Religion and Religion and Literature. What is the nature of these disciplines? What is their current status? How do our graduate institutions answer these questions? Does a dependable canon or course of study in these specializations? Do we know what exactly it is that we're doing in these subdisciplines? Do we want to define them more precisely? These questions (and many more) will be on the table for group discussion, with participation from all in attendance. The session will also include responses to these questions from senior scholars.

Arts Series and Tours



A19-7

Barnes Museum Bus Tour

The Barnes Foundation art collection is unsurpassed in breadth, quality and depth in Impressionism and Post-Impressionism. It is enhanced by Greek, Roman and Egyptian antiquities, Chinese painting, African sculpture, retablos from New Mexico, Native American works, and American decorative arts. Juxtapositions of objects from different cultures, periods and media are intentional and provide exciting resources for teaching and viewing the world from a diverse perspective. Self-guided audio tours can be purchased upon arrival at the museum.



A19-29

Mother Bethel Church Bus Tour

Mother Bethel is the “mother church” of the African Methodist Episcopal Church and “stands on the oldest piece of land continuously owned by African Americans in the United States.” It is located on a section of Sixth Street renamed Richard Allen Avenue in tribute to the former slave and founding bishop of the African Methodist Episcopal Church. The present sanctuary was erected in 1889 and underwent major renovation in 1987. Of special note and significance are its stained glass windows. Located in the basement of Mother Bethel is the Richard Allen Museum Collection which holds numerous documents, photographs, paintings, and artifacts related to the history of Mother Bethel and the AME denomination. Additional information related to Mother Bethel and the Richard Allen Museum can be found at www.motherbethel.org.



A19-30

Religion and Ecology Tour: Eco-Justice and Chester, Pennsylvania

Please join the Religion and Ecology Group for an on-site Eco-Justice discussion in the city of Chester, Pennsylvania. Eco-Justice or Environmental Justice analyzes how ecological ills are disproportionately shared based upon race, class, and the environment. Chester is an impoverished, predominantly African-American community just west of Philadelphia. Chester has the highest infant mortality rate and percentage of low-weight births in the state. Five waste treatment plants have been built on a concentrated site surrounded by homes and parks in a low-income, largely African-American neighborhood in Chester. One

hundred percent of all municipal solid waste in Delaware County is burned at the American Ref-Fuel incinerator; 90% of all sewage is treated at the Delcora plant; and, until recently, close to a hundred tons of hospital waste from a half-dozen nearby states was being sterilized each day at the Thermal Pure plant.



A19-100

Arts Series/Films: Sharon O'Brien - Readings from *The Family Silver*

Sharon O'Brien will give a talk and lead a workshop on the creative and spiritual meanings of memoir, including a reading from *The Family Silver: A Memoir of Depression and Inheritance*. Her memoir records the story of her struggle with depression ("a rude houseguest") and her search to understand her family's past. She uses biographers methods to weave together the scattered pieces of the past – a mother's memo books, a father's reading journal, family photographs, hospital records, dance cards – into a narrative of redemption. She will go "backstage" about the craft of memoir, giving examples from her own creative process to show how writing can be a journey full of dead ends and side roads as well as open spaces. She will give suggestions for ways to begin writing life stories in a personal narrative workshop. Participants will work in small groups. No experience necessary; bring a pen and a notebook.



A19-131

Arts Series/Films: Dennis and Dan Bielfeldt - Jazz on Sax and Piano

In addition to being a Philosophy and Religion Professor and a member of the AAR, Dennis Bielfeldt is a jazz pianist with a degree in piano performance. He has done club work throughout the Midwest, particularly in Iowa City and Des Moines, IA, Wichita, KS, and Sioux Falls, SD. He has played with scores of musicians, has taught jazz piano, and has worked as a clinician. He especially enjoys recreating the sounds of the great solo jazz pianists of the thirties and forties. Dennis' 19 year-old son Dan is already an accomplished jazz saxophonist who has performed in various venues. He has been the first-chair all-state jazz sax player in South Dakota the last three years. He particularly enjoys playing be-bop.



A20-131

Arts Series/Films: Voloshky Ukrainian Dance Ensemble

The Voloshky Ukrainian Dance Ensemble was founded in 1972. Voloshky has earned renown for the vigor and resplendence of its performances. The Voloshky style is bold, powerful, and one of sparkling athleticism. The ensemble generates

a dynamic blend of art and energy characterizing the vitality of the Ukrainian people. Voloshky achieves a delicate balance between authenticity and originality in style and composition. The dancers combine the strengths of classical ballet, with the vigor of traditional Ukrainian dance. Voloshky's artistry and portrayal of Ukrainian dance is testament to a vibrant and enduring culture steeped in rich history. Under the artistic direction of Taras Lewyckyj, Voloshky accomplishes dance on a truly lofty scale.



A21-50

Sacred and Religious Sites of Philadelphia Bus Tour

A bus tour focusing on historic and contemporary

religious diversity in South Philadelphia. We will include as many of the following as possible: the Father Divine Circle Mission Church; the National Shrine of St. Rita of Cascia; Bra Buddha Bansi Temple; an historic synagogue; and Gloria Dei Episcopal Church. For those interested in the

Historic District, including Christ Church and the Arch Street Meetinghouse, information on self-guided tours will be available on the AAR website.



A21-100

Arts Series/Films: F. S. A. Photo Exhibit Curated by Colleen McDannell

Following the special topics forum *Picturing Faith: Photography and the Great Depression* (A21-53), is a reception at the photography exhibit based on Colleen McDannell's work at the Mellon Society of Fellows, 10th Floor Gladfelter Hall, (12th Street and Berks Mall) on the campus of Temple University. A bus will be provided following the session for attendees interested in viewing the photos.

Films



A18-101

Arts Series/Films: *Peaceable Kingdom*

In *Peaceable Kingdom*, we hear the riveting stories of people struggling with their conscience around some of our society's most fundamental assumptions. An inspiring story of personal redemption, compassion, healing and hope,

Peaceable Kingdom is described by many of its viewers as “a life changing experience.”

Directed by Jenny Stein, 2005, 70 minutes (color, USA).



A18-103

Arts Series/Films: *Mana: Beyond Belief*

The central idea behind the new motion picture *Mana: Beyond Belief* is that the way people behave in the presence of power objects reveals a process of the human mind which is fundamental and universal: belief. By filming power objects around the world--things that are precious because people believe they are--and revealing the myriad activities and behaviors that take place around them, this film presents an exciting new way of looking at what is happening all around us, all the time. Belief is not just religion; it drives the stock market, it determines how we deal with history and our personal memories, it underlies racism and war. Bringing together diverse cultures, characters, visual styles, music and fascinating objects, *Mana* helps us see the essential, invisible element underlying them all.

Directed by Peter Friedman and Roger Manley, 2004, 92 minutes (color, USA).



A19-50

Arts Series/Films: *Alambrista*

Robert M. Young's critically acclaimed 110-minute film *Alambrista* (1977) depicts the harsh realities of Mexican life on both sides of the border. Following the birth of his first child, a young Mexican slips across the border into the United States in search of the American dream for himself and his family. He finds heartbreak, exploitation, and disappointment, but also friendship, affection, and help along the way.

When first released, *Alambrista* received critical praise and a number of awards, including a Camera d'Or at the Cannes Film Festival. For the University of New Mexico Press release, a distinguished group of scholars has packaged a new director's cut of the film with a book of essays devoted to immigration and the U.S.-Mexican borderlands.

Directed by Robert Young, 1977, 110 minutes (color, Mexico; Spanish with English subtitles).



A19-132

Arts Series/Films: *Dogma*

Directed by Kevin Smith, 1999, R rated

Even before Kevin Smith's 1999 film was released, it was the subject of controversy. The Catholic League strongly condemned *Dogma* for anti-Catholic purpose and content, and objections emerged from several countries. Smith, however, asserted his right to free speech and audiences responded enthusiastically. Like Smith's previous films (especially *Clerks* and *Mallrats*), the movie aims at a particular generation. Critics and scholars have often assumed that this generation, referred to as the "slacker" generation or Generation X, either rejects religious and spiritual meaning or embraces it in dogmatic and authoritarian forms. *Dogma* attempts to intervene in this set of assumptions, poking fun at many of its misconceptions and offering an alternative and playful understanding of God. In the film, a woman who is the last living descendent of Jesus is called upon by the Voice of God to stop two renegade angels from entering a Catholic church in New Jersey, and thereby erasing all existence.



A19-133

Arts Series/Films: *Freaks*

Directed by Tod Browning, 1932, unrated

Tod Browning's 1932 film *Freaks* disappeared from theatres very shortly after its initial release, saddled with a reputation of financial loss and critical denunciation. Throughout the 1960s, however, the film was successfully screened in drive-ins around the USA as part of the exploitation-cult circuit. In the '90s, the film became a central artifact in a growing theoretical conversation between film theory and disability studies. *Freaks* is perhaps best known for Browning's decision to employ genuine circus freaks as actors. Set in the environs of a circus sideshow, the film tells a tale of romance and revenge in which the characters with non-normative human bodies are the heroes and the characters with culturally normative human bodies are the villains. The most memorable scene in the film, and the heart of its narrative, depicts the performance of a ritual.



A20-132

Arts Series/Films: *By the Dawn's Early Light: Chris Jackson's Journey to Islam*

Directed by Zareena Grewal, 2004, unrated

In 1996, NBA basketball player Mahmoud Abdul-Rauf (formerly Chris Jackson, who played collegiate basketball at Louisiana State University) caused a stir when the NBA suspended him for refusing to stand during the national anthem because of his “Muslim conscience.” The incident was the basis for Khaled Abou El Fadl’s 2001 book *And God Knows the Soldiers: The Authoritative and the Authoritarian in Islamic Discourses*. This documentary film reexamines the controversy, the media (mis) representations and the differing reactions of African American Muslims and immigrant American Muslims. The film’s director, Zareena Grewal, will preside over a discussion of the issues raised in the film.



A20-133

Arts Series/Films: *What the Bleep Do We Know?*

The movie “What the Bleep do we Know?” was a surprise indie hit, combining mysticism and quantum physics. Does matter exist? Does time flow in one direction? Is the universe a construct of the human mind?



A20-135

Arts Series/Films: *Transnational Savior: A Salvadoran Jesus Reunites with His People in the United States*

This 40 minute documentary film chronicles the Salvadoran celebration of La Bajada (the Lowering) and The Day of the Salvadoran in Los Angeles. The film traces the development of the event over the past five years and the creation of SANA (Salvadoran American National Association), the journey of El Divino Salvador del Mundo to the U.S., and the ritual itself. SANA leaders and other Salvadorans are the main narrators of the story. Their voices are complimented with images of the event from 2000-2003. The documentary was created by an assistant professor of Religious Studies, Dr. Jeanette Reedy Solano, who is especially interested in the symbolic and theological significance of this popular Catholic rite. *Transnational Savior* is a moving tribute to a brave people who are transforming the religious landscape in California as they negotiate their new identities as Salvadoran-Americans north of the border.



