

Pilgrimage Across Cultures
REL 330D, Section 001 – Spring 2015

Meetings: W/F 12:20-2:10 p.m., Ladd 107

Instructor: Dr. David J. Howlett, Visiting Assistant Professor of Religion, dhowlett@skidmore.edu

Office Hours: Wednesday, 10:00-11:30 a.m.; Friday, 10:00-11:30 a.m., or by appointment
205B Ladd Hall, (518) 580-8404 (office)

Course Description: This seminar surveys pilgrimage practices in major world religions and new religious movements. Along our journey, we will analyze how pilgrimage intersects with questions of national identity, religious orthodoxy and heterodoxy, “the secular,” and popular culture. From resistance to British colonialism by pilgrims at the Kumbh Mela in Allahabad to practices of “secular pilgrimage” at the Paris tomb of Jim Morrison, our case studies reflect the diverse ways that humans engage travel, shrines, and constructions of the sacred.

Course Goals: Students will leave this class with

- a familiarity with major pilgrimage practices within selected world religions and new religious movements.
- an appreciation for the diverse religious uses of pilgrimage for personal, social, and political ends.
- an ability to critically engage debates on “pilgrimage” as a useful category for academic analysis, and, thus reflect upon academic classification more generally.
- an ability to engage secondary and primary historical sources in an original research paper.

<u>Final Class Grade:</u>	Book Review	20%
	Final Research Paper (6 component parts)	65%
	Attendance/Class Participation	15%

Book Review: Students will complete a book review of one of three scholarly texts assigned in class. A separate sheet detailing this assignment is attached.

Final Research Paper: Students will complete an original research paper of eight to twelve pages in length. This assignment is broken into six parts: initial research proposal, annotated bibliography, a draft of your paper, a critique of another student’s paper (done anonymously), a Power Point presentation of your research (a “*PechaKucha*”), and the final paper itself. A separate sheet detailing this assignment is attached.

Attendance and Participation: Your attendance and participation grade consists of three components: daily questions, leading a class discussion, and regular attendance. First, each class will have a daily question or exercise that students are expected to complete at the beginning of each class. Daily questions will be collected at the midpoint of the semester and at the last class of the semester. Second, students are expected to participate in class discussions. This means that students will come to class with notes from the readings and be ready to ask questions or lead the class in a discussion. In the course of the semester, each student will be randomly asked to lead the class in a discussion on one of the articles from the week. The student will be expected to lead the discussion for fifteen minutes without any intervention from the instructor. No student will be expected to lead a discussion on the week when his or her book review is due.

Third, students are expected to attend every class, arriving on time. If a student is ten or more minutes late, he or she will be counted as absent, even if he or she attends the rest of class. If a student misses four classes, his or her grade will automatically be dropped by one letter grade. If a student misses six classes, he or she may be expelled from the course.

Interview Questions and Reflections: Students will have the opportunity to engage five different scholars of Mormon history through a Skype interview, guest lecture, or a podcast. The week before the interview, students will compose four questions that they would like to ask the scholar, based upon that week's readings. After each interview, students will write a one-paragraph reflection about the interview and topic, due in class on the following week.

Assessment of Student Work: Students will be subject to a standard grading scale as follows:

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
D-	56-59
F	55 and below

There is no curve for this class. A student will receive the grade he or she earns. There is no curve for this class. A student will receive the grade he or she earns.

Classroom Procedures and Policies:

Academic Dishonesty: Skidmore College's *Academic Integrity Handbook, 2012-2013* defines plagiarism and its consequences as follows:

PLAGIARISM: Presenting as one's own the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging his or her academic, scholarly, or creative indebtedness, and the consequences for violating the Skidmore Honor Code. The Academic Integrity Board and

the Board of Review will not regard claims of ignorance, of unintentional error, and of academic or personal pressures as an adequate defense for violations of the Honor Code.¹

Further information on the college-wide policy on plagiarism and proper citation methods may be found on pages 14-26 of *The Academic Integrity Handbook*.

Late Assignment Policy: Any paper not given to the instructor in person by the student on the due date is late and will have its grade automatically dropped by one full letter grade. A student will have forty-eight hours to e-mail the instructor a copy of the late paper. (The student must still submit a hard copy.) Any paper that is not given to the instructor within forty-eight hours of the due date will not be accepted, and the offending student will receive a zero for that assignment.

Accommodations for Disabilities: If you are a student with a documented disability and need an approved accommodation for this course, please see me in private or e-mail me about the agreement that has been worked out with the Coordinator for Students with Disabilities.

Work Expectations: Students should expect nine to ten hours of outside preparation work for class each week. On written assignments, successful students distribute their workloads over the course of a week rather than cram their writing into the night before the due date. Be a successful student.

