

Senior Seminar: Pilgrimage
REL 375 – Spring 2017

Meetings: M 11:15-12:10 p.m., Ladd 206; W/F 10:10-11:30 a.m., Ladd 207

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

Office Hours: Tuesday, 2:30-4:00 p.m.; Thursday, 2:30-4:00 p.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, as well as how scholars have framed pilgrimage as an academic category. Along our journey, we will analyze how pilgrimage intersects with questions of national identity, gender and sexuality, religious orthodoxy and heterodoxy, “the secular,” and popular culture. Our case studies will delve into the diverse ways that humans engage travel, shrines, and constructions of the sacred. Finally, we will reflect on the limits, utility, and generative possibilities offered by pilgrimage as an academic category.

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.

Final Class Grade:	Book Review	10%
	Final Research Paper (8 component parts)	70%
	Intellectual Autobiography	5%
	Attendance/Class Participation	5%
	Journal Activity	5%
	Interview and Panel Activity	5%

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

Final Research Paper: Students will complete an original research paper of twenty to twenty-five pages in length. This assignment is broken into eight component parts: initial research proposal, annotated bibliography, an outline of your paper, a draft of your paper, an initial critique of another student’s paper (done anonymously), workshop comments on a second draft of two students’ essays, the final paper itself, and a Power Point presentation of your research (a “*PechaKucha*”). A separate sheet detailing this assignment will be handed out in class.

Attendance and Participation: Your attendance and participation grade consists of two components: 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.

Daily Questions/Journal Activity: To facilitate engaged learning, better discussions, and better comprehension of the material, 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. In addition, you will also keep a journal of insights from the material you read. A sheet outlining the requirements and rationale for this journal is attached to this syllabus. A template for the journal should be downloaded from Blackboard, and I will collect your journal every other Monday.

Interview and Panel Activity: This activity consists of two parts. First, a student will contact and schedule an interview with an individual on campus who has gone on a pilgrimage. There already exists a pool of volunteers who are happy to talk to students about their experiences. Each student will conduct a half-hour semi-structured interview with one pilgrim. Then, the student will type a rough transcript of the interview and share it with the class. Second, our class will select three interviewees and invite them to participate on a student-moderated panel about pilgrimage, open to the public. Students will generate a set of questions that they will send to the panel in advance, moderate the panel, and then direct questions from the public to the panelists.

Intellectual Autobiography and Reflections: While this course is about pilgrimage, it engages more broadly the question of the utility and limits of academic categories and theories. In your intellectual autobiography exercise, you will be asked to reflect upon the utility and limits of the category of “religion” itself. More precisely, you will be asked to explain in narrative form what theories or scholars have influenced your understanding of “religion.”

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

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

the due date will not be accepted, and the offending student will receive a zero for that assignment.

Accommodations for Students: If you are a student with an approved accommodation for your courses, please see me in private or e-mail me about the agreement that has been worked out with the Coordinator of Student Accessibility Services.

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.

Required Texts (available for purchase at the Skidmore Shop)

Introductory Text:

- Ian Reader, *Pilgrimage: A Very Short Introduction* (New York: Oxford University Press, 2015).
ISBN-13: 978-0198718222

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-

- Anna 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

SCHEDULE OF WEEKLY TOPICS & STUDENT READING ASSIGNMENTS

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 What is Pilgrimage?

(1/23-1-27) Topics: Overview of an academic category

Readings: 1) Ian Reader, *Pilgrimage: A Very Short Introduction* (New York: Oxford University Press, 2015), 1-62.

2) Reader, *Pilgrimage*, 63-120.