A21-126

Arts Series/Films: *Left Behind: The Movie*

Left Behind: The Movie

Directed by Vic Sarin, 2000, PG-13 rated

This is the first of two movie adaptations of the bestselling Left Behind books (by Tim LaHaye and Jerry Jenkins), which offer a fictional account of what will happen to those who have been “left behind” on earth after the Rapture. The novels and films are an explicit attempt to create an appealing fictional vehicle to deliver the very specific dispensationalist end-times doctrine that co-creator Tim LaHaye has been promulgating within the fundamentalist subculture for many years. For this reason, many aspects of the story are relatively inaccessible to those outside the fold of evangelicalism. In this film, a number of airline passengers mysteriously disappear during a flight to London. A television journalist seeks to connect these and other disappearances with an international conspiracy.



A21-127

Arts Series/Films: *The Magdalene Sisters*

"The Magdalene Sisters" is a fact-based account of three young Irish women who were imprisoned in a Magdalene Laundry in Dublin in 1964. The original purpose of the ten Magdalene Laundries that were established in Ireland in the 19th century was to reform prostitutes. Women were imprisoned by the State and Church and expected to do penance for their sins through hard work and prayer. By 1930, instead of being populated by former prostitutes, Ireland's Magdalene Laundries were occupied primarily by unwed mothers whose families had rejected them. An estimated 30,000 Irish women were detained in the Laundries during the 20th century, until the last one closed in 1996, and were used as a slave labor force, working from dawn until dusk to turn a profit for the Order that administered the Laundries.

Sessions on Professional Practices & Institutional Location



A18-1

Chairs Workshop - Enlarging the Pie: Strategies for Managing and Growing Departmental Resources

The workshop will include plenary sessions with invited panelists with expertise and experience in developing physical, financial, faculty and student resources. Also, there will be breakout sessions for participants seeking help with budgets

and financial management, and with growing links to other departments.



A18-3

Religion and Media Workshop - "Spinning" God: Teaching, Researching, and Reporting on Politics and Religion

This day-long workshop brings together prominent journalists and scholars of religion and media to the AAR who are concerned with the interrelation of politics and religion. The day's events will include lectures, a film screening, and plenty of time for questions, answers, and further conversation. Topics covered include: Teaching about politics in the religious studies classroom; reporting on the religious dimension of politics; and up to date research on the field.

Questions about the workshop should be directed to S. Brent Plate, Texas Christian University, b.plate@tcu.edu.



A18-4

Women's Caucus Workshop - Using Feminist Pedagogies in the Classroom

The Women's Caucus is presenting a workshop on teaching feminist pedagogies.

Scholars including Vasudha Narayanan, Melissa C. Stewart, Karma Lekshe Tsomo, Julie Kilmer, Gwendolyn Zoharah Simmons, and Victoria Rue will present on teaching their fields. Paula Trimble Familetti, Harriet Luckman, and Laurie Wright Garry will preside.



A19-10

Academic Teaching and the Study of Religion Section and Hinduism Group

Theme: *Teaching Hinduism in a Survey Course*

The participants in this roundtable will present a range of approaches to the problem of how to cover "Hinduism" in an introductory survey course. Such a course involves us either in teaching a single "Hinduism," or perhaps teaching Hinduism as a dialogue among a narrow range of alternate values. At the same time, research on religion in South Asia increasingly stresses the ways we need to view "Hinduisms" as multiple, contextualized and contested. The courses we teach range from multi-religion introductory surveys to more methodologically

focused introductory courses that deal with Hinduism as one of one or two case studies. Our goal is not to try to “solve” the problem of how to address Hinduism in the introductory survey course. Rather, our goal by presenting a range of approaches is to open a conversation that will allow for collective reflection on the issue.



A19-28

Special Topics Forum

Theme: AAR Student Luncheon and Panel Discussion: Career Alternatives for Doctoral Students in Religion and Theology

The skills and knowledge students acquire in doctoral studies in religion and theology prepare them for a wide array of career alternatives, not just the role of classroom professor. Today, PhDs in religion and theology are working in venues such as: nonprofit organizations; publishing and other media; theological libraries and archives; offices of campus life, both administrative and auxiliary; foundations specializing in religion; parish or diocesan ministry; providing programming for clergy and laity renewal or for retreat houses; religious high schools; nongovernmental organizations providing human and other services; institutes, religious think-tanks, centers of inquiry, etc.; government; and business. Work in these career alternatives often carries different, sometimes greater financial and psychological rewards than comparable academic positions, as well as different challenges and opportunities for personal development and for influencing others. Panelists will discuss some of these challenges and opportunities and share their own personal experiences in career alternatives. Separate registration is required.



A19-53

Special Topics Forum

Theme: AAR Excellence in Teaching Forum: A Conversation about Teaching with the 2005 Excellence in Teaching Award Winner

This interactive session will focus on discussion of issues raised by the teaching materials posted by Professor Zayn Kassam at the AAR's Virtual Teaching and Learning Center. They can be accessed after October 15 at <http://www.aarweb.org/teaching/default.asp>.



A19-70

New Religious Movements Group and Contemporary Pagan Studies

Consultation

Theme: *Neo-Pagan Religions in Central and Eastern Europe: Identity, Community, and Challenge*

This session will examine the resurgence of pre-Christian and Pagan religions in Central and Eastern Europe. It will be particularly focused on Slavic and Baltic forms of Neo-Paganism, with reference as well to Neo-Shamanic practices. Participants will include scholars from and with expertise on Lithuania, Poland, Russia, and Ukraine. The presenters will probe the motivations of Neo-Pagan adherents and relate them to broader developments of the post-Soviet/post-Socialist world, including the rise of environmentalism, especially in the immediate years following the Chernobyl nuclear accident; the upsurge of ethnic nationalism and ethnic identity movements from the 1980s until the present; and processes of 'westernization' and globalization, along with the growth of anti-western and anti-globalist reactions.



A19-102

Special Topics Forum

Theme: *Storming the Ivory Tower: Conflict, Complicity, and Social Change*

This special topics forum discusses the complex issues of identity, vocation, and multiple obligations of racial and ethnic minorities in the academy: How to deal with conflictual situations in the workplace? How to balance obligations to communities of origin and to the academy? In what ways have racial and ethnic minorities been complicit with the various -isms? How can we be accountable to a wider public and challenge the academy to be a place for social change? How can institutions attract and retain minority scholars? Panelists include Miguel Da La Torre, Hope College; Joan M. Martin, Episcopal Divinity School; John J. Thatamanil, Vanderbilt University; Andrea Smith, University of Michigan; and Debra Mubashshir Majeed, Beloit College. The AAR Career Guide for Racial and Ethnic Minorities in the Profession will be introduced.

A reception hosted by the Status of Racial and Ethnic Minorities in the Profession Committee directly follows.



A19-103

Academic Teaching and the Study of Religion Section

Theme: *Ethics, Art, and Drama: Teaching Purpose and Performance*

Members of this panel will address a wide range of topics related to, for

example, how to: use film when teaching ethics; foster critical thinking in emotionally and politically charged contexts through the use of feminist pedagogy; use theatre to introduce students to religious experience; teach Religious Studies in a general education or core curriculum; use a spectrum approach to introduce the full range (spectrum) of Christianity's position on ethical issues including identifying positions deemed incompatible with Christian morality. A wide variety of pedagogical approaches will be included such as experiential, contract, and cooperative learning; and issues related to diverse learning styles will be recognized.

Hitmen and Whistleblowers: Using Films to Teach Ethics

Helen Benet-Goodman, Charlottesville, VA

Films allow students to rehearse the skills composing moral reflection, including perception, moral imagination, and deliberation. In an increasingly visual culture, students are often more sophisticated visually than they are verbally, allowing them to focus on applying concepts, rather than the difficulties of the text. The presentation reviews how I prepare the class to discuss the films: preparing a study guide for the class; supervising a panel of students who plan the format and content of the class, and evaluating the final results. I draw on the films *Crimes and Misdemeanors*, *Crimson Tide*, *The Insider*, *startup.com*, and *Grosse Pointe Blank* to illustrate this process. I also discuss alternative ways of using film in a class: on-line discussion groups, Roger Ebert's "democracy in the dark" method, and using short films for the final exam. Finally, I review the advantages and drawbacks of these methods.

Acting Religious: Theatre as Pedagogy in Religious Studies and Theology

Victoria Rue, San Jose State University

Paper: Acting Religious: Theatre as Pedagogy in Religious Studies and Theology

The fields of religious studies and theology are in need of fresh pedagogy.

In this presentation, I will map new approaches using theatre to introduce students to religious experience. My book, *Acting Religious: Theatre as Pedagogy in Religious Studies* will be published by Pilgrim Press in September 2005. My presentation will feature methodology offered in the book and approaches I use in my teaching. Theatre makes ideas palatable, visceral, available. Theatre incarnates ideas. Theatre embodies experience. It is somatic learning. Using theatre in the religious studies or theology classroom links the imagination to cognition, visceral connectivity to understanding. I will show video and photographic documentation from two introductory courses to religion.

A Spectrum Approach to Christian Ethics: Respecting Difference without Resorting to Relativism

Joel Heim, National-Louis University

While some courses educate students about “the correct” Christian position on ethical issues, others introduce students to “both sides” so that students will make up their own minds. In this paper we argue that neither approach is adequate because actual moral disagreements within Christianity reveal far more than two positions.

This paper introduces “A Spectrum Approach,” an alternative pedagogical approach to teaching Christian ethics. Rather than focusing on one or two positions, a spectrum approach presents the full range (spectrum) of Christianity’s position on ethical issues including identifying positions deemed incompatible with Christian morality. After introducing the spectrum approach, the paper describes a Christian ethics course that uses it and concludes by reviewing some practical benefits its use.

**Negotiating Transformative Education through Feminist Pedagogy:
Challenging Perspectives from Ethics and Art**

Kathlyn A. Breazeale, Pacific Lutheran University

Negotiating Transformative Education through Feminist Pedagogy: Challenging Perspectives from Ethics and Art

Marit A. Trelstad and Kathlyn A. Breazeale

Pacific Lutheran University

This presentation examines how to foster critical thinking in emotionally and politically charged contexts through the use of feminist pedagogy. The two presenters converse with each other to model the dialogical nature of feminist pedagogy as they respond to the question: When dealing with “combustible issues” in the field of religion, how can we develop a truly democratic classroom of critical inquiry? One presenter analyzes how critical thinking skill development is enhanced when feminist pedagogy is supplemented with the theories for teaching art developed by Corita Kent. The other presenter raises questions regarding the ethics of encouraging learning that may dismantle or realign a student’s identity, personal relationships, vocational understanding and meaning structures.

**Promoting Freedom, Responsibility, and Learning in a General Education
Religious Studies Course: The Learning Covenant a Decade Later**

Fred Glennon, Le Moyne College

This presentation discusses an approach to teaching Religious Studies in a general education or core curriculum which I call the 'learning covenant.' The learning covenant brings together various pedagogical theories, including

experiential, contract, and cooperative learning, in attempts to address diverse learning styles, multiple intelligences, and student learning assessment. In this way, it has some advantages over more traditional methods of evaluation, including meeting student resistance to “required” courses head-on by inviting them to identify learning needs they have regardless of chosen vocation and engages them in meeting their needs in the context of a religious studies course; recognizing the multiple ways in which students learn and providing a variety of opportunities for students to express their learning; and allowing students an opportunity to take responsibility for their own learning. The session will be interactive and provide participants with materials to incorporate this approach into their own classrooms.