Textbook (available for purchase at the Skidmore Shop)

- Simon Coleman and John Elsner, *Pilgrimage Past and Present in the World Religions* (Cambridge, MA: Harvard University Press, 1995).
ISBN: 0-674-66765-2

Books to Review (choose one)

- Shaul Kelner, *Tours That Bind: Diaspora, Pilgrimage, and Israeli Birthright Tourism* (New York: NYU Press, 2012).
ISBN-13: 978-0814748176

-OR-

- Thomas S. Bremer, *Blessed with Tourists: The Borderlands of Religion and Tourism in San Antonio* (Chapel Hill, North Carolina: University of North Carolina Press, 2003).
ISBN-13: 978-0807855805

-OR-

- Ann Fedele, *Looking for Mary Magdalene: Alternative Pilgrimage and Ritual Creativity at Catholic Shrines in France* (New York: Oxford University Press, 2012).
ISBN-13: 978-0199898428

¹ *Academic Integrity Handbook, 2012-2013* (Saratoga Springs, New York: Office of Academic Advising--Skidmore College, 2012), 17.

SCHEDULE OF WEEKLY TOPICS & STUDENT READING ASSIGNMENTS

Pilgrimage Across Cultures

REL 330D, Section 001 - Spring Semester 2015

All assignments are to be read before Wednesday or Friday's class. The instructor reserves the right to make changes to the reading schedule. Should changes be made, students will be informed in advance.

WEEK 1 (1/21-1-23)	<u>What is Pilgrimage?</u> Topics: Foundational debates on an academic category
<u>Readings:</u>	1) Victor Turner, "The Center out There: Pilgrim's Goal," <i>History of Religions</i> 12, no. 3 (1973): 191-230. [Blackboard] 2) John Eade and Michael J. Sallnow, "Introduction," in <i>Contesting the Sacred: The Anthropology of Christian Pilgrimage</i> (New York: Routledge, 1991), 1-29. [Blackboard]
	{45 pgs.}
<hr/>	
WEEK 2 (1/28-1/30)	<u>Pilgrimage in Hinduism: Ancient and Modern</u> Topics: Indian sacred space; inventing an ancient pilgrimage; colonialism and pilgrimage
<u>Readings:</u>	1) "Divinity Diffused: Pilgrimage in Indian Religions," in <i>Pilgrimage Past and Present</i> , 136-169. 2) Kama MacLean, "Making the Colonial State Work for You: The Modern Beginnings of the Ancient Kumbh Mela in Allahabad," <i>The Journal of Asian Studies</i> 62, no. 3 (2003): 873-905. [Blackboard]
	{67 pgs.}
<hr/>	
WEEK 3 (2/4-2/6)	<u>Buddhist Pilgrimage: Ancient and Modern</u> Topics: Changing modes of travel; pilgrim guidebooks
<u>Readings:</u>	1) "Translating the Sacred: Patterns of Pilgrimage in the Buddhist World," in <i>Pilgrimage Past and Present</i> , 170-195. 2) Ian Reader, <i>Making Pilgrimages: Meaning and Practice in Shikoku</i> (Honolulu, Hawaii: University of Hawaii Press, 2005), 9-20, 150-186. [Blackboard]
	{55 pgs.}

WEEK 4 Pilgrimage in Judaism: Classical and Instrumental **Book Review Due: Kelner (2/13)**
(2/11-2/13) Topics: Theories of pilgrimage; instrumental pilgrimage

Readings: 1) Simon Coleman, "Pilgrimage," in *Blackwell Companion to the Study of Religion*, ed. Robert A. Segal (New York: Blackwell, 2006): 385-396. [Blackboard]

2) "Exile and Return: Jewish Pilgrimage," in *Pilgrimage Past and Present*, 34-47.

3) Shaul Kelner, *Tours that Bind: Diaspora, Pilgrimage, and Israeli Birthright Tourism* (New York: New York University Press, 2010), 21-46. [Blackboard]

{52 pgs.}

WEEK 5 Pilgrimage in Islam **Research Topic Due (2/20)**
(2/18-2/20) Topics: Pilgrimage and the management of internal religious diversity

Readings: 1) Abdellah Hammoudi, "Resurrection before Death," in *A Season in Mecca: Narrative of a Pilgrimage* (New York: Hill and Wang, 2006), 190-220. [Blackboard]

Film: *Le Grande Voyage* (2004)

{50 pgs}

WEEK 6 The Camino: A Case Study
(2/25-2/27) Topics: The evolution of a pilgrimage; life after the pilgrim's journey

Readings: 1) Linda Kay Davidson, "Reformulations of the Pilgrimages to Santiago de Compostela," in Anton M. Pazos, *Redefining Pilgrimage: New Perspectives on Historical and Contemporary Pilgrimages* (Burlington, VT: Ashgate, 2014), 159-181.

