

## **Final Exam Study Guide**

### **About the Final Exam:**

As we approach the final exam, it's crucial to recognize both the similarities and differences between it and the midterm. Like the midterm, the final exam features a multiple-choice section; however, its purpose and scope diverge significantly. The final assessment aims to evaluate your ability to recall and comprehend the most important concepts we've covered throughout the course. In contrast to the midterm, where you had the ability to access your notes, readings, and other aids, the final exam challenges you to rely solely on your memory and a single exam crib sheet. Realizing the impossibility of recalling every detail, I don't anticipate that you will be able to remember and reproduce material the way you might if you had notes with you. Nevertheless, success in the final requires dedicated time spent on studying and clarifying key ideas during your study time. This exam study guide serves as a comprehensive outline, providing you with an overview of all the essential information needed. It's important to note that concepts not covered in the guide won't appear on the exam, although they remain important for the broader Study of Religion. Therefore, strategic preparation is key to your success in navigating this final piece of RLG101.

The exam is worth 33% of your final grade as per UTM Exam regulations for first-year courses. The exam date, time, and location are regulated by the Office of the Registrar. Please see their website for more information: <https://www.utm.utoronto.ca/registrar/exams>.

### **Exam Time and Location:**

Exam Date: Wed Dec 20th

Time: 9am - 12pm

Location: Gym A/B [Gym A/B is a double gym located **on the first floor of the [RAWC](#)**]

Exam schedule: <https://metis.utm.utoronto.ca/examschedule/finalexams.php>

Please bring: multiple pencils (as the multiple-choice section of the exam will be written on a scantron card which **requires the use of pencil**), pens, water bottles with no markings/labels, and the **one authorized exam aid** permitted to be used for this exam.

### **Academic integrity:**

Here is the official UTM exams statement: "The University of Toronto Mississauga and you, as a student, share a commitment to academic integrity. You are reminded that you may be charged with an academic offence for possessing any unauthorized aids during the writing of an exam. Clear, sealable, plastic bags have been provided for all electronic devices with storage, including but not limited to: cell phones, SMART devices, tablets, laptops, calculators, and MP3 players. Please turn off all devices, seal them in the bag provided, and place the bag under your desk for the duration of the examination. You will not be able to touch the bag or its contents until the exam is over. If, during an exam, any of these items are found on your person or in the area of your desk other than in the clear, sealable, plastic bag, you may be charged with an academic offence. A typical penalty for an academic offence may cause you to fail the course."

**Also note** that if your phone is in your backpack and it rings, an alarm goes off, or your *adhan* app starts the call to prayer during the exam, your bag may be taken by the Chief Presiding Officer to the campus police and you will have to retrieve it there.

### **Previous Exams:**

There are no previous exams for this course that relate to the version I have taught this year. You can look at Professor Derry's exams, but this course is *very* different. Using the exam study guide, practicing using materials I give you, and attending the remaining sessions (lecture, tutorial, Exam Jam) are the best ways to prepare.

### **Exam Study Aid (or Crib Sheet)**

Like previous exams for RLG101, you are allowed to bring in one exam study aid. There is a specific file that you must use to make this crib sheet. Here are the instructions:

- You may bring ONE double-sided letter-sized (8.5" x 11") crib sheet to the exam. This sheet must be created by printing the [template on the RLG101H Quercus site under the module "Final Exam Information."](#) Note that it must be printed on both sides of a single white sheet of paper.
- You may put only ONE word (or name) in EACH space in the table (=100 words on each side, i.e., 200 words total).
- You must PRINT (or type) the words in the table. If writing by hand you can use pen or pencil or whatever suits your style. If doing the crib sheet on a computer, the formatting is pretty simple.
- All words must be in ENGLISH.
- You may use contractions or abbreviations or acronyms. You may also put arrows or images or drawings on any part of the sheet.
- Your text may be in different colours. You may also highlight sections of the crib sheet in different colours. Basically, if you like colours please have fun with the crib sheet!

---

### **Exam Format:**

The exam is worth 60 marks total and is worth 33% of your final grade for this course.