A19-125

Cultural History of the Study of Religion Consultation

Theme: *Courtrooms, Schoolrooms, and the Making of Religion*

Making Religion in the Courtroom: The Practical Implications of the Anthropologist Expert Witness

Kathleen Holscher, Princeton University

Through the twentieth century, anthropologists testified as expert witnesses in American court cases where the very definition of religion, as interpreted and executed under free exercise laws, is at stake. This paper examines the expert witness work of Omer Stewart and John Hostetler, two prominent mid-century anthropologists. Both men testified on the religious merits of practices they studied; Stewart described the use of peyote among American Indians and Hostetler the early removal of Amish children from formal schooling. By considering both the grounds for the authority granted these anthropologists by the courts as well as the layered meanings embedded in each man’s experience as “witness”, the paper works to flush out the sorts of empirical accounts privileged in the courtroom, and uncover the divergent implications that scholarly description can have upon communities of practitioners.

The Collapse of Religion as a Constitutional Construct: Can the Study of Religion Help?

Kathleen M. Sands, University of Massachusetts, Boston

In the American judiciary and in the academic study of religion, parallel changes have taken place within concepts of religion and related concepts of the secular. This paper describes three such changes – the creation of an ever more inclusive list of “religions,” the shift from normative to descriptive accounts of religion, and a recognition that no fixed or coherent boundary exists between religion and culture. As the result of these changes, the definition of religion has become an intractable problem and the religion clauses of the First Amendment are

becoming inoperable. The paper illustrates these changes through Supreme Court cases involving Native American religions, Faith-Based initiatives, and sexual dissent. In conclusion, the paper suggests specific ways in which critical studies in the discourses of religion and of secularism might break this conceptual logjam, contribute to a new constitutional concept of religion, and reorient the academic study of religion itself.

The Discourse of "Orthodox Culture" in Postcommunist Russia

Brian P. Bennett, Niagara University

The transition from Soviet empire to Russian nation has been a highly complex and contested affair. Battles over the Soviet past and the Russian future have been waged in both the courthouse and the classroom. A firestorm of controversy erupted over a textbook called THE FUNDAMENTALS OF ORTHODOX CULTURE, which affirmed Orthodoxy's role in Russian civilization, but which critics condemned as retrograde and chauvinistic. The paper discusses this text as a key artifact in the constitution of religion in postcommunist Russia.



A20-5

Special Topics Forum

Theme: *Religion and the Science Curriculum: Implications and Strategies*

Cosmology, genetics, ecology and evolution are just a few of the topics within the standard science curriculum that regularly elicit questions and challenges from religious parents and communities. In this session our panelists will share their expertise in addressing the following questions: What are the dynamics at work in these debates? What are the implications for American education? What strategies are available for addressing these issues in the K-12 classroom?



A20-6

Academic Teaching and the Study of Religion Section

Theme: *What You Don't Know Won't Kill You: Learning Teaching on the Job*

These papers explore the different kinds of learning that teaching can give, ranging from what one learns during one's first year of full-time teaching to 'ways in which religious and philosophical ethics can be presented in such a manner that it 'teaches itself' to what professors might want to know as they assist students in transformational education.

“Make the Part Your Own”: What Soap Opera Digest Should Have Taught Me about Teaching

Katherine Janiec Jones, Transylvania University

Using the notion of a “recast” -- an actor who has been hired to replace someone else who is vacating a popular role -- this paper addresses the difficult choices faced by new teachers trying both to fill the shoes of their predecessors and blaze new trails of their own. I suggest that courses tend to be more effective when the instructor structures the syllabus around what she knows and what she enjoys, rather than adhering to imaginings of how others might think the course “should” be taught. The instructor’s enthusiasm for the material is, in many ways, a necessary (but not necessarily sufficient) condition for a syllabus to work. I then flesh out this assertion by looking at the initial, less successful version of an introductory course I taught, and then the revised, much more successful (and enjoyable) version that I now teach.

Negotiating the Chasm between Graduate School and the First Year of Teaching: How I Stopped Crying and Started Drinking

Emily Askew, Carroll College

Six months into teaching religion at a regional undergraduate institution, following ten years of graduate education, I have questions, such as: “Why didn’t you tell me I would have to learn to compose a syllabus reading something like a state penal code, in order to avoid being sued, taken advantage of or humiliated?” In the first part of this paper, I highlight issues that challenge the romantic notion of world-transformation many of us had when we entered colleges and universities as new professors. In the second part, I suggest assignments born from the fire of necessity. With these, I want those who traversed this terrain to remind me of the romance, offer practical teaching suggestions and discuss what kind of wine best accompanies student essays comparing the Dao and YHWH.

What I Wished They'd Told Me about Teaching and How I Learned Better

Anette Ejsing, Augustana College

Everything I was told about teaching is what I have learned: it is hard work, preparation takes more time than you think, female professors have a harder time gaining respect than male professors, I am too ambitious about what to accomplish in the classroom, students are at a low level of knowledge about religious methodology, and they cheat. Still, my argument is that effective teaching is centered on student-learning more than academic content. Designing my courses with the goal in mind that students find them interesting and intellectually stimulating to attend, I have removed the sting of what I was told to expect. My presentation reflects on these three main issues involved in teaching centered on student-learning: 1) The subtle, nearly undetectable dynamics involved in using personal disclosure 2) Tapping into the high energy level of the young learner 3) Calling forward in students a curiosity driven love for learning.

Teaching Itself

Gitte Butin, Gettysburg College

This presentation explores ways in which religious and philosophical ethics can be presented in such a manner that it “teaches itself.” The subject matter is no longer a detached message issued by the instructor and made into an object to be assimilated by the student; rather, the subject matter is worked through as an embodied experience emerging from the learner in response to encounters that address basic religious and philosophical paradigms. The presentation focuses on two modes of teaching itself, both primarily developed in my ethics courses dealing with crime and punishment. The modes consist of 1) experiential learning exercises pertaining to ethical issues and 2) community-based learning, which brings together students and incarcerated people in dialogue concerning crime and punishment. Moreover, the presentation examines the theoretical underpinnings of my pedagogy, primarily the notion of indirect communication as developed by Kierkegaard and Wittgenstein.

The Existential Anxiety of Learning: Stages and Elements in a Seminarian's Journey of Transformational Education

Andrea Hollingsworth, Bethel Seminary

When “combustible issues” are raised in classroom settings, professors need to negotiate not only the interpersonal realities of passionately voiced opinions, but also the intrapersonal existential anxieties of individual students who may be encountering ideas that are transforming their personhood. This paper, creatively presented as an engaging first-person narrative of a recent seminary graduate’s learning experience, describes stages and elements of transformational religious education. The goal of such a presentation is to inspire educators to consider the existential anxieties of individual learners, and to structure learning environments in ways that will foster progression in light of those anxieties. The stages highlight the presenter’s progression from myopic fundamentalism to expanded and integrated selfhood, while the elements describe specific teaching styles and classroom environments that furthered the presenter’s transformational learning. It is possible that greater attention to intrapersonal anxieties will aid in the management of interpersonal conflict in emotionally charged classroom discourse.



A20-33

Special Topics Forum

Theme: *Wabash Student-Teacher Luncheon*

The Wabash Center and AAR Graduate Student Task Force cordially invite AAR and SBL doctoral Student Members to this lunch gathering with experienced faculty mentors to share conversation about teaching. What influenced your choice to become a teacher? What opportunities have you had to develop your

teaching skills? What joys and frustrations do you experience in teaching? What assistance do you have in developing as a teacher?

Participation is by advance registration only, limited to the first 75 doctoral Student Members whose registration the AAR receives. (Overflow registration is accepted in case of cancellations or late arrivals.) Eligibility is limited to doctoral students nearing completion of study who have teaching experience or will soon be teaching, and who have not previously participated in this annual event. Seating is assigned in advance, so if you register and do not attend, your presence will be missed. Lunch is provided. Separate registration is required.



A20-51

Special Topics Forum

Theme: *Women in Religion - Thriving, Not Just Surviving: A Conversation with Mary E. Hunt, Editor of A Guide for Women in Religion*

Guide to the Perplexing: A Survival Manual for Women in Religious Studies (1992) framed women's entry into the field of religion in terms of their basic "survival": balancing career and family, finding one's voice, handling commuting partnerships, negotiating contracts, building the case for tenure, etc. Now an updated view for the twenty-first century, *A Guide for Women in Religion: Making Your Way from A to Z* (2004), looks beyond women merely surviving to aim at their thriving in religion. Structural challenges to this persist in various forms, including sexism, racism, economic injustice, and the effects of colonial and patriarchal traditions. But new questions also have arisen: choosing among various career alternatives (administration, publishing, libraries and technology, nonprofits, ministry, etc.), teaching on-line, moving from associate to full professor, facing retirement, and moving into emerita status. Come join a lively discussion of these and other related topics with the editor, Mary Hunt.



A20-62

Chinese Religions Group

Theme: *Teaching Chinese Religions in the Undergraduate Classroom: A User's Guide*

'Teaching Chinese Religions in the Undergraduate Classroom: A User's Guide' explores resources, approaches, and pedagogies, and is directed to both specialists and non-specialists in the field. The four panelists address textbooks and other resources, new directions in Confucian studies, new directions in Taoist studies, and pedagogical methods relating Confucianism and Taoism to comparative religious studies and the survey course on Asian Religions.

'Transmitters and Innovators: Re-presenting Authentic Religion in Chinese Religions Sourcebooks' evaluates the reliability of primary source textbooks in Chinese Religions courses. 'Learning Confucianism through its Exemplars' adapts a traditional Chinese teaching tool to the modern American classroom. 'Teaching Taoism in the 21st Century: Opening Moves' draws upon current scholarship to present a new vision of the tradition, its teachings, and its true place in Chinese society. 'Problematizing 'Confucianism' and 'Taoism' in the 'Introduction to Chinese Religions' Course,' places the Chinese religious tradition in a global religious context.



A20-78

Special Topics Forum

Theme: *Annual Meeting Initiatives and How to Propose a New Program Unit*

Join the chair of the Program Committee and the AAR Annual Meeting Program Director for an informal chat about upcoming Annual Meeting initiatives as well as the guidelines and policies for proposing a new Annual Meeting program unit.



A20-101

Special Topics Forum

Theme: *Teaching Ethics: The Challenges of Moral Discourse in the Classroom*

In the aftermath of September 11, the field of religion has increasingly been turned to, by students and others, for insights on ethical issues and perspectives. What challenges and opportunities exist, and what kind of creative techniques can one employ in teaching ethics? How does teaching ethics differ in a variety of academic contexts, ranging from large state universities to small denominational schools? Is it the role of the instructor to be moral advocate, referee for disparate opinions, or something else? A distinguished group of panelists, all of whom have extensive experience in teaching ethics, will engage each other and the audience on these questions and share some of their successes and failures.



