This course endeavors:

1. To investigate religion as a phenomenon
2. To explore the notion of “sacredness” and “the sacred”
3. To understand more about specific religious communities & their worldviews

Please read each day’s material in the order indicated

A beginning
Jan 21 Welcome
Jan 26 Moodle: Jerusalem intro
Handout: Associated Press, “Clashes at Jerusalem holy site for third straight day”
Handout: Motti Inbari, “Religious Zionism and the Temple Mount Dilemma-Key Trends”

“Sacred” as experience
Jan 28 Otto, chs I-VI
Feb 2 Otto, chs VII-IX, XXI
Feb 9 Analytic paper no. 1 due: no class

~~PLACE~~
Jewish Jerusalem
Feb 11 Reader: Kunin, ch “Biblical Sacred Space”
Moodle: The (missing) Temple
Feb 16 Reader: Kunin, ch “Rabbinic Sacred Space”
Feb 18 Reader: Lang, “What Makes Architecture ‘Sacred’?”
Visit to Middletown Synagogue
Feb 23 Reader: Kunin, ch “Pilgrimage”

Christian Jerusalem
Mar 1 Moodle: Church of the Holy Sepulchre
Visit to St. Sebastian Church
Mar 3 Analytic paper no. 2 due: no class
Mar 4-21 Spring Break: yeeeeeetetetetetetetete
Modes of Making (“Sacred”) Place
Mar 22 Smith, chs 2-3
Mar 24 Smith, chs 4-5

Al-Haram al-Sharif: The Dome of the Rock and Al-Aqsa
Mar 29 Reader: Peters, pp 186-199, 248-249, 348-353
Reader: Rabbat, “The Meaning of the Umayyad Dome of the Rock”
Moodle: al-Aqsa Mosque & Dome of the Rock
Mar 31 Reader: Reinhart, “Impurity/No Danger”
Apr 5 Visit to Berlin Mosque
Analytic paper no. 3 due

~~BODIES~~
Lakota: Recognizing “sacred lands” and shamans
Apr 7 Reader: from John Neihardt with Black Elk, The Sixth Grandfather
Apr 12 Deloria, “Sacred Lands and Religious Freedom”
Apr 14 RAW paper thesis, outline, & bibliography due
Film: “Bury My Heart at Wounded Knee”

~~DIVINE PRESENCE~~
Hindu temples
Apr 19 Eck, chs 1-2b
Apr 21 Eck, chs 2c-Afterword
Apr 26 Moodle: Srirangapatnam temple, Karnataka
Visit to Connecticut River Valley Temple

~~CIVIL RELIGION?~~
Ground Zero
Apr 28 Reader: Ann Taves, “Special Things as Building Blocks of Religions” 
Reader: Martin E. Marty, “Two Kinds of Two Kinds of Civil Religion”
Online: Pamela Geller –
Online: Andrea Peyser, “Mosque Madness at Ground Zero” -
http://www.nypost.com/p/news/national/mosque_madness_at_ground_zero_OQ34EB0MWS0IXuAnQau5uL
May 3 Moodle: Memorial and museum tour
IS PIZZA SACRED?

May 11, Weds 9 am: RAW papers due
2-5 pm: Discussion of this, other scintillating questions, and, oh yeah, student presentations over lunch.

Books to purchase
Diana L. Eck, Darsan: Seeing the Divine Image in India (3rd Edition) (978-0231112659)
Jonathan Z. Smith, To Take Place: Toward Theory in Ritual (978-0226763613)
Reader: available for order through your portfolio

Class participation
This constitutes the most important part of the class because of the opportunity it affords you to discuss the issues that are of concern to you and hear those of others. Class attendance and discussion participation is mandatory and students are expected to be punctual and participate in discussions. Students who plan to miss class due to a religious holiday must notify the professor two weeks in advance.

In-Class Presentation
Each student will help begin conversation on a reading of hir choice with one prepared, 10-minute presentation that offers critical insights into the reading. Not a boring summary of what we’ve all read, this uses our previous readings and discussion as well as your own insights to say something about the reading that it doesn’t explicitly say itself.

Classroom etiquette
Our time together is an opportunity to forge an environment and community of learning. The more focused and respectful we are of that time and place, the more intense our experience and the greater the possibilities for discovery. To that end, please observe the following courtesies during class.
• Disagree with your classmates and professor, but do not disrespect any of them.
• Have no communication with anyone outside of class during class.
• If you’re loquacious, be mindful of allowing others the chance to speak; if you’re the strong silent type, rise to the occasion of helping carry the conversation.

