

Sacred Space
KHC RN 102

Spring 2013
Tuesday/Thursday
11:00 AM - 12:30PM

Professor David Frankfurter

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Course Description

Central to the religious experience of people around the globe have been sacred places - to visit, to pray towards, to imagine, and even to reproduce in miniature. How do we make sense of sacred space as a basic feature of religions? Why do people "need" such places to focus their religious practices, and in how many different forms do we find them? This course will introduce a comparative approach to sacred space, pilgrimage, and the various forms these have taken across cultures and through time, from the Muslim Hajj to Catholic pilgrimages to Padre Pio, to ancient visits to holy men. News accounts, ethnographies, and films illustrating both international pilgrimages and local shrines will complement various readings in the anthropology of pilgrimage and the interpretation of sacred space. We will also address such topics as miraculous apparitions, tourism as pilgrimage, and "Jerusalem syndrome." The course will culminate in an independent research paper.

Required Texts:

H. Byron Earhart (ed.), *Religious Traditions of the World* (HarperCollins)

Arnold van Gennep, *The Rites of Passage* (University of Chicago Press)

Diana Eck, *Darshan*

Victor and Edith Turner, *Image and Pilgrimage in Christian Culture* (Columbia University Press)

Blackboard site (Bb = blackboard site, via "Course Documents"), with required readings for class discussion. Reassuring note: most of the readings on reserve are newspaper articles that are both engaging and quick to read. A number of these articles may be assigned for one class, and while they certainly will merit your attention and critical thought, they do not amount to a lengthy reading assignment.

Academic conduct

Students are expected to abide by both KHC and BU's Undergraduate Academic Conduct Code. Both can be found at <http://www.bu.edu/academics/resources/academic-conduct-code/>.

Class Attendance & Participation:

Mandatory. Each student has two (2) "grace" classes that s/he can miss without excuse. Thereafter attendance will be weighed into the class participation grade. More than five (5) absences may result in F ("fail") for the course.

Attendance will be taken by the submission, at the beginning of each class, of a discussion question concerning any aspect of the readings. Discussion questions must address or refer to at least three sources assigned for the class (newspaper articles, Earhart volume, etc.). Late submissions not accepted after the second week. When a paper is submitted the discussion question is waived. Otherwise, failure to submit question counts as an absence [What is a discussion question? An issue or question which you consider important or believe other people would find interesting to talk about. The best discussion questions propose ways of applying ideas and models from class/readings to new materials. The professor will use these questions to learn what people are thinking about and occasionally to spark discussion on issues that interest students.]

Class Participation is judged through active and informed discussion of readings, and through quality and thoughtfulness (ffl-, ffl, ffl+) of questions handed in. Absences, arriving late, or forgetting to bring the necessary books or Blackboard materials to class all have a negative effect on this grade — 30%

Grading

Comparative Essay (5-7 pp.), due March 7 — 25%

Final Research Paper (10-15 pp.)— On a topic of your choice: a study of a particular theme or pattern across several pilgrimages or holy sites; an historical analysis of one shrine or pilgrimage site, etc. This paper will be produced in FOUR STAGES: (A) A proposal and provisional bibliography due March 29; (B) A preliminary (7-10 page) draft due April 16; (C) Following my comments, a new draft prepared for distribution to your classmates on April 26, for in-class discussion/critique April 30th and May 2nd; (D) Following classmates' comments, the final draft due exam week - 15% (stages A-C) + 30% (final version).

Extra-Credit Possibilities: If and when a lecture at Boston University is announced with a topic relevant to Religious Studies, you should attend!! If you write a brief (1-3pp) summary and critique of the lecture and hand it in by the last day of class, you can add up to five points (M 5 pts.) to your final grade. You may do the same thing if you visit a special museum exhibition (like Boston's Museum of Fine Arts for its renowned Buddhist art collection). The course Bb page has a list of suggested museums with their links. Note: the 5-point cap

remains, however many lectures you attend and summaries you hand in.

Outline of Course and Assignments:

Bb = on Blackboard

I. Introduction

A. 17 January: Course Introduction

B. 22 January: Religion and Sacred Space. Read: Hultkrantz, in Earhart (ed.), 285-98, esp. 291-98 (Wind River Shoshoni people); Frankiel, in Earhart (ed.), 563-73, with web-page on Santiago pilgrimageBb ("external links")

C. 24 January: Comparing Sacred Places - the principles of comparison. Read selection of newspaper articles: Singh, "Buddhist Holy Town" Bb; "Faithful Trek Miles" Bb; Northrup, "In Search of Miracles" Bb; Sachs, "A Tree Drooping" Bb; Krauss, "Argentines' Shrine" Bb; interactive web-page "The Gods of Chinatown" Bb ("external links"); Kvinta, "Family Worship" Bb; Temin, "The Spirit at Home" Bb; Koppel, "Ancient Gods of China" Bb; De Silva, "Silent Partners" Bb. Also two academic articles: Betteridge, "Specialists in Miraculous Action" Bb; Sallnow, "Pilgrimage and Cultural Fracture in the Andes" Bb