A20-103

Special Topics Forum

Theme: *Before You Sign That Book Contract: Negotiating with a Publishing House*

As the demands on scholars to publish continue to increase, it's vital to understand the elements of a book contract. In this session, experts will guide you through the basic clauses of a standard contract, alerting you to some areas that are usually negotiable and discussing important matters like subsidiary rights, out-of-print clauses, advances and royalties, delivery dates, option clauses and right of first refusal, and indemnities. More than half of the session will be devoted to questions from the audience.



A21-3

Special Topics Forum

Theme: *Designing the Intellectual Experience*

Sometimes we can take for granted what happens in a classroom: lecturing, answering students' questions, returning and discussing graded work. But excellent teaching requires studied attention in advance to compose the elements of students' intellectual experiences. Accomplished teachers align class materials, activities, and assignments to support and extend students' learning in a variety of ways. In this interactive workshop presented by an experienced Wabash Center workshop director and consultant, participants will be led through a series of exercises to reflect together on how they currently compose intellectual experiences for their students and explore ways of doing so more effectively. Participants are encouraged to come on time and remain in attendance throughout the event. Participants are encouraged to bring three copies of an assignment that they use in a course.



A21-4

Special Topics Forum

Theme: *The Accessible Career Journey: Employment and Disability*

This session will examine the role of disability in the academic career journey from the perspective of both the employer and the employee from the job application through to retirement. Issues such as when to identify oneself as a person with a disability in the hiring process, how to request accommodations when disability occurs mid-career, what are the employers legal obligations in regards to the employee with a disability, and what should one do if they find that they must limit their work load due to disability prior to retirement. The discussion will include insights from personal experience, knowledge of disability law and government regulations, and ethical theory. This will consist of a question and answer format that will provide an opportunity for AAR membership to ask questions about their individual or institutional concerns regarding issues of employment and disability.



A21-6

Academic Teaching and the Study of Religion Section

Theme: Walk, Talk, Teach, Learn: A Streetfair of Posters, Exhibits, and Interactive Displays That Will Excite and Educate about a Breakthrough Moment in the Classroom or a Great Course

New this year, the Academic Teaching and Study of Religion Section is pleased to present this session. The streetfair will allow the presenter to an opportunity to go beyond the traditional presentation into an interactive conversation. Come at any time during the session and stay for as long as you like.

Saints Alive: A Student-Made Iconostasis Teaches about Religious Time, Creativity, and Community

Mark Larrimore, New School University

An introductory course on saints is able to raise central questions in (and to) religious studies in a secular context while also addressing students' concerns about the place of individual creativity and difference in religious life. Through the construction of an "iconostasis," we were also able to experience the larger contexts of community, time and creativity by which individuals navigate their lives in religious traditions. Each class started with a student presentation of one of the day's saints, culminating in a visual representation of images or symbols relating to the saint's life and efficacy we called an "icon." These "icons" were attached to form an "iconostasis" which grew from class to class, a vivid representation of our class's progress in time and as a community. But the class really made the "iconostasis" its own when students had to invent stories linking symbols on an "icon" whose story they had forgotten.

Introducing Islam on Its Own Terms: Qur'anic Recitation as Pedagogy

Marilyn Gottschall, Whittier College

This presentation provides an argument for a new classroom approach to the introduction of Islam; it suggests that we introduce Islam on its own terms, i.e., by employing Qur'anic recitation as a supplementary teaching tool. It makes the case that Qur'anic recitation as pedagogy (1) is consistent with current scholarship that understands recitation as central to the practice, meaning, and experience of Islam, (2) that it mirrors and illustrates the embodied, affective and praxological nature of Islam, (3) that it provides an accessible and familiar medium (sound) for students which can engage and stimulate their curiosity.

Cultivating Empathy and a Critical Stance through Class "Experiments": The Experiments Themselves and a Best Moment on Learning

Sidney Brown, University of the South

How does one gain a critical view of consumerism, such an influential aspect of modern society? In the street fair/marketplace event, I will share a number of experiential exercises I have used to help students cultivate empathy for and understanding of critics of consumer society. My poster presentation will include descriptions of the experiential exercises and a diagram that arose out of one class discussion of how some kinds of learning occur--a "best moment." This diagram makes evident some of the aspects of learning that often go undiscussed, such as the impact of negative emotions (e.g., anger, envy, and greed) and the greater goals of a liberal arts education (e.g., an individual's commitment to responding to local and global concerns, the creation of evolving commitments and relaxed and joyful curiosity, and the ability to construct knowledge).

Teaching through the Oral Tradition

Yolanda Yvette Smith, Yale University

The oral tradition was once a critical component of education for African Americans. Although many African American churches have abandoned aspects of the oral tradition in favor of formal education and printed resources, the oral tradition can still be a legitimate system of teaching and learning. This system of teaching and learning, grounded in African tradition, was not only creative and fun, but it was an important vehicle for transmitting communal wisdom along with vital information. A strategy for teaching through the oral tradition can assist the church in drawing upon resources that emerge from African American tradition as viable modes of education. It can further inspire African American churches to reclaim indigenous cultural expressions throughout the educational process.

Role-Playing the Trials of Jesus and Paul: An Introduction to the New Testament

Adam Porter, Illinois College

My poster describes how my Introduction to the New Testament Class uses role-playing to encourage students to engage with (familiar?) texts in new and interesting ways. Students enact the trials of Jesus and Paul, by playing different roles to persuade the 'Roman' student group to agree with them about what to do with the defendants. Students need to read primary source material closely to do well in the trial; they also need to interact with each other and participate in the trial's discussions. I will also report my assessment of how well the new course met my initial goals for the class and how I plan to further modify it the next time I teach it.

Virtual Mandala: Teaching Buddhism by Using Computer Technology to Translate the Wheel of Life into a Western Idiom

Greg Watkins, Stanford University

This paper is a report on a class designed around an exploration of the Himalayan Buddhist technology of the mandala. The central project of the class focused on a proposal to the students that they endeavor to translate the Wheel of Life mandala into a Western idiom. What became particularly fascinating in this classroom exploration was the degree to which computer-based media (which could make possible the introduction of motion, process, sound, etc.) allows for entirely new visual representations of Buddhist philosophy. The simultaneous efforts 1) to understand the Wheel of Life in its Himalayan context, 2) to think about translating it to a Western idiom, and 3) to create a new Wheel of Life with computer technology made for a truly rich and captivating classroom experience. The presentation will display and discuss the 'translated' Wheel of Life created by the students.

Art as a Pedagogical Basis for Teaching Religion

Robert C. Shippey, Shorter College

The purpose of this paper is to demonstrate the use of art as a pedagogical basis for exploring the contemporary study of religion with particular emphasis on Christianity. Select works are chosen because of their overtly religious character and because of their contributions to the spiritual life. The study of religious themes in art can assist students in the exploration of the soul, the vanity of life, creation, sin, redemption, calling, suffering and hope. Moreover, analyzing art helps students to develop critical thinking skills, individual responsibility, and the use of the imagination. The paper will provide an overview of a number of significant works including those by, DaVinci, Michelangelo, Caravaggio, Poussin, and Rembrandt in order to highlight the important role arts plays in the study of religion as a means to understanding the spiritual self.

Short-Term Study Abroad Made Easy

Calvin Mercer, East Carolina University

Internationalizing the curriculum will continue to be, especially in the post-September 11 world, an emphasis at the collegiate level. Many religion professors who would make excellent study abroad teachers, and have the desire to take students abroad, refrain from such programs because of their understandable reluctance to address what can be daunting recruiting and logistical tasks. I have refined an approach to study abroad that: (1) minimizes the time and effort involved in the recruiting and logistics of these trips, thereby freeing professors to enjoy the stimulating teaching opportunity these programs provide, and (2) provides significant summer salary, thereby eliminating the need to forgo income. My practical program has for several years resulted in the largest study abroad program at my university and programs have included both Europe and the Muslim world (e.g. Egypt). The methods are adaptable to other

institutions and various kinds of programs. Handouts will be provided.

A Grocery List and Forbidden Fruit: Teaching Interpretation Methods to Undergraduates

Rebecca K. Huskey, University of Iowa

A Grocery List and Forbidden Fruit: Teaching Interpretation Methods to Undergraduates

An important element of any introduction to religious studies is the academic approach to sacred texts. Few beginning students, however, are familiar with interpretive techniques. To ease students into critical analysis, I present them with a grocery checklist and ask them to draw conclusions about it. After discussing their findings for a secular, mundane document, we examine the first chapters of Genesis. The students begin to develop insights into this text, seeing that a sacred document can be 'critiqued' without being demeaned. After presenting my findings, I will ask the audience to examine a similar checklist and discuss their observations.

What Does *Saving Private Ryan* Have to Do with the Old Testament? Reflections on Course Revisions after the First Year of Implementation

Merrill M. Hawkins, Carson-Newman College

This presentation will discuss the major revisions I made in courses for 2004-2005. I teach three courses with approximately 25 people in each section: Introduction to Old Testament, History of Christianity, and History of the Baptist People. My revisions centered around three changes. First, I built each course around three contemporary films. Second, I eliminated lectures and assigned process notes on the reading. Third, I eliminated unit exams and assigned, instead, three self-evaluations through the course of the semester. The theoretical underpinning for these revisions was the work of Stephen Brookfield on critical thinking and Kurt Lewin on group process. My courses, following these revisions, aimed at content and process. Moreover they aimed to develop critical thinking by the use of course content. This presentation will review each of these three changes after a year of implementation.

Interactive Hebrew Bible Survey

Dean Andrew Nicholas, Cincinnati Hills Christian Academy

As a teacher of religious education in secondary education, it is too easy to fall into the trap of only employing traditional methods of assessment. This display will demonstrate alternative assessments for students to learn in a 'hands-on,' participatory fashion. A collection of student work will be on display, from Ur III Sumerian Royal inscriptions to video infomercials supporting competing Israelite dynasties, to newspapers from various Ancient Near Eastern empires. Observe student work that could change your assignments and revolutionize your

classroom.

Experiential Learning and Social Justice Action: An Experiment in the Scholarship of Teaching and Learning and Assessment-Driven Course Design for the Introductory Course

Fred Glennon, Le Moyne College

These posters describe classroom experiments conducted in religious studies classrooms. The first details an experiment in the scholarship of teaching and learning where an experiential learning model for teaching about social justice was used. The second discusses ways to incorporate an assessment-driven model of course design into the introductory course in religion.



A21-23

Law, Religion, and Culture Group

Theme: *Testing Secularism*

The Pledge of Allegiance and the Limits of Civil Religion

Grace Kao and Jerome Copulsky, Virginia Polytechnic Institute and State University

According to Robert Bellah's influential essay entitled "Civil Religion in America" (1966), there is a form of American religiosity that exists alongside of denominational religion though can be distinguished from it. This appropriately named "civil religion" draws upon a number of important biblical tropes (e.g., chosen people, promised land, sacrificial death and rebirth) and accordingly provides an apprehension of "universal and transcendent reality" as seen in or revealed through the experience of the American people. The continuing influence of Bellah's work notwithstanding, we submit that recent controversy regarding the appropriateness and constitutionality of the Pledge of Allegiance in public schools (*Elk Grove v. Newdow*) paradoxically reveals the enduring strength as well as the growing limitations of the idea of an American "civil religion." We thereby propose that such a conception of "civil religion" needs to be reconsidered and revised in light of a shift in both religious demographics and sensibilities.