2) Nancy Louise Frey, "Stories of the Return: Pilgrimage and Its Aftermaths," in *Intersecting Journeys: The Anthropology of Pilgrimage and Tourism*, eds. Ellen Badone and Sharon R. Roseman (Urbana, Illinois: University of Illinois Press, 2004), 89-109.

{43 pgs}

WEEK 7 Christian and Post-Christian Pilgrimage **Book Review Due: Fedele (3/6)**
(3/4-3/6) Topics: Gender and pilgrimage; re-appropriation of pilgrimage shrines; New Age pilgrimages

Readings: 1) "Christian Pilgrimage from the Middle Ages to the Present Day," in *Pilgrimage Past and Present*, 104-131.

2) Anna Fedele, "Dealing with Their Christian Backgrounds," in *Looking for Mary Magdalene: Alternative Pilgrimage and Ritual Creativity at Catholic Shrines in France* (New York: Oxford University Press, 2012), 123-144.

{58 pgs}

WEEK 8 **Contested Pilgrimage in the Holy Land** **Annotated Bibliography Due (3/11)**
(3/11-3/13) Topics: Mediating differences; pilgrim guides

Readings: 1) Glenn Bowman, "Christian Ideology and the Image of a Holy Land: The Place of Jerusalem Pilgrimage in the Various Christianities," in *Contesting the Sacred*, 98-121. [Blackboard]

 2) Jackie Feldman, "Constructing a Shared Bible Land: Jewish Israeli Guiding Performances for Protestant Pilgrims," *American Ethnologist* 34, no. 2 (2007): 351-374. [Blackboard] **{67 pgs.}**

NO CLASS: Spring Break (work on research papers)
(3/18-3/20)

WEEK 9 **Pilgrimage or Tourism?** **Book review due: Bremer (3/27)**
(3/25-3/27) Topics: Category differences; the practical implications of such differences
 Skype Interview: Professor Thomas Bremer, Rhodes College (3/27)

Readings: 1) Nelson H. H. Graburn, "The Kyoto Tax Strike: Buddhism, Shinto, and Tourism in Japan," in *Intersecting Journeys: The Anthropology of Pilgrimage and Tourism*, eds. Ellen Badone and Sharon R. Roseman (Urbana, Illinois: University of Illinois Press, 2004), 125-139. [Blackboard]

 2) Thomas S. Bremer, "A Touristic Angle of Vision: Tourist Studies as a Methodological Approach for the Study of Religions," *Religion Compass* 8.12 (2014): 371-379. [Blackboard] **{39 pgs.}**

WEEK 10 **Pilgrimage and Heritage**
(4/1-4/3) Topics: Religious rivalry; pilgrimage and the invention of/destruction of heritage

Readings: 1) Emma Anderson, "Bones of Contention" in *The Death and Afterlife of the North American Martyrs* (Cambridge, Mass: Harvard University Press, 2013), 214-254. [Blackboard]

 2) David J. Howlett, "Introduction" and "Parallel Pilgrimages, Parallel Temples," in *Kirtland Temple: The Biography of a Shared Mormon Sacred Space* (University of Illinois Press, 2014), 1-10, 207-217. [Blackboard] **{37 pgs.}**

WEEK 11 Pilgrimage and National Identity **Research Paper Rough Draft Due (4/8)**
(4/8-4/10) Topics: Nationalism and pilgrimage; pilgrimage and politics

Readings: 1) Marijana Belaj, "I'm not religious, but Tito is a God': Tito, Kumrovec, and the Modern Pilgrims," in *Shrines and Pilgrimage in the Modern World*, 71-94. [Blackboard]

2) Huub de Jonge, "Patriotism and Religion: Pilgrimage to Soekarno's Grave," in *Shrines and Pilgrimage in the Modern World*, 95-120. [Blackboard]

{50 pgs.}

WEEK 12 Secular Pilgrimage **Evaluation of Student Paper Due (4/15)**
(4/15-4/17) Topics: The limits of academic categories; fan conventions, fan culture; the secular/religious as a categories of difference

Readings: 1) Jennifer E. Porter, "Pilgrimage and the IDIC Ethic: Exploring Star Trek Convention Attendance as Pilgrimage," in *Intersecting Journeys*, 160-179. [Blackboard]

2) Peter Jan Margry, "The Pilgrimage to Jim Morrison's Grave at Pere Lachaise Cemetery: The Social Construction of Sacred Space," in *Shrines and Pilgrimage in the Modern World: New Itineraries into the Sacred* (Amsterdam: Amsterdam University Press, 2008), 143-172. [Blackboard]