#### **Part 1: Multiple Choice (20 Questions @ 1 mark each = 20 marks)**

This portion of the exam is written on the **Scantron card which is filled out in pencil**. Therefore, you must bring multiple pencils with you just in case as pencils are not typically provided.

You must answer all 20 questions in this section. Do not leave a question blank – just guess if you absolutely have to as a guess is better than a definite zero for leaving it blank. Each question has 6 potential answers but only **ONE** answer will be the correct one. If more than one seem correct, then choose the **BEST** answer of all the options.

**Part 2: Short Answer (4 questions @ 5 marks each = 20 marks)**

In this section, there will be 6 questions and **you must answer 4 of them**. Each answer is worth 5 marks. If you answer more than 4 questions in Part 2, only the first 4 will be graded. The answers must be written in the exam booklet that will be provided to you, using either pen or pencil, so please bring multiple pens/pencils with you. You should write clearly and neatly so that your TA can easily understand your answer.

These answers are meant to be written in proper sentence and paragraph structure, and it will likely take you 2-3 short paragraphs to answer each one. Homework 12 is purposely structured in a similar format to the short answer questions so you can get an idea of what it's like answering a question of this type.

**Part 3: Essay (20 marks)**

This final part of the exam requires you to write an **expository essay**. An expository essay is a type of essay that aims to explain, inform, or describe a particular topic to the reader. In this essay, the writer presents a balanced and objective analysis of the subject, providing relevant information, facts, and evidence. The primary goal is to clarify the topic for the reader, breaking it down and presenting it in a clear and organized manner. Expository essays often follow a structured format, including an introduction that outlines what will be discussed, body paragraphs that delve into specific aspects of the topic, and a conclusion that recaps important points. Unlike persuasive essays, the focus of an expository essay is on presenting information rather than expressing an opinion or convincing the reader of a particular viewpoint.

In this essay, therefore, you don't need a thesis. But you do have to have a clear structure. You are asked to write:

**A short introduction**

**4 body paragraphs based on 4 separate ideas (chosen from a list)**

**A short conclusion.**

The essay introduction can just be as simple as "In this essay, I will discuss w, x, y, z in order to explain..." I expect it to be very simple but clearly announcing to the reader which ideas you plan to discuss.

The conclusion can sum up what you did by saying "I have discussed w, x, y, and z in order to demonstrate that..." Again, very simple.

What you need to write in your body paragraphs is clarified below.

**IMPORTANT! Here is your essay prompt:**

(yes, you can write your essay in advance and reproduce it on the exam)

Throughout this term, I have presented various concepts and ideas, encouraging critical analysis and introducing alternative perspectives for a deeper understanding of religion and Religious Studies. In your essay, delve into **4 ideas (chosen from a list of 10 ideas that will be provided on the exam)**, explaining the multiple aspects of our critical examination of each concept in this course. In your paragraphs you can potentially:

- Explore the analytical strengths of the concept;
- Explore weaknesses and/or underlying assumptions associated with these ideas;
- Highlight improved approaches to understanding religion that attempt to overcome issues and assumptions.

**Please note:** The direction of the essay is defined by you, but you will be graded on your understanding of the concepts and your ability to explain the multiple ways in which we have understood each term or idea.

The list of 10 ideas are predictable if you have been paying attention in class over the last few weeks. I've begun to hint at them and discuss this essay question in class in anticipation of the exam.

---

### **What to Study:**

The exam covers content that spans the entire course. But there are materials you can study to narrow down the focus of your preparation. While much of the material is relevant, you should focus your attention on the following:

- **Lecture Slides, Notes, and Readings:** I ensured that the questions on the exam related to ideas presented on the lecture slides. However, your notes and readings give the slides context which is why they're all important to study together. It's a good idea to take the slides as your foundation for each lecture topic adding in information from your own notes, along with things you've read/watched for each class, to produce comprehensive study notes.
- **Homework:** Several questions on the exam were inspired by the weekly homework assignments (and 2 are directly taken from the homework). Study your responses, and try to answer those you haven't submitted for grades.
- **Tutorial Exercises:** In the past few weeks, you have had tutorial discussions to help you understand concepts and prepare for the Interview Report and final exam. I will post some of the tutorial exercises online for you to use as practice preparation.
- **Documents I posted Online:** The "Learning About Interpretation" and "The Three B Framework and Interpretation" are important.
- **Food & Religion Project:** Go over your own interview data and elements of your final report as you will have to potentially relate your interview to ideas on the exam.