Girard's Will, Nineteenth-Century Philadelphia, and the Origins of Secular Government: A Tale of Capital, Philanthropy, and the Supreme Court

James McBride, Schulte, Roth, and Zabel LLP

Legal scholars and cultural critics routinely attribute the rise of secularism in American public life to a series of post-WW II Supreme Court decisions that barred religious education, prayer, and Bible reading from the public schools, e.g. *McCullum* (1948), *Engel* (1962) *Schempp* (1963). However, secularism in

American civil government originated in nineteenth century Philadelphia where the will of Stephen Girard, a merchant, banker, and the richest man in America, established a school for white male orphans (under the auspices of the city's government) that prohibited any 'ecclesiastic, missionary, or minister of any sect whatsoever' from holding any position at the school—or even entering the premises.

This paper analyzes the Supreme Court's 1844 decision upholding his will and compares the Weberian model of the Protestant work ethic as the driving force behind capitalism to Girard's understanding of disestablishment and religious tolerance as key to America's mercantile success.

Secularism or Secular Humanism as Reactive Deviance

I. Chatterjea, Vanderbilt University

Secularism or Secular Humanism as it haunts the rhetoric of the public square in media accounts will be examined through Gary F. Jensen's understanding of 'Reactive Deviance' (2005), Foucault's use of *Enstehung* (1977) and Bourdieu's notion of symbolic capital (1977). The paper will present results of a content analysis of the deployment of these terms in media accounts in the United States from 2001-2005, with particular attention paid to *Glassroth v. Moore*. The analysis will gauge to what degree the terms appear in the mouths of Secularism and Secular Humanism's alleged supporters and purported victims and their advocates, the composition of these groups, and the degree to which the deployment of these terms does or does not fit Riesebrodt's identified patterns of fundamentalist rhetoric and action (1993).

Constitutional Secularization: Religious Pluralism and the Canadian Courts

Steven Engler, Mount Royal College & Pontifícia Universidade Católica de São Paulo

This paper offers a brief overview of Canadian case law since the Canadian Charter of Rights and Freedoms was enacted in 1982. At the same time that it has more firmly entrenched religious freedom, the Charter has placed explicit limits on the right of religious freedom. Canadian courts have shown themselves willing to intervene in the internal workings of religious institutions. Legal protection has been extended to include not only non-Christian religions but also non-religious beliefs more generally. The cumulative effect of these decisions has been to effectively erode the *de facto* separation between Church and State that has developed in Canada. The value of increased respect for religious pluralism is potentially offset by increasing judicial intervention and by the correlated effective imposition of secular values. The courts have been defining "religion" and "religious pluralism" in increasingly secular terms.



A21-102

Special Topics Forum

Theme: *How to Publish Your Book: Advice from Oxford University Press and the AAR Book Series Editors*

Founded on the premise that scholars know best what books are needed in the field of religion, the AAR publishing program with Oxford University Press produces quality scholarship for religion scholars and their students. OUP is a premier international publisher, and the AAR has published hundreds of titles, many of which have become essential tools in the development of our field and in the training of new scholars. AAR/OUP books are published in five series: Academy Series; Cultural Criticism Series; Reflection and Theory in the Study of Religion Series; Teaching Religious Studies Series; Texts and Translations Series. (For more information on the series go to Publications.) This panel provides the opportunity to hear from experienced OUP and AAR editors, and ask any and all questions you might have about publishing in the AAR/OUP Series. There will also be an opportunity to speak individually with an editor.



A21-103

Special Topics Forum

Theme: *Exploring the Field: Philosophy of Religion, and Religion and Literature - A Graduate Student Discussion Series*

This session, the first in an ongoing series of discussions sponsored by the Graduate Student Task Force, invites graduate students and others to reflect on two prominent subdisciplines within the field of religion and theology: Philosophy of Religion and Religion and Literature. What is the nature of these disciplines? What is their current status? How do our graduate institutions answer these questions? Does a dependable canon or course of study in these specializations? Do we know what exactly it is that we're doing in these subdisciplines? Do we want to define them more precisely? These questions (and many more) will be on the table for group discussion, with participation from all in attendance. The session will also include responses to these questions from senior scholars.



A21-104

Academic Teaching and the Study of Religion Section

Theme: *Teaching Religion and Violence: Approaches and Traditions*

A panel addressing some pedagogical and methodological principles that might

guide the classroom presentation and discussion of violence committed in the name of religion. A topic that readily ignites emotion and controversy, religious violence requires a careful and deliberate pedagogy resting on the kind of careful distinctions that instructors must work hard to communicate in the best of classroom circumstances. Because violence emerges from highly specific and highly contingent factors particular to distinct contexts, teaching violence as the substance of an entire religious studies course or as a component of any historical tradition demands an elaboration of the nexus of myth, history, geography, etc., that comes to engender any act or episode of violence. Some contributors analyze violence in specific religious traditions and probe the best means for teaching them; others describe the broader contours of religion and violence in the American college classroom.



A22-2

Academic Teaching and the Study of Religion Section

Theme: An Elephant Ain't Always an Elephant: The Importance of Cultural Context in Teaching

Whether you are teaching Islam in America, theology in the South Pacific, or bringing personal narrative into the classroom, where you stand determines what you see. These papers explore these particular topics and more on this theme.

Theological Education in South Pacific Cultures

Joseph E. Bush, United Theological Seminary the Twin Cities

Four cultural characteristics in the South Pacific shape theological education in an Oceanic context. First, a Pacific conception of time locates the present in continuity with the past and is less directed toward the future; this has implications for teaching curricular areas that emphasize goal-setting (e.g. church administration, religious education). Second, encouragement of interpersonal harmony presents challenges both (a) pedagogically for the conduct of class discussions and (b) epistemologically regarding research that tests the validity of opinion. Third, patriarchy affects theological education of women (e.g. access to resources, recognition of authority, and negotiation of traditional roles). Fourth, the individual self is de-emphasized in favor of community; this has implications for (a) teaching pastoral care directed toward groups rather than individuals, (b) spiritual formation focusing on communal rather than private experience, (c) contextualizing theological instruction to be less focused on individual salvation, and (d) articulating ethics for nation-building respectful of diversity.

When Life Gives You Beets, Make Borscht: On Almost Teaching Religious Studies in Post-Soviet Eastern Europe

Michael F. Strmiska, Central Connecticut State University

As a Fulbright Fellow Lecturer in the Eastern European country of Lithuania during the academic year of 2004/05, the author experienced both rewarding moments of cross-cultural, pedagogical triumph and darker times of disappointment and defeat in attempting to introduce “Religious Studies” as an interdisciplinary, comparative, subject area. This presentation will reflect on the reasons for both the successes and failures that the author experienced. A key topic will be the multi-dimensional problem of explaining and promoting the concept of “Religious Studies” as something separate from “Christian Theology” in a country strongly influenced both by decades of harsh Soviet oppression and a past history of conservative Catholicism. Other topics will be the logistical and bureaucratic hurdles presented by a financially-strapped university with limited facilities, turf-conscious teachers and administrators, along with the pleasure of teaching gifted, hard-working students with sincere curiosity about the world outside Lithuania.

"It Fulfills My Requirement": Strategies of Passionate Teaching to Dispassionate Students

June-Ann Greeley, Sacred Heart University

Instructors of Religious Studies have committed themselves to be advocates for an extraordinary discipline of study and scholarship, the subject matter of which is, many believe, to be at the very core of the human condition: to be human is indeed to be 'homines religiosi.' However, there is not always reciprocity from students towards such passionate advocacy, and instructors toil as much as teach before classrooms filled often with students who are present essentially to fulfill core requirements or complete a Humanities elective. Professorial enthusiasm is met with student indifference, sometimes hostility, and thus questions of student engagement and student learning arise. This paper will attempt to address the several issues of alternative pedagogies, enhancing student investment in the discipline of religion, and confronting the emotional obstacles students find and students bring to those courses in Religious Studies that typically seem to them more controversial or personally challenging.

Teaching “Islam in America”: Essentialism, Race, and Politics

Juliane Hammer, Elon University

Teaching a course on Islam in America offers the chance to teach an unfamiliar religion in a familiar context, the United States. It can also be the only course college students ever take on Islam or in Religious Studies. One of the challenges is to address questions related to the relationship, history and identities of African-American and immigrant Muslims. How do notions about race relations, African-American identity and religious pluralism shape the approaches of students? Who decides which Islam is normative? How can students learn about Islam “in general” vs. the particular American expressions, without essentializing either one? These questions are approached from various directions, reflecting on the experiences of a new instructor, and including questions such as insider-

outsider issues and the choice of reading materials, which puts the paper into the larger context of debates about authenticity, representation and research as well as political agendas.

Sessions with a Focus on Central and East European Scholars and Scholarship



A19-9

Special Topics Forum

Theme: *Quo Vadis Eastern Europe?*

The session raises the question of the direction in which contemporary Eastern Europe (a term which we use to include former socialist countries of Europe, including the Soviet Union) is developing. Connecting the roots with the present, the presenters are exploring the relationship of nationalism, religion, and civil society as well as ecumenical and interreligious relationships.

The Basilian Monks of Grottaferrata and the Pursuit of Christian Unity

Ines A. Murzaku, Seton Hall University

The paper will articulate the intricate religious and political circumstances that gave rise to the movement of the Orthodox faithful of mid and southern Albania to unite with the Catholic Church during the last decade of the nineteenth century and the beginning of the twentieth century. This occurred at a time when the return or an exclusivist ecclesiology was ruling in the West. Special attention will be given to the Basilian missions to revive the country's Byzantine Catholic tradition.

Teaching about the Other: Inter-Church Dialogue for Russian/Ukrainian Christianity

Walter Sawatsky, Associated Mennonite Biblical Seminary

The paper will examine the conflicts between Orthodox, Catholic and Protestant communities in Russia and Ukraine since 1988 in light of what the schools and press appear to be teaching about the other churches; comparing it with the rise of global Christian consciousness in the West.

Cordoba and Sarajevo: Contrasts in Religious Separation and Tolerance

N. Gerald Shenk, Eastern Mennonite Seminary

Recent studies of Medieval Spain (Menocal) and of contemporary Bosnia

(Velikonja) invite comparisons between two very different chapters of strong Muslim influence in Europe. The interpretation of Islam, Judaism, and Christianity in various combinations, including both political power and disenfranchisement, suggest that conditions of toleration are more complex than merely external constraints of a strenuous secularism.

Turkish Millet, Religious Nationalism, and Civil Society

James R. Payton, Redeemer University College

The paper will examine the close interrelationship between nationality and religion, nurtured and fomented over centuries, in the southern regions of former Yugoslavia and the challenges faced in developing civil society in the present.