{50 pgs.}

WEEK 13 Pilgrimage and Globalization **Student PechaKucha Presentations (4/24)**
(4/22-4/24) Topics: Globalization theories and pilgrimage; the future of pilgrimage studies
(4/22) **Possible Skype Interview: Professor Simon Coleman, University of Toronto**

Readings: 1) Ian Reader, "Pilgrimage Growth in the Modern World: Meanings and Implications," *Religion* 37 (2007): 210-229. [Blackboard]

{20 pgs.}

RESEARCH PAPER DUE – 5/6 at noon

Writing a Book Review

A book review is not simply a book summary. Instead, a book review summarizes an author's main argument, highlights an author's contribution, and critiques an author's work (that is, a book review analyzes an author's strengths and weaknesses). A good book review is approximately 1,000 words in length. While you may use some creativity in how you organize and compose your book review, try to use the following guidelines.

Title your review as follows:

Name of Book. By Name of Book's Author. Place of Publication: Press of Publication, Year of Publication. Pp. xi [for forward, if applicable], 514 [total pages, including index and endnotes]. Reviewed by Your Name Here.

In your first paragraph, you should quickly tell your reader the subject matter of your book. You may also very briefly alert your reader to the background of the author. Is the author a new scholar, an independent scholar, a tenured professor? By the end of the first paragraph, you need to let your reader know the book's main thesis. You may also try to fit the author's work into a larger framework. In other words, relate how the reviewed text answers particular historiographical questions, concerns, or trends.

In your body paragraphs, you should briefly summarize the author's arguments. This summary should not be a blow-by-blow description of the work; instead, highlight the main points of the author's work and the insights that this work brings to the field.

Next, provide a summary of the reception of the author's work. You should consult and cite several book reviews by scholars in peer-reviewed journals. Use Chicago-Turabian-style footnotes for any citations. Actual published book reviews rarely (if ever) cite other reviews, but you will benefit from reading and summarizing the critiques of others. You may find book reviews for each work through the online databases ATLA and JSTOR.

Once you have documented the book's critical reception, you should offer your own critique. You might want to assess the author's work in the light of some of the following questions. Is the work well-documented? Has the author used questionable sources or made hasty interpretations? Do you find major logical faults with her/his arguments? Does academic jargon obscure the author's argument? When you make such arguments, do not clutter your text with "I think. . ." or "in my opinion." Do not be tentative. Be bold and make strong arguments. However, always try to be fair.

Finally, summarize the contribution the reviewed work makes to the broader field of Native studies or religious studies. What does this work help scholars understand in general? At this point, you may also make suggestions about the text's suitability for various reading audiences. Should this text be used in undergraduate survey courses, upper-level undergraduate classes, graduate courses, or simply by specialist historians? Conclude with a final recommendation on the book. Is this work definitive or is there much more to be studied? Does the work make a stunning contribution, or is the work so seriously flawed as to merit little notice?

Stylistic format: double-spaced, times-new roman font, one-inch margins, no page number on first page, all other pages numbered at the bottom (centered)

Due date: Varies by text chosen; consult the syllabus

Research Essay

As part of your final grade, you will write an eight- to twelve-page double-spaced research paper drawn from primary and secondary sources. Your topic may be on anything related to the course, but it must be approved in consultation with me. This is your chance to investigate a topic that fascinates you in an in-depth manner; seize your opportunity!

To help you succeed in this project, the following schedule spreads out your work load over the course of the semester.

February 20 —Your proposed topic is due with a one- to two-paragraph explanation of what you want to investigate. (10% of Research Essay grade.)

March 11 —A typed, annotated list of five to six printed secondary sources (articles, book chapters, or books) is due. (15% of Research Essay grade.)

April 8 —A draft of your research paper is due at this time.

April 15 —Your evaluation of another student's research paper is due. You will be given a rubric to evaluate the other student's paper. Your evaluation of the student's work will count as 5% of the other student's grade. Failure to complete this assignment will mean that you will lose 5% of your grade and the student you evaluate will be granted a full 5% mark on the assignment.

April 24 —You will present a seven-minute Power Point slide presentation about your research. You will be limited to only 20 slides and may spend no longer than 20-seconds per slide. This type of presentation is known as a *Pechakucha*, and you may find examples of this kind of presentation at <http://www.pechakucha.org/>. (10% of your Research Essay grade)

May 6 — Your research paper is due. Late papers will be assessed a full letter-grade deduction for every day after this due date. (60% of your Research Essay grade)

All papers should be written in double-spaced, twelve-point Times New Roman font with Chicago Turabian-style footnotes. Please also include a title page with your name, date, class, and title for your work. Do not place your name on any of the following pages. Number your body pages with a centered page number at the bottom of your text. All submissions should be by e-mail in MS Word format. I will return your papers with my comments by e-mail.