WEEK 2 Pilgrimage: Foundational Debates

(1/30-2/3) Topics: Theories of pilgrimage; structure/anti-structure; deconstruction

Readings: 1) Victor Turner, "The Center out There: Pilgrim's Goal," *History of Religions* 12, no. 3 (1973): 191-230. [Blackboard]

2) John Eade and Michael J. Sallnow, "Introduction," in *Contesting the Sacred: The Anthropology of Christian Pilgrimage* (New York: Routledge, 1991), 1-29. [Blackboard]

WEEK 3 Hindu and Buddhist Pilgrimage: Ancient and Modern **Pilgrim Interview Due (2/10)**

(2/6-2/10) Topics: Pilgrimage and colonialism; changing modes of travel; pilgrim guidebooks

Readings: 1) Kama MacLean, "Making the Colonial State Work for You: The Modern Beginnings of the Ancient Kumbh Mela in Allahabad," *The Journal of Asian Studies* 62, no. 3 (2003): 873-905. [Blackboard]

2) Ian Reader, *Making Pilgrimages: Meaning and Practice in Shikoku* (Honolulu, Hawaii: University of Hawaii Press, 2005), 9-20, 150-186. [Blackboard]

WEEK 4 Pilgrimage in Judaism: Classical and Instrumental **Book Review Due: Kelner (2/17)**

(2/13-2/17) 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) Shaul Kelner, *Tours that Bind: Diaspora, Pilgrimage, and Israeli Birthright Tourism* (New York: New York University Press, 2010), 21-46. [Blackboard]

WEEK 5 Pilgrimage in Islam **Research Topic Due (2/20)**
(2/20-2/24) 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)

WEEK 6 After Pilgrimage: Christian and Post-Christian Case Studies **Book Review Due: Fedele (3/3)**
(2/27-3/3)

Skype Interview: Dr. Anna Fedele, University Institute of Lisbon (3/3)

Topics: Life after the pilgrim's journey; re-appropriation of pilgrimage shrines; gender and pilgrimage

Readings: 1) 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.

2) Anna Fedele, "Ending Pilgrimage and Returning Home," in *Looking for Mary Magdalene: Alternative Pilgrimage and Ritual Creativity at Catholic Shrines in France* (New York: Oxford University Press, 2012), 243-263.

WEEK 7 Contested Pilgrimage **Annotated Bibliography Due (3/8)**
(3/6-3/10) Topics: Mediating religious differences; pilgrim guides

Readings: 1) 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]

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

WEEK 8 NO CLASS: Spring Break
(3/13-3/17)

WEEK 9 (3/20-3/24)	<u>Pilgrimage or Tourism?</u> Skype Interview: Assoc. Prof. Thomas Bremer, Rhodes College (3/24) Topics: Category differences; the practical implications of such differences	Outline Due (3/22)
<u>Readings:</u>	<p>1) Nelson H. H. Graburn, "The Kyoto Tax Strike: Buddhism, Shinto, and Tourism in Japan," in <i>Intersecting Journeys: The Anthropology of Pilgrimage and Tourism</i>, eds. Ellen Badone and Sharon R. Roseman (Urbana, Illinois: University of Illinois Press, 2004), 125-139. [Blackboard]</p> <p>2) Thomas S. Bremer, "Sacred Spaces and Tourist Places," in <i>Tourism, Religion, and Spiritual Journeys</i>, eds. Dallen J. Timothy and Daniel H. Olsen (New York: Routledge, 2006), 25-48. [Blackboard]</p>	
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WEEK 10 (3/27-3/31)	<u>Pilgrimage and Migration</u> Topics: "Permanent pilgrimage"; homelands and diasporas; migration	Panel Discussion: Pilgrims and Pilgrimage 3/30
<u>Readings:</u>	<p>1) Eva Evers Rosander, "Going and not Going to Porokane: Mourid Women and Pilgrimage in Senegal and Spain," in <i>Reframing Pilgrimage: Cultures in Motion</i>, ed. by Simon Coleman and John Eade (New York: Routledge, 2002), 69-90.</p> <p>2) John Eade and David Garbin, "Reinterpreting the Relationship between Centre and Periphery: Pilgrimage and Sacred Spacialisation among Polish and Congolese Communities in Britain," <i>Mobilities</i> 2.3 (2007): 425-441.</p>	
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WEEK 11 (4/3-4/7)	<u>Pilgrimage, Publics, and National Identity</u> Skype Interview: Assoc. Prof. Elizabeth Pritchard, Bowdoin College (4/7) Topics: Nationalism and pilgrimage; pilgrimage and imagined communities	Research Paper Rough Draft Due (4/3)
<u>Readings:</u>	<p>1) Huub de Jonge, "Patriotism and Religion: Pilgrimage to Soekarno's Grave," in <i>Shrines and Pilgrimage in the Modern World: New Itineraries into the Sacred</i> (Amsterdam: Amsterdam University Press, 2008), 95-120. [Blackboard]</p> <p>2) Elizabeth Pritchard, "Pilgrimage and Publics: The Case of Taize," <i>Anthropological Theory</i> 15.1 (2015): 68-91. [Blackboard]</p>	