A19-104

Arts, Literature, and Religion Section

Theme: *Russian Orthodoxy in Literature and Modern Life*

The session is focused on Russian Orthodoxy as it is represented in Russian Literature, Aesthetics and modern religious communities. All the participants represent the Center for the Study of Religion, Literature and Culture of Moscow State University. Elena Volkova, a presider, analyses Russian literary characters of Pushkin, Goncharov, Tolstoy and Dostoevsky in their reference to two Russian Orthodox types of saints – Holy Fools and Bearers of Suffering. Oleg Komkov, a panelist, deals with the conceptions of the poetic form and contemplation in the theoretical writings of the 20th century Russian religious philosopher Ivan Iljin. He explores the iconological background as it is revealed in Iljin’s metaphysically oriented “multi-layer” model of the poetic work. Irina Karatsuba, a panelist, introduces the post-communist church phenomenon of “inventing the tradition” seen through the conflict of modernist and fundamentalist trends within the Orthodox community.



A20-4

Special Topics Forum

Theme: *Religion in Europe East and West*

The process of European integration has given rise to pivotal debates that signal the evolving place of religion in Europe. Arguments over the potential inclusion of Turkey in the EU and over a constitutional reference to Christian heritage have forced many to reassess the religious dimensions of European identity and to confront the reality of religious pluralism. This forum is designed to shed light on some of the most significant debates involving religion in contemporary

Europe. Representing numerous disciplines and regions, a distinguished panel of experts will address a range of issues, including: religion and the politics of identity; the rapid transformation of the mainstream churches; the contentious role of religion in the process of European expansion; the renegotiation of sensitive boundaries between church and state; conflicts between the collective rights of traditional religious communities and the individual rights of European citizens; and the encounter between Islamic and Christian cultures.



A20-58

Study of Judaism Section

Theme: *Eastern European Jewry: Culture, Thought, and Impact*

Bodies in Perilous Balance: A Rabbi's Response to "Othering"

Ramona Kirsch, University of Missouri-Kansas City

This paper provides one example of ‘othering’ discourse about Jews and their bodies in nineteenth century religious thought as advanced by a Galician Rabbi, Joseph Samuel Bloch during the waning days of the Austro-Hungarian Empire. Rather than examining those discourses that ‘other’ this paper focuses upon Bloch’s conception of the bodily ‘sameness’ of the Jew that attempted to counter the images of inherent ‘difference.’ In particular Bloch, as an Eastern European Jewish scholar, utilized Talmudic literary practices to not only respond to the ‘othering’ of Jews but to debate within the Jewish community itself regarding the purpose of the Jewish body. Bloch’s very public critique of the growing anti-Semitism and Nationalisms in the fin-de-siècle Habsburg Monarchy resisted conceptions of inherent difference of the Jewish body. Bloch’s conception of ‘sameness’ reveals how individuals and groups establish, produce, and reproduce identity and meaning for themselves vis-à-vis their imposed identity as ‘the other.’

Eastern European Scholastic Kabbalah in Early Modernity

Pinchas Giller, University of Judaism

The solitary practitioners of kabbalistic scholasticism, and the devotional prayer associated with it, remained in practice in Lithuania in early modernity. The term “scholastic kabbalist,” in this case, means someone whose preoccupation is with pure kabbalah, disdaining homiletics and even mystical experience itself, excepting contemplative prayer. The greatest scholastic kabbalist, the Gaon of Vilna, left a number of students in early modern Lithuania. Eventually, these students opened channels of communication with their supposed opponents in the hasidic community, which in turn had several dynasties that produced works of kabbalistic scholasticism. Both groups also forged connections with the mystics of the Middle East. In this way, kabbalistic scholasticism served as a portal to modernity, even as its social influence dwindled in the face of the

Jewish enlightenment.

Europe in America? The Historiography of the Landsmanshaft Synagogue

Steven Lapidus, Concordia University

The phenomenon of the landsmanshaft synagogue, also known as the chevra or anshei shul, on the American scene, is clearly a creation of the Eastern European immigrant. But to what degree is it a direct recreation of the Eastern European shtetl synagogue? While many scholars argue that it was an exact replica of its European antecedent, others argue that while an attempt to recreate a familiar institution, the landsmanshaft synagogue inevitably exhibited features of the New World. Its location in America per force, imposed new features on it, resulting in a new creation, a hybridized shtetl shul with an American flavour. I will argue that in fact, in its modification and proliferation, the landsmanshaft synagogue served as a stepping stone in the process of Americanizing traditional European Orthodoxy.

The People of the Comic Book: Jewish Men and the Creation of Comic Book Superheroes

Harry Brod, University of Northern Iowa

The illustrated book was one of the few outlets for visual artists in the Jewish communities of Eastern Europe, primarily the Passover Haggadah. The story of Moses, raised by others when his people were threatened with extinction, eventually becoming their savior aided by miraculous powers, informs the creation of Superman, and with him the entire comic book superhero genre, by two Jewish teenagers in the Depression era United States. To counter anti-Semitic stereotypes which saw Jewish men as Clark Kent types – timid, physically weak, sexually ineffectual quasi-intellectuals – they created a super man. Inspired also by Jewish mystical legends of the Golem, from Superman and Batman to Spider-Man and others, Jewish men have inscribed changing images of Jewish identity into their comic book superhero creations. This paper probes how comic book superheroes embody Jewish traditions and values, as well as their undercurrents of gendered Jewish psychodynamics.



A20-63

Eastern Orthodox Studies Group

Theme: *Twentieth-Century Eastern European Theologians*

Trinity and the Church in the Theology of Dumitru Staniloae

Radu Bordeianu, Marquette University

The relationship between the Trinity and the Church is a subject that rarely receives due attention. Oftentimes the Church seems to be a parallel reality,

somehow unrelated to the Trinity. Dumitru Staniloae establishes a clear relationship and a continuum between the Trinity and the Church. One can regard the Church as a reflection of the Trinity by analyzing the analogical relationship between the Trinity and the Church; the Church as icon of the Trinity, where the Church is the type that points to its prototype, that is, the Trinity; the Church as the “third sacrament,” where the Church is understood as the sacramental presence of the Trinity in the world; the ecclesiological consequences of Staniloae’s understanding of theosis, in which creation becomes god by grace, though not God by nature. Thus, Staniloae affirms that the same relationships that exist within the Trinity are manifested in the life of the Church.

(Un)Knowing the Divine Mystery: Theological Epistemology in Dumitru Staniloae and Thomas Aquinas

Jeff McCurry, Duke University

How do we speak of God and know God? In contrast to oppositional narratives of the relationship between Orthodox theology and Catholic theology, I explore similarities in theological epistemology between the twentieth-century Romanian Orthodox theologian Dumitru Staniloae and the thirteenth-century Italian Catholic theologian Thomas Aquinas. Both seek a third way for theological epistemology between two equally unsalutary options. Staniloae seeks a third way between forming an idolatrous concept of God, on the one hand, and speaking merely meaningless words about God that are unhinged from any real reference to God, on the other. He seeks to chart a vision of truthful but partial knowledge of God. Aquinas's third way of knowing and speaking about God goes between equivocity and univocity to speak of God in an analogical grammar, in which God is referenced truly but not comprehended, in which the divine mystery is described but not mastered.

Tradition, Changes, and the Life of the Faithful in Fr. Dumitru Staniloae

Maria McDowell, Boston College

This paper approaches the ongoing Orthodox discussion of ‘Tradition,’ ‘traditions,’ and theological change in light of the work of the Romanian Orthodox theologian Fr Dumitru Staniloae. First, I will present Staniloae’s emphasis on the Church in history and the distinction between dogmas, theologoumena, and teaching. From there, I will discuss the interplay between these conceptual distinctions as they relate to the formulation of doctrine and how change in teaching and practice may occur within this framework. The heart of this discussion is the dynamic tension between the abstract framework of a ‘living Tradition,’ the lived traditions which change and develop over time, and the important union with God by believers who live and practice various forms of T/tradition. I will conclude with reflection on this final element, ‘union with God,’ and its importance in reflecting on changing practice and teaching.

Dumitru Staniloae on Law and Human Nature

Lucian Turcescu, Concordia University

Orthodox theologians tend to talk a lot about human nature, but much less about law. Romanian Dumitru Staniloae (1903-1993) was no exception. Staniloae saw law as a necessary result of the Fall into sin of the first humans, Adam and Eve. In line with Apostle Paul and the book of Revelation, Staniloae opposed the “newness of the spirit” to the “oldness of the law” and contended instead that as long as there is law there is sin and that the law was given to remove humanity’s sinful state. But eventually love has to take the place of the law. After the collapse of communism throughout Eastern Europe, Staniloae was called upon to reflect on the church’s role in postcommunist societies. His earlier understanding of the relationship between the law and human nature came to light more prominently during this exercise, but it proved somewhat problematic, as this paper will show.



A20-131

Arts Series/Films: Voloshky Ukrainian Dance Ensemble

The Voloshky Ukrainian Dance Ensemble was founded in 1972. Voloshky has earned renown for the vigor and resplendence of its performances. The Voloshky style is bold, powerful, and one of sparkling athleticism. The ensemble generates a dynamic blend of art and energy characterizing the vitality of the Ukrainian people. Voloshky achieves a delicate balance between authenticity and originality in style and composition. The dancers combine the strengths of classical ballet, with the vigor of traditional Ukrainian dance. Voloshky's artistry and portrayal of Ukrainian dance is testament to a vibrant and enduring culture steeped in rich history. Under the artistic direction of Taras Lewyckyj, Voloshky accomplishes dance on a truly lofty scale.



A21-35

Religion, Holocaust, and Genocide Group and United States Holocaust Memorial Museum

Theme: *Religion and the Holocaust in Central and Eastern Europe*

In what ways did organized religion contribute and respond to the events of the Holocaust in Central and Eastern Europe? In particular, what roles did the Orthodox Church, the Jewish communities, and, especially, their respective leaderships, play during the Nazi era? This session, with the generous co-sponsorship of the Center for Advanced Holocaust Studies at the U.S. Holocaust Memorial Museum, examines these questions by presenting cases from Bulgaria, Romania, and Lithuania.

The Bulgarian Orthodox Church and the Holocaust: Addressing Common Misconceptions

Vladimir Georgiev, Shoumen University

Attitudes of the local population to Central and East European Jews during the Holocaust ranged from widespread hatred to rare cases of sympathy. In some Polish towns locals massacred their Jewish neighbors as soon as the Wehrmacht occupied them in 1939, while in Bulgaria MPs, bishops, intellectuals, communists and, finally, the Tsar joined efforts in 1943 to save the Jews inside the country but gave up those in occupied areas of Greece and Macedonia. The causes and motives behind the attitudes were also various, including the number and prosperity of Jews vis-à-vis the general economic situation; prevalent chauvinist mythology, often coupled with or incorporated in folklore and religious tradition; the influence of stauncher antisemitic cultures (especially Ukraine and Russia); and the degree of democratization of a church and ability of its hierarchy to control or prevent mass hysterias.