D. 31 January: Comparing Sacred Places: Domestic & International, Apparitions & Temples, Centers & Peripheries. Read selection of newspaper articles: Chivers, "French Saint's Bones" Bb; reports on Buddha's tooth Bb; Lyall, "Building in Iceland?" Bb; Barry, "A Hole in the Ground Erupts" Bb; Lacey, "Traditional Spirits Block Dam" Bb; Goldman, "Rosh Ha-Shanah Journey" Bb; Holloway, "Queens Holy Land," Bb; "Recent Christian Apparitions" Bb; Finucane, "Specialists to Examine" Bb; Kahn, "Seeing is Believing" Bb; Kilgannon, "Fish Talks, Town Buzzes" Bb

II. Making Sense of Sacred Space

A. 5 February. Read: Eliade, *The Sacred and the Profane* [1959], chapter 1: "Sacred Space" Bb

B. 7 February. Read: J. Z. Smith, ["Earth & Gods" and/or "Influence of Symbols"]; L. Erdrich, "Where I Ought To Be" [1985] Bb

C. 12 February: The Critique of Sacred Space. Read: selections from Q & Gospel of Thomas; Temple in Matthew and in Rev 21; Jerome, Ep. 46; Coleman/Elsner 78-81; Sufi perspectives: Abu-Said and Al-Ansari from Coleman/Elsner 71-72

III. Holy Places in the Life of Culture: Hinduism

A. 14 February. Read: Knipe, in Earhart (ed.), 719-26, 775-86, 814-20. Film: "The Wages of Action"

B. 19 February. Read: Eck, Darshan

IV. Ritualizing Sacred Space

A. 21 February: Japan. Read: Earhart, in Earhart (ed.), 1080-94, 1110-15, 1128-46; Pollack, "This Way to Peace of Mind" Bb; [Ian Reader on Shikoku pilgrimage]; Film: "Japanese Pilgrimage"

B. 26 February: Japan. Read: Earhart, in Earhart (ed.) 1099-1102, 1153-62; "Women may be let onto sacred peak" Bb;

C. 28 February: The Hajj. Read: Denny, in Earhart (ed.), 622-27, 645-47 (Islam); Altorki/Koch, "Great Gathering at Arafat" Bb; Malcolm X, "Mecca" Bb; Abdulai/Chernoff, "Pilgrimage to Mecca" Bb

D. 5 March: Elaborations of Sacred Space, A: Jerusalem and Ireland. Read: Frankiel, in Earhart (ed.), 563-73; Map of Jerusalem Bb; "Via Dolorosa" Bb; [Bowman in Eade/Sallnow]; Curtayne, from Lough Derg: St. Patrick's Purgatory Bb;

E. 7 March: Comparative Essays Due. Instructions to be distributed

Spring Break!!

F. 19 March: Elaborations of Sacred Space, B: Buddhist India and the Interiorization of the Temple. Read: Lester on Buddhist sacred space in history, in Earhart (ed.), 862-79. [something on the mandala]

G. 21 March: Sacred Space Transplanted. Read: Canedy, "A Biblical Theme Park" Bb; Branham, "The Temple That Won't Quit" Bb (under "external links") [Coleman in Reframing Pilgrimage] [Coleman/Elsner 213-20] [essay on tourist centers?]

H. 26 March (Passover): To Be Announced

1. Final Research Paper Proposal & Bibliography Due

I. 28 March: The Hyper-Experience of Sacred Space: "Jerusalem Syndrome" and Beyond. Read: Margery Kempe's account of Jerusalem pilgrimage Bb; Haberman, "Why 'Samson' Runs" Bb; Del Castillo, "Mad for Jerusalem" Bb

V. The Spatial and the Social: Making Sense of Pilgrimage

A. 2 April: Van Gennep and Liminality. Read: Van Gennep, *The Rites of Passage*, chaps. 1-5 & 8. [note: pages 4-10 are rather difficult, attempting a kind of science of religion popular among scholars of Van Gennep's time. Read it over, but do not get hung up on it, since V.G. himself moves on to clearer and more provocative ideas immediately afterwards].

1. Some central questions to consider: What similarities are there between initiation rites, funeral rites, and weddings? How do people change positions in society — what gestures and rituals accompany such changes? Are rituals merely decoration or do they actually “do” things to people?

B. 4 April: Turner and Communitas. Read: Turner, *Image & Pilgrimage*, ch. 1

C. 9 April: Types of Pilgrimage. Review Betteridge & Sallnow from 24 January, and Read: Turner/Turner, *Image & Pilgrimage*, chs. 2-3 & 6.