**Ideas to Focus on By Lecture Topic:**

1: Introduction to RLG101	<ul style="list-style-type: none"> <li>-Key components and characteristics of the academic study of religion</li> <li>-Defining the term 'Religion'</li> <li>-Complexities and issues with the concept of 'religion'</li> </ul>
2: Introduction to the Food & Religion Project	<ul style="list-style-type: none"> <li>-Ideas presented by Anne Valley and E.N. Anderson</li> <li>-‘Religious Food Guidance’ by Michel Desjardins (and applying his ideas to fieldwork data)</li> </ul>
3: Enchantment/Disenchantment	<ul style="list-style-type: none"> <li>- “Is Religion Declining?” – Religion for Breakfast video</li> <li>-The Secularization Thesis</li> <li>-Max Weber’s “The Protestant Ethic and the Spirit of Capitalism” and his ideas around Enchantment and Disenchantment</li> </ul>
4. Introduction to the Academic Study of Religion	<ul style="list-style-type: none"> <li>-The features of Religious Studies discussed by Rodriguez and Harding</li> <li>-Historical development of Religious Studies (and the three phases including common features of each phase, defining ideas of each phase, scholars of each phase)</li> <li>-The Science of Religion approach</li> </ul>
5. Historical Perspective and Critique of Religious Studies	<ul style="list-style-type: none"> <li>-The purpose of Critical Studies</li> <li>-The World Religious paradigm</li> <li>-Masuzawa’s critique of World Religions</li> </ul>
6. The Sacred & Profane (and Other Terms in Religious Studies)	<ul style="list-style-type: none"> <li>-The importance and purpose of Religious Studies concepts</li> <li>-Sacred &amp; Profane</li> <li>-Taboo</li> <li>-Culture</li> <li>-Ethics</li> <li>-Study examples of each of the above concepts that were introduced in class</li> </ul>
7. Religious Belief	<ul style="list-style-type: none"> <li>-Definitions of belief</li> <li>-Cognitive vs. affective beliefs</li> <li>-Examples of beliefs</li> <li>-Orthodoxy</li> <li>-Issues and complexities with the concept of ‘belief’</li> <li>-“What does it mean to be Religious?” – Religion for Breakfast video</li> <li>- The Three B Framework (and applying the Three B Framework to formulate an interpretation)</li> </ul>
8. Religious Words	<ul style="list-style-type: none"> <li>-Types of religious words</li> <li>-Myth</li> </ul>

	<ul style="list-style-type: none"> <li>-Scripture (including examples of scriptures and related ideas)</li> <li>-Issues and complexities with the concept of 'scripture'</li> <li>-Scripture as a 'relational concept' according to Graham</li> <li>-Scripture and 'sacrality'</li> <li>-Words and Power</li> </ul>
9. Religious Actions	<ul style="list-style-type: none"> <li>-Types of religious actions</li> <li>-The concept of ritual</li> <li>-Issues and complexities with the concept of 'ritual' and defining 'ritual'</li> <li>-“What is Ritual?” – Religion for Breakfast video</li> <li>-Rituals and meaning, symbolism, communication, and transformation</li> <li>-Rites of Passage according to Arnold van Gennep (and applying Rites of Passage to formulate an interpretation)</li> </ul>
10. Lived Religion	<ul style="list-style-type: none"> <li>- Purpose an features of the Lived Religion movement</li> <li>-Methods and focuses of the Lived Religion movement</li> <li>- Orthopraxy vs. Lived Religion</li> <li>-Robert Orsi's arguments about why the Lived Religion framework is necessary</li> </ul>
11. Religious Identity	<ul style="list-style-type: none"> <li>-Key aspects of religious identity</li> <li>-Arguments made by Tweet in the chapter “Who is a Buddhist?: Nightstand Buddhists and Other Creatures”</li> <li>-Normative approaches in studying religious identity</li> <li>-Adherents vs. Sympathizers</li> </ul>