Antisemitism in the Orthodox Church and the Holocaust in Romania

Georgeta Pana, University of Bucharest

In the interwar period, with the ascension of the antidemocratic, antisemitic and fascist forces, which rejected traditions of liberalism, humanism and pluralism, the Romanian national Church served as a unifying force in Romanian society. Moreover, Romanian fascism and nationalism grew side by side with the renewal of the Orthodox Church. The fascist trends made use of this tendency, developing the antisemitic elements and demonizing the Jews; calling for their expulsion from society and even from the country. Unfortunately, the Romanian Orthodox Church, part of the establishment, lacked the moral force to prevent this process, having become at times a tool of the governments that ruled Romania during this period. Both fascist regimes that ruled Romania after September 6, 1940 (the Iron Guard State and Antonescu's dictatorship), had declared themselves "Christian," thus satisfying the Church but also creating a double standard of values for Jews and for Romanians.

Faith and Death for the Wartime Leadership of the Slobodka, Lithuania, "Musar" (Moralistic) Yeshivah

Gershon Greenberg, American University

Enough of the wartime moralistic lectures and sermons of the two Slobodka yeshiva leaders has survived to shed light on the mindset of the yeshiva's population as it faced and entered (nearly collective) death. The religious ideal of Yitshak Ayzik Sher (the Yeshivah Head, who escaped to the Land of Israel in 1940), which was metahistorically focused, was to emulate the people of Israel's face-to-face encounter with God's light at Sinai—specifically, for human intellect to transcend itself and touch the infinite intellect of divinity. The goal of religious life was to concentrate uninterruptedly on God's presence, to the point

that all reality (including one's own) was of the divine. Through the war, Sher spoke of touching God's presence and trusting in His providential reality in history, of reaching a self-transcending position from which to trust absolutely in God's rescue amid suffering and death.



A21-123

Wesleyan Studies Group

Theme: *Methodism in Eastern Europe: Renewing the Heritage*

This panel will focus on ST Kimbrough's book, 'Methodism in Russia and the Baltic States: History and Renewal.'

Books Under Discussion



A19-13

History of Christianity Section

Theme: *Reviewing History, Theory, Text: Historians and the Linguistic Turn*, by Elizabeth A. Clark (Harvard University Press)

What does it mean to engage in the practice of history when studying the history of Christianity? How do we turn events and ideas of the past into history? In *History, Theory, Text: Historians and the Linguistic Turn* (Harvard University Press, 2004), Elizabeth A. Clark has written a major study of how historians have grappled with the relationship between the past and the work of creating history, and in so doing, she challenges historians of Christianity to learn from and contribute to continuing debates informed by contemporary theory. This panel will feature four prominent scholars who will discuss the book, as well as a response by Professor Clark.



A19-100

Arts Series/Films: Sharon O'Brien - Readings from *The Family Silver*

Sharon O'Brien will give a talk and lead a workshop on the creative and spiritual meanings of memoir, including a reading from *The Family Silver: A Memoir of Depression and Inheritance*. Her memoir records the story of her struggle with depression ("a rude houseguest") and her search to understand her family's past.

She uses biographers methods to weave together the scattered pieces of the past – a mother’s memo books, a father’s reading journal, family photographs, hospital records, dance cards – into a narrative of redemption. She will go “backstage” about the craft of memoir, giving examples from her own creative process to show how writing can be a journey full of dead ends and side roads as well as open spaces. She will give suggestions for ways to begin writing life stories in a personal narrative workshop. Participants will work in small groups. No experience necessary; bring a pen and a notebook.



A19-119

Religion and Disability Studies Group

Theme: Critical Reflections on Stanley Hauerwas's Essays on Disability: Disabling Society, Enabling Theology

Since the 1970's Stanley Hauerwas has advocated for people with disabilities and their families. Hauerwas has consistently (if not systematically) produced a significant critique of those practices, attitudes and philosophical positions within liberal society which implicitly and explicitly dehumanise and ultimately seek to eliminate people with intellectual disabilities. Hauerwas' perspective on disability is not without its critics. Like all good theologians, his talent lies not simply in what he says, but equally in what he challenges others to say. In this session, in conversation with Stanley Hauerwas, we will critically examine his thinking on intellectual disability as it is presented in a new book of his essays edited by John Swinton of the University of Aberdeen (*Critical Reflections on Stanley Hauerwas' Essays on Disability: Disabling Society, Enabling Theology* (2005). New York: Haworth Press). We will also reflect on the impact of Hauerwas' thinking for contemporary disability theology and ethics.



A20-14

Critical Theory and Discourses on Religion Group and Theology and Religious Reflection Section

Theme: *A Critical Evaluation of Tomoko Masuzawa's The Invention of World Religions (University of Chicago Press)*

This panel offers a critical evaluation of Tomoko Masuzawa's *The Invention of World Religions, Or, How European Universalism Was Preserved in the Language of Pluralism*. Masuzawa examines the emergence of the concept of 'world religions' in modern European thought, emphasizing relations between new classifications of language and of race. Panelists will bring their varied and broad expertise to bear on Masuzawa's analysis of this

'epistemic regime' that implicitly portrays Europe as 'a prototype of unity amidst plurality.'



A20-26

Schleiermacher Group

Theme: *Part II of Schleiermacher's Glaubenslehre (The Christian Faith): On Sin, Redemption, and Christ (Second of a Four-Year New Investigation of Schleiermacher's Magnum Opus)*

This will be the second year of the Group's reexamination of Schleiermacher's magnum opus, *The Christian Faith (Glaubenslehre)*. Last year we focused on Part I. This year we shall focus on the first half of Part II: on sin, Christ, and redemption, and faith. The papers this year are exceptional, not only because of their quality of scholarship but also because each is daring and novel in its approach and therefore each promises to break new ground in the field.

The format will be as follows: Papers will be available in advance (see below); brief presentations will be made, with discussion after each paper; and a round-table discussion at the end.

Papers for this session will be posted in mid-October at the Schleiermacher Group's "Yahoo! Group" website. AAR members wishing to join the Schleiermacher Group and access this website should contact Brent Sockness at sockness@stanford.edu.

Christ the Bearer of the Divine Love: Christ's Person and Work in the Theology of Friedrich Schleiermacher

Jacqueline Marina, Purdue University

According to Schleiermacher's understanding of Christ's work, Jesus saves through his perfect expression of the divine love and the subsequent impartation of his perfect God-consciousness. It is Christ's person-forming activity that is salvific. This paper explores how Schleiermacher envisions this person-forming character of Christ's redemptive activity, paying particular attention to its psychological, social, and historical dimensions. Important in this regard is Schleiermacher's understanding of the corporate character of sin and his understanding of what it means to be a self. Because human beings are so interdependent on one another, the sin of one person implicates the whole race. However, this interdependence also makes it possible for the salvation of all to be accomplished in the life of one person. The transforming power of Jesus' God-consciousness is transmitted to others in the historical and social arena and in this way becomes salvific for each person and for the entire community.

Schleiermacher on Sin and Redemption: Continuity and Change

Walter E. Wyman, Whitman College

Schleiermacher on Sin and Redemption: Continuity and Change

According to Schleiermacher, in Christianity “everything is related to the redemption accomplished by Jesus of Nazareth” (Christian Faith §11). To think about the Christian faith as Schleiermacher understood it is to think about the dynamics of sin and redemption. My paper investigates Schleiermacher’s thinking about the heart of Christianity, sin and redemption, focusing on the problem of continuity and change. It will seek to sort out the genuinely revisionist or New Protestant components from the points of strong continuity with the theologies of Old Protestantism. How does Schleiermacher conceive of sin and redemption? Wherein lies the novelty of his discussion—what is revisionist or “New Protestant” about it? Wherein lies the continuity with the tradition—what is Old Protestant about it? How successfully has Schleiermacher solved the problem he sought to solve, that is, to work out a middle way between orthodoxy and rationalism?

Faith as Communion with Christ in Schleiermacher’s Dogmatics

Dawn A. De Vries, Union Theological Seminary and Presbyterian School of Christian Education

One of the remarkable things about Schleiermacher’s systematic theology, the Glaubenslehre, or “doctrine of faith,” is that it has no locus de fide—no sustained discussion of the concept of faith itself. In various places within *Der christliche Glaube*, Schleiermacher identifies faith in a number of ways; in order to draw out his definition of faith comprehensively, then, many different sections of the system must be consulted. In this paper, I attempt to provide such a comprehensive account of Schleiermacher’s doctrine of faith, arguing that union or communion with Christ is his central definition of faith. Further, I contend that faith so understood provides the subjective correlate to the christological structure of Part II of the *Glaubenslehre*. Throughout my paper, I locate his discussion of faith within the confessional context that he himself points to in the references listed under his leading propositions.

Schleiermacher’s View of Resurrection in Relation to Redemption, the Naturzusammenhang, and Eschatology

Nathan D. Hieb, Princeton Theological Seminary

The *Glaubenslehre* provides the context for this exploration of Schleiermacher’s understanding of Christ’s resurrection in relation to redemption (Propositions 100-105), the conditions imposed upon this understanding by his preceding treatment of the nature-system, and the profound implications of this understanding for eschatology. My central claim is that, in spite of his affirmation of the historicity of Christ’s resurrection (Proposition 99), Schleiermacher proceeds to empty the resurrection of redemptive significance in

the work of Christ, thereby maintaining consistency with a Naturzusammenhang that implicitly disallows miracles, and resulting in an eschatology in which the resurrection of individual believers may only be posited in severe tension with the consummation of the Church. Thus, the weight of Schleiermacher's consistent argumentation regarding redemption, the nature-system, and eschatology suggests that there is little room for literal resurrection in the Glaubenslehre in relation to either Christ or individual believers.



A20-51

Special Topics Forum

Theme: *Women in Religion - Thriving, Not Just Surviving: A Conversation with Mary E. Hunt, Editor of A Guide for Women in Religion*

Guide to the Perplexing: A Survival Manual for Women in Religious Studies (1992) framed women's entry into the field of religion in terms of their basic "survival": balancing career and family, finding one's voice, handling commuting partnerships, negotiating contracts, building the case for tenure, etc. Now an updated view for the twenty-first century, *A Guide for Women in Religion: Making Your Way from A to Z* (2004), looks beyond women merely surviving to aim at their thriving in religion. Structural challenges to this persist in various forms, including sexism, racism, economic injustice, and the effects of colonial and patriarchal traditions. But new questions also have arisen: choosing among various career alternatives (administration, publishing, libraries and technology, nonprofits, ministry, etc.), teaching on-line, moving from associate to full professor, facing retirement, and moving into emerita status. Come join a lively discussion of these and other related topics with the editor, Mary Hunt.



A20-70

Religion, Film, and Visual Culture Group

Theme: *Cinema-Going as Religious Practice? A Discussion of Issues Raised by Clive Marsh's Cinema and Sentiment: Film's Challenge to Theology (Paternoster Press)*

This panel will examine suggestions that cinema-going has a religion-like function in contemporary Western society. In offering critical assessments of Clive Marsh's 'Cinema and Sentiment' the four panelists will use cinema-going as a major case-study of how technology, entertainment and visual culture contribute to Western audiences' structuring of life, and of the social practices used to discover or construct meaning.