NOTE: All written work must:
• be double-spaced and printed in 12-point font
• have your name written on the back of the last page (no cover pages, please)
• be printed double-sided when possible
• have the page numbers noted for all references to class readings
• include no more than one quote of full sentence length (quoting words or phrases is fine).
Analytic papers
Three papers (3 pages each) give students the opportunity to critically engage readings and
draw their own arguments about them. They may choose from provided questions or create
their own. Papers will be submitted both as hard copies and on Turnitin.com.
• These papers will be evaluated according to (a) the strength of their
  argumentation, (b) how well they reflect understanding of pertinent class readings, (c)
  their ability to show your insights into the sources and class materials, and (d) the
cogency of the writing.

Rewrites are allowed for any of the papers so long as they (1) are turned in within a week
after the graded original was returned and (2) with the graded original attached. The rewrite
grade will be averaged with the original grade for a final grade.

Student choice: Reflective question?
If the seminar finds it helpful and elects to do so, then each student once each week will submit
to prof by email, before 9 am the day of class, a question regarding the reading. No more
than two sentences, please.

RAW paper
One research, analysis, and writing (RAW) paper (10 pages) on any approved topic that
examines issues of sacrality in a specific community or culture not specifically discussed in
class. Papers allow you an opportunity to explore personal interests and develop writing skills.
These papers must be entirely original with sources fully cited and include a bibliography. An
outline, thesis statement, and annotated bibliography of the paper are due on April 14.
Completed papers are due by 9 am on May 11. BE SURE THAT YOU UNDERSTAND THE
RULES of PLAGIARISM EXPLAINED BELOW. PLAGIARISM CAN RESULT IN AN
IMMEDIATE FAILING GRADE. Please observe all guidelines provided on the handout,
which include submitting a copy to Turnitin.com. No hardcopy should be submitted.
• Your grade will be determined by (a) the depth of the research, (b) the range of your
  resources, (c) the sharpness of the analysis, and (d) the quality of your writing.

Research presentation
Each student will provide a ten-minute presentation to the seminar regarding their RAW
paper project. This will occur on the day for which the seminar is scheduled to have its final
exam: Wednesday, May 11, 2-5 p.m.

Grade
The following components determine the final grade: participation (including in-class
presentation 20%), analysis papers (10% each), RAW paper (40%), and final research
presentation (10%).
Disability Resources
Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-5581 for an appointment to discuss your needs and the process for requesting accommodations.

PLEASE! Once you have obtained documentation, don’t hesitate to discuss with me your needs for accommodation.

Honor System
Students are expected to abide by the Honor System in regard to all work and participation in this class. For details, see [http://www.wesleyan.edu/studentaffairs/studenthandbook/20152016studenthandbook.pdf](http://www.wesleyan.edu/studentaffairs/studenthandbook/20152016studenthandbook.pdf)

Editorial marks
Note: Although many comments made on your paper mark mistakes that affect your grade, others simply offer suggestions for writing improvement or further reflection and do not mark mistakes.

genc use gender inclusive language
 c’n contraction: do not use any
par use a parallel construction
 cap capitalization mistake
awk awkward: reword
^ insert here
75¢ use a more sophisticated word
pl problem with plurality
 tense problem with verb tense
rep repetitious: avoid the overuse of the same word or sentence structure
trans transition: sentences and paragraphs should flow into one another
cons consistency: be consistent in plurality, tense, capitalization

Multiple mistakes of the same kind may be circled but not labeled.
Common mistakes

The key to successful writing is **SIMPLICITY** and **DIVERSITY**. Clearly express yourself in ways that makes reading enjoyable.

Before you write anything, you should know **who your audience is** and what style best suits their expectations. Unless instructed otherwise, you should assume that university papers need to be formal. Avoid a conversational style. Do not use contractions (“I’ve,” “it’s,” “they’re”).

Introduce your essay with a single paragraph within which you succinctly describe your thesis in a single sentence.

Avoid **passive and ‘-ing’ verbs**. **Active verbs** give power to a sentence.

- e.g., Babe was acting like a dog => Babe acted like a dog.

Avoid **‘to be’ verbs** in favor of **active verbs** which express more.

- e.g., She is courageous => She works courageously.

Spellcheck is not enough. You must **proofread** your work and can best accomplish this by reading aloud to yourself. Your ear often picks up mistakes that your eye will not.