VI. From Center to Periphery: Holy People as Pilgrimage Sites

A. 11 April: The Image of the Desert Monk. Read: [essay on Japanese Yamabushi] [selections of *Historia monachorum* & Theodoret] [Frank 1998]

B. 16 April: Pilgrimages to Holy People. Read: Eck, Darshan, pp. [Arthur Green on Hasidic Rebbe]; [Hurston on Mother Catherine] [Graziano etc. on Nino Fidencio] Coleman/Elsner, 132-35; McKevitt, “San Giovanni Rotondo and the Shrine of Padre Pio”

C. 18 April: NO CLASS 7-10pp. Draft of Research Paper due

D. 23 April: Seers and Apparitions. Read: Baysider Materials: “Some Pilgrims Find Vision”; Klebnikov, “Waiting for the Virgin”; Kilgannon, “Visions of Doom”; Etc.; Pike, “Messages from Mary”; Turner/Turner, *Image & Pilgrimage*, ch. 6; [Wojcik on apocalyptic apparition sites; also Bromley from *Nova Religio* 2010]

VII. Conclusions and Student Paper Discussions

A. 25 April: Sacred Space in Geographical, Historical, Social, and Performative Experience

B. Friday 26 April: Penultimate Drafts of Final Papers due for circulation

- Penultimate Drafts (a) must be 10-15pp.; (b) must be >70% complete and include a conclusion; (c) must include, for (<30%) unwritten sections, explanations of what would be included there.

C. 30 April: Discussion of Paper Drafts

- Each student will prepare three helpful comments for each paper, providing one copy to the author and one to the professor.

D. 2 May: Discussion of Final Paper Drafts

For whom should I write?

Although you will be exhibiting your knowledge, synthetic ability, and creativity to the professor in these papers, you should not write as if he is your sole audience. Rather, imagine an “interested and intelligent non-expert” – a family-member or friend— who would want to know just enough basic information to make sense of what you are trying to say.

In what form should I hand in papers?

All written work should be paginated, double-spaced and typed (or printed) legibly: that is, no fading cartridges.

❖ All papers will require meticulous attention to citation of sources. Plagiarism is a very serious situation, even if inadvertent, and you can easily land in the Dean’s office for making others’ words appear as your own. So: You must cite course materials by original page and source, with notes or short parenthetical citations in the body of the paper, supported by a works-cited page in any standard bibliographical style. You should base your citation style on the information provided in the Table of Contents of the Course Reader. For Blackboard sources (Bb) you must note the citation details. Even if you cite something from Earhart you must document that source with all the information provided with the article/chapter. Materials from the Earhart volume MUST be cited as they are in this syllabus: “[original author], in Earhart (ed.) 000-00.” Extra-course materials (i.e., anything else you might care to consult or read or bring in) must be cited in footnote or works-cited page according to standard bibliographical style (Chicago style preferred). You are responsible for knowing these details and including them! If you have any doubts on how to cite something for this course, consult the Writing Center, the Dimond Library reference desk, or the Chicago style web-page on Bb (“external links”).

Can I use Web-Pages as sources or resources?

The simple advice is NO. For the topic of religion, 99% of web-pages are propaganda (such as “descriptions” of Hinduism by Christian missionary organizations or “histories” of shamanism by new-age groups), or simply juvenile (such as those produced by travel-agencies), or otherwise far less authoritative than the assigned textbooks and readings, which have been carefully compiled by your Professor for their accuracy and objectivity. Generally, using web-pages for research in this discipline will make you look lazy and unequipped to use text and library materials. (One student in this class drew on a 4th-grade learning module on Buddhism that had been published on the web!). There do exist, however, some primary (confessional/promotional) and secondary (descriptive/analytical) web-sites, some of which have been included on the course web-page. If you think you have found such a web-site and would like to use it in a paper, you must email me the URL to check before you include or cite it as a resource.

... so then where can I go to do some extra research for the papers in this course?

Dimond Library has some excellent resources in its Reference section that far outweigh in value (and overall impressiveness) any web-page you might want to use. You should consider browsing through the multi-volume Encyclopedia of Religion (ed. Eliade/Jones) or the more historic, but still rich, Encyclopedia of Religion and Ethics (ed. Hastings), or for topics relating to the ancient Near East, ancient Israel, early Judaism, or early Christianity, the Anchor Bible Dictionary (ed. Freedman). An especially rich source for browsing and finding invaluable ideas and comparisons for this course is the two-volume set Mythologies (ed. Bonnefoy/Doniger).

☆☆ But please note.: Anything you quote or cite from these sources must include the article's title, author, volume #, and pages, NOT just the volume title/editor. See above on citations.

On what basis does this instructor grade papers?

- A Assignment fulfilled with impressive accuracy; creative or original thought (i.e., "going that extra mile"); very well-written with NO significant technical or organizational errors.
- B Assignment fulfilled accurately; some creativity; NO significant technical or organizational errors.
- C Assignment fulfilled partially; technical and/or organization errors (N.B.: it is therefore impossible to get higher than a C+ if you make consistent technical or organizational errors in writing. If this has been a problem in the past you are advised to consult the University Writing Center).
- D Assignment incompletely done; technical and/or organizational errors abound; and/or: quotations not clearly marked and attributed.
- F Assignment not handed in, or no demonstration of willingness to follow assignment.