The topics to be discussed are likely to comprise:

Assessments of existing interactions between theology and religious studies and media/entertainment/popular culture

The significance for theology and religious studies of a shift from screen theory to attention to audience response in film studies.

The adequacy of definitions of 'theology' used in discussions about film and popular culture

The significance of distinguishing 'theological' and 'religious' perspectives on film-watching and cinema-going.

The significance of the institutional locations of participants in theology/religion and film discussion



A20-106

North American Religions Section

Theme: *Author Meets Critics: Robert A. Orsi's Between Heaven and Earth: The Religious Worlds People Make and the Scholars Who Study Them*

Three critics - Peter D'Agostino, Paula Kane, and Thomas Ferraro - will speak about the recent book by Robert A. Orsi, *BETWEEN HEAVEN AND EARTH: THE RELIGIOUS WORLDS PEOPLE MAKE AND THE SCHOLARS WHO STUDY THEM*. Discussion among all session attendees follows the presentations and Robert A. Orsi's response.



A21-20

Feminist Theory and Religious Reflection Group

Theme: *Doing Saving Work: Feminist Reconstructions of Sin and Redemption*

In "Theorizing Feminist Theology," Rebecca Chopp issues an invitation to feminist theology to deploy feminist theory not simply to deconstruct the dominant discourse of Christianity, but to transform its core symbols and normative visions. In her later work, *Saving Work*, Chopp sharpens her challenge, urging feminist theologians to use feminist theory to create theological traditions and "new spaces of survival and flourishing." Responding to this challenge, this panel seeks to reconstruct the notions of "the bondage of the will," "law and freedom," "desire and redemption" in light of feminist interrogations of the Christian theological tradition. Each paper enlists the

support of feminist theory or resources from other religious traditions (Buddhist, Islamic) to open new spaces for theological reflection. While each paper “contests” different aspects of the Christian theological tradition, together the panel seeks to do the “saving work” of creating emancipatory feminist discourse about the nature of redemption.



A21-53

Special Topics Forum

Theme: *Picturing Faith: Photography and the Great Depression*

In 1935 in order to generate support for New Deal reforms, the Historical Division of the Farm Security Administration (FSA) began making a photographic survey of economic struggle and social dislocation in Depression era America. Historical Division director, Roy E. Stryker, also wanted to produce a composite picture of American society. So, in the "scripts" he sent out to his photographers, he asked them to include pictures of America's religious life. These "sociologists with cameras" entered the homes and churches of the poor as well as the middle class. They photographed people in prayer, domestic shrines, dinner graces, parishioners going into their churches, revival meetings, and even the gospel trucks of itinerate preachers. While many of the FSA (and later Office of War Information) photographs are familiar, this is the first exhibition of how government photographers represented religion during this critical time in our nation's history.



A21-111

Study of Judaism Section and Mysticism Group

Theme: *Responding To Elliot Wolfson's Language, Eros, Being (Fordham University Press)*

Elliot Wolfson's book *_Language, Eros, Being_* offers a wide-ranging contribution to the scholarship of Kabbalah; his work is in conversation with philosophy, history of interpretation, gender studies, and the comparative study of religion. On this panel, four scholars from a variety of disciplines will take up Wolfson's text, both deepening and establishing the intersections of Wolfson's work with a variety of subfields in religious studies: 1) Jewish mysticism and the history and philosophy of science, 2) feminist and Continental philosophy of religion, 3) the history of Christian interpretation and theology in the antique and medieval periods, and 4) the comparative study of the religious imagination (particularly in Buddhism and Islam). Wolfson will respond to the panelists.



A21-129

Reformed Theology and History Group

Theme: *"Reconciled Memory": Book Review Session with Miroslav Volf*

The recent work of Miroslav Volf draws on his experiences in Croatia in order to examine systematically the prospect for a redemption of memory. This panel reviews Volf's new book in this area; Volf will respond.



A22-17

Gay Men's Issues in Religion Group

Theme: *Sacred Tops, Manly Bottoms: Readings of Ron Long's Men, Homosexuality, and the Gods*

Ronald Long's book *MEN, HOMOSEXUALITY, AND THE GODS* (The Haworth Press, 2004) makes a substantive and significant contribution to the study of gay men's religious experience. As its subtitle indicates, this book is 'an exploration into the religious significance of male homosexuality in world perspective,' something which, in itself, is seldom attempted. In its daring search for a genealogy of religious perspectives on male homosexuality, it offers some audacious theoretical and methodological insights. In his far-ranging discussion of the centrality of different religious views of masculinity, and in his analysis of this dynamic with respect to American gay culture, Ron Long pushes the limits of the field. This panel will also be a way of honoring Ron Long for his pioneering work with the Gay Men's Issues in Religion Group.

Receptions



A19-129

JAAR International Reception

This reception is for all participants in the "Contesting Religions/Religions Contested Project" and the Board and friends of the Journal of the American Academy of Religion.



A19-135

Reception Honoring Contributors to *A Guide for Women in Religion* and the *Guide to the Perplexing: A Survival Manual for Women in Religious Studies*

The Status of Women in the Profession Committee and the Women's Caucus invites you to a reception honoring those women who contributed to the original *Guide to the Perplexing: A Survival Manual for Women in Religious Studies* and those who produced its sequel *A Guide for Women in Religion: Making Your Way from A to Z*.



A20-134

JAAR Editorial Board Reception

JAAR Editorial Board members and contributors to the 2005 volume of JAAR are invited to a reception in their honor.

Especially for Students



A19-28

Special Topics Forum

Theme: *AAR Student Luncheon and Panel Discussion: Career Alternatives for Doctoral Students in Religion and Theology*

The skills and knowledge students acquire in doctoral studies in religion and theology prepare them for a wide array of career alternatives, not just the role of classroom professor. Today, PhDs in religion and theology are working in venues such as: nonprofit organizations; publishing and other media; theological libraries and archives; offices of campus life, both administrative and auxiliary; foundations specializing in religion; parish or diocesan ministry; providing programming for clergy and laity renewal or for retreat houses; religious high schools; nongovernmental organizations providing human and other services; institutes, religious think-tanks, centers of inquiry, etc.; government; and business. Work in these career alternatives often carries different, sometimes greater financial and psychological rewards than comparable academic positions, as well as different challenges and opportunities for personal development and for influencing others. Panelists will discuss some of these challenges and opportunities and share their own personal experiences in career alternatives. Separate registration is required.



A20-33

Special Topics Forum

Theme: *Wabash Student-Teacher Luncheon*

The Wabash Center and AAR Graduate Student Task Force cordially invite AAR and SBL doctoral Student Members to this lunch gathering with experienced faculty mentors to share conversation about teaching. What influenced your choice to become a teacher? What opportunities have you had to develop your teaching skills? What joys and frustrations do you experience in teaching? What assistance do you have in developing as a teacher?

Participation is by advance registration only, limited to the first 75 doctoral Student Members whose registration the AAR receives. (Overflow registration is accepted in case of cancellations or late arrivals.) Eligibility is limited to doctoral students nearing completion of study who have teaching experience or will soon be teaching, and who have not previously participated in this annual event. Seating is assigned in advance, so if you register and do not attend, your presence will be missed. Lunch is provided. Separate registration is required.



A20-34

Special Topics Forum

Theme: *Doctoral Student Workshop for Teaching: Systematic Theology to Latinos and Latinas*

The AETH (Asociación para la Educación Teológica Hispana), through funding granted by the Wabash Center for Teaching and Learning in Theology and Religion, is sponsoring a project entitled "Pedagogia: Teaching Latinos and Latinas in Theology." In connection with this project, non-Latino/a doctoral students in systematic theology who intend to become professors are invited to attend a workshop that will offer insights, techniques, and resources useful in teaching systematic theology to Latinos and Latinas. The workshop will be presented by Jeanette Rodriguez (Seattle University) and Ruben Rosario (Saint Louis University). Advanced registration is REQUIRED and space is limited to 20 doctoral students. To register or for more information, please contact Ruben Rosario at roasarir@slu.edu.



A20-51

Special Topics Forum

Theme: *Women in Religion - Thriving, Not Just Surviving: A Conversation with*

Mary E. Hunt, Editor of *A Guide for Women in Religion*

Guide to the Perplexing: A Survival Manual for Women in Religious Studies (1992) framed women's entry into the field of religion in terms of their basic "survival": balancing career and family, finding one's voice, handling commuting partnerships, negotiating contracts, building the case for tenure, etc. Now an updated view for the twenty-first century, *A Guide for Women in Religion: Making Your Way from A to Z* (2004), looks beyond women merely surviving to aim at their thriving in religion. Structural challenges to this persist in various forms, including sexism, racism, economic injustice, and the effects of colonial and patriarchal traditions. But new questions also have arisen: choosing among various career alternatives (administration, publishing, libraries and technology, nonprofits, ministry, etc.), teaching on-line, moving from associate to full professor, facing retirement, and moving into emerita status. Come join a lively discussion of these and other related topics with the editor, Mary Hunt.



A21-3

Special Topics Forum

Theme: *Designing the Intellectual Experience*

Sometimes we can take for granted what happens in a classroom: lecturing, answering students' questions, returning and discussing graded work. But excellent teaching requires studied attention in advance to compose the elements of students' intellectual experiences. Accomplished teachers align class materials, activities, and assignments to support and extend students' learning in a variety of ways. In this interactive workshop presented by an experienced Wabash Center workshop director and consultant, participants will be led through a series of exercises to reflect together on how they currently compose intellectual experiences for their students and explore ways of doing so more effectively. Participants are encouraged to come on time and remain in attendance throughout the event. Participants are encouraged to bring three copies of an assignment that they use in a course.



A21-51

Special Topics Forum

Theme: *Racial and Ethnic Minority Mentoring: A Conversation among Graduate Students and Scholars*

The AAR Status of Racial and Ethnic Minorities in the Profession Committee (REM) has received a generous grant from the Luce Foundation to assist in preparing a first-of-its-kind guide for racial and ethnic minority graduate scholars

in the field of religion and theology. This guide, to be published on the AAR Web site, will address preparation for graduate study, the various stages of graduate study itself, and the myriad career issues arising after graduation.

In connection with this project, REM and the Graduate Student Task Force (GSTF) members are cohosting a conversation with graduate students and scholars in religion and theology seeking creative input about how to put together an effective mentoring program for racial and ethnic minorities at the AAR Annual Meeting. Any other issues of interest to racial and ethnic minority students and scholars in the field are welcome.



A21-103

Special Topics Forum

Theme: Exploring the Field: Philosophy of Religion, and Religion and Literature - A Graduate Student Discussion Series

This session, the first in an ongoing series of discussions sponsored by the Graduate Student Task Force, invites graduate students and others to reflect on two prominent subdisciplines within the field of religion and theology: Philosophy of Religion and Religion and Literature. What is the nature of these disciplines? What is their current status? How do our graduate institutions answer these questions? Does a dependable canon or course of study in these specializations? Do we know what exactly it is that we're doing in these subdisciplines? Do we want to define them more precisely? These questions (and many more) will be on the table for group discussion, with participation from all in attendance. The session will also include responses to these questions from senior scholars.