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/anthropological 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. You may also simply type in the title of your book and the term "review" on the Skidmore Library's SEARCHMORE engine.

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 fields of religious studies or pilgrimage 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 specialists in the particular area of study? 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 a twenty- to twenty-five-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 two-paragraph thesis-driven explanation of what you want to investigate. (5% of your Research Essay grade.)

March 8 —A typed, annotated list of five to six printed secondary sources (articles, book chapters, or books) is due. (7% of your Research Essay grade.)

March 22 — An outline of your research essay, complete with a refined thesis statement, is due. (8% of your Research Essay grade.)

April 3 — A draft of your research paper is due at this time. (10% of your Research Essay grade.)

April 10 — Your evaluation of another student's research paper is due. You will be given a rubric to evaluate the other student's paper.

April 19-26—You will read the revised versions of two other students' essays. Once more, you will fill out an evaluation sheet, and this will serve as the basis for your comments on each students' essay during our workshop sessions. (Your three evaluations—including the one on April 10--count for 5% of your Research Essay Grade.)

April 28 —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.pecha-kucha.org/> . (10% of your Research Essay grade)

May 1 — Your research paper is due. Late papers will be assessed a full letter-grade deduction for every day after this due date. (55% of your Research Essay grade)

May 3 — You will present your polished PechaKucha presentation at Academic Festival.

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.

Insights about Pilgrimage: A Journal Activity

The Assignment:

In your research essay for the course, you will be asked to analyze a topic of your own choosing by deploying some of the theories or insights from the scholars you encounter in class (or elsewhere). To facilitate your engagement with the wider scholarly literature on pilgrimage, you will need to do the following with each reading from each class period.

- **First**, you need to find and type out **two quotes** from the author that you found helpful. After the quote, include the author's name and a shortened version of the title, along with the page number.
- **Second**, you need to **write one to two sentences explaining** why these are useful concepts. As you do so, you need to type these into a document that I will send to you in MS Word format.

Further Rationale for the Assignment:

- Once you begin writing your research essay, you should read through all of your quotes. Some you will find helpful, others you will not find applicable. Several undoubtedly will find their way into your essay. Thus, this activity will likely have a direct impact on your theory section for your essay.
- This activity is intended to help you be more organized in your research, and this can apply to courses across the curriculum.
- Furthermore, this activity will undoubtedly aid in your comprehension of the sometimes difficult reading assignments. Studies have shown that any written reflection on an assigned reading aids in better student comprehension of that piece.
- Finally, since each student will be asked to lead a discussion without her prior knowledge, this assignment assures that you will have two very good quotes that might be the basis for two of the three questions you are required to ask when you lead a discussion.

Journal Assessments:

Every other Monday, I will record how often you have completed this assignment. Print out your quotes and bring them to class. By the end of the course, you will be assessed in the following manner: 85% or greater completion with thorough paragraph reflection = A; 70% completion with good paragraph reflections = B; 50% completion with adequate paragraph reflections = C