“We shall not cease from exploration/And the end of all our exploring/Will be to arrive where we started/And know the place for the first time.”
— T.S. Eliot, Four Quartets

FROM JERUSALEM TO GROUND ZERO: MUSLIM, JEWISH, CHRISTIAN, SIOUX, AND HINDU NOTIONS OF “SACREDNESS”

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Office hours: Mon 3–4 pm in Usdan
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REL 291/ARHA 239 fall 2016
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This course endeavors:
(1) To investigate religion as a phenomenon
(2) To explore the meaning of “sacredness” & “the sacred”
and question their comparative use in non-English, non-Christian cultures
(3) To understand more about specific religious communities & their worldviews

Please read each day’s material in the order indicated, prepare a response to the focus question, and (once a week) provide a journal entry

A beginning
Sept 5 Welcome
Sept 7 Moodle: Jerusalem intro
Handout: Associated Press, “Clashes at Jerusalem holy site for third straight day”

“Sacred” as experience
Sept 12 Otto, chs I-II, IV-VI
Sept 14 Otto, chs VII-IX, XXI

Jewish Jerusalem
Sept 21 Reader: Kunin, ch “Biblical Sacred Space”
Online: bible readings
• http://nocr.net/bexpo/english/engtnk/index.php
In class: The (missing) Temple
Analytic paper no. 1 due
How would Otto and Orsi explain the diversity of Orthodox Jewish views regarding the Temple Mount discussed by Inbari? OR, answer the question in relation to a suitable alternative site with diverse religious perspectives.
Sept 26 Reader: Kunin, chs “Rabbinic Sacred Space” & “Modern Jewish Sacred Space”
Visit to Adath Israel?
Oct 3 Reader: Kunin, ch “Pilgrimage”

**Christian Jerusalem**

Oct 5 Reader: Robb & Garrison, “Architecture of the Early Middle Ages”
Reader: Francis Ching, *from Architecture: Form, Space, & Order*
Moodle: Church of the Holy Sepulchre
*Meet outside Wesleyan chapel*


Oct 12 *Visit to St. Sebastian Church*

**Analytic paper no. 2 due**

Identify the differences between Kunin and Smith’s analysis of the Temple, analyze the consequences of the divergence between them for their arguments, and argue for what you conclude to be the best approach. OR, use any two or more views of sacrality described by Lang and use them to analyze the perspectives expressed in the Peters readings and the perspectives described by Smith regarding Christians and Jerusalem.

**Modes of Making (“Sacred”) Place**

Oct 17 Smith, chs 2-3
Optional: Online: Ezekiel 40-46
Oct 19 Smith, chs 4-5
Oct 22-25 Fall Break: yeeeeecccccccc-cbbaaaaaaaa!

**Al-Haram al-Sharif: The Dome of the Rock and Al-Aqsa**

Reader: Rabbat, “The Meaning of the Umayyad Dome of the Rock”
Moodle: al-Aqsa Mosque & Dome of the Rock

Oct 31 Reader: Reinhart, “Impurity/No Danger”
*What’s “hallow” about Halloween??*

Nov 2 *Visit to Berlin Mosque??*

**Analytic paper no. 3 due:** JZ Smith offers various forms of analysis regarding Jewish and Christian histories and rituals involving Jerusalem. Use any aspects of his argument to analyze Muslim uses of the Dome of the Rock. The best papers will offer the most incisive insights into what the primary and secondary sources say and don’t say.

***Divine Presence***

**Hindu temples**

Nov 7 Eck, chs 1-2b
Nov 9 Eck, chs 2c-Afterword
Nov 14 Moodle: Srirangapatnam temple, Karnataka  Temple visit?
Reader: Srinivasan, “Padyatra”

RAW paper thesis, outline, & bibliography due – HARDCOPY ONLY


**Bodies**

Lakota: Recognizing “sacred lands” and shamans

- Nov 16: Reader: from John Neihardt with Black Elk, *The Sixth Grandfather*
- Nov 21: Film: “Bury My Heart at Wounded Knee”
- Nov 23-27: Thanksgiving Break

**The Nation & Civil Religion**

Ground Zero

- Nov 30: Reader: Ann Taves, “Special Things as Building Blocks of Religions” ®
  Reader: Asad’s “What Might an Anthropology of Secularism Look Like?”
  Online: Andrea Peyser, “Mosque Madness at Ground Zero” - [http://www.nypost.com/p/news/national/mosque_madness_at_ground_zero_OQ34EB0MWS0IXuAnQau5uL](http://www.nypost.com/p/news/national/mosque_madness_at_ground_zero_OQ34EB0MWS0IXuAnQau5uL)
- Dec 5: Class cancelled due to conference
- Dec 7: Moodle: Memorial tour
  Online: Museum tour
  Moodle: Museum details

**Where Are We?**

- Thursday, Dec 15: 9 am: RAW papers due
  - 2-5 pm: Discussion of this, other scintillating questions, and, oh yeah, student presentations over lunch.

**Books to Purchase**

- 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, 5-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.
• Go to the bathroom before class: folks coming and going disrupt others.
• 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 the page numbers noted for all references to class readings
- be submitted to TurnItIn.com (accessed through your portfolio)
- include no more than one quote of full sentence length (quoting words or phrases is fine).

Reflective journal
Each student once a week will submit by 7 am the day of class three sentences regarding that day’s reading that references specific parts of the reading (include page numbers). The first two sentences will offer an insightful observation about the reading. The third will be a significant question regarding the reading itself or what the reading describes. These will be submitted on Moodle and assessed according to the seriousness and intention given to them.

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.

RAW paper
One research, analysis, and writing (RAW) paper (10 pages) on any approved topic that examines issues of sacrality or its parallel 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 November 14. Completed papers are due by 9 am on December 15. 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.

- 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 an **eight-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: **Thursday, December 15, 2-5 p.m.**

**Grade**

The following components determine the final grade: participation (including attendance, reflective journal, & in-class presentation 20%), **analysis papers** (10% each), **RAW paper** (40%), and **final research presentation** (10%).

**A note from our sponsors**

This course is made possible by a grant from the National Endowment for the Humanities. Any views, findings, conclusions, or recommendations expressed in this seminar do not necessarily reflect those of the National Endowment for the Humanities.

**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 pages 4-7 of [http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf](http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.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.
Multiple mistakes of the same kind may be circled but not labeled.

Common mistakes

The key to successful writing is **SIMPPLICITY** 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.