

Religion/RSOC. 90 Theories and Methods

Spring, 2017

Class Times: Tues: 12:10--1:50pm Thur: 12:10--1:50pm

Prof. Akiba Lerner ALerner@SCU.edu

Off Hrs: Tues, 2:10—3:10, Thur, 10:50—11:50, Off: Kenna, 300G

[Fulfills **RTC 2**]

Course Description: This course provides an overview of the major theories, methods, and thinkers that have defined the study of religious phenomena in the modern era. In particular, this course focuses on the variety of experiences generated by religious rituals, practices, institutions, belief systems, hermeneutics and communal activities. Through focusing on religious experiences, this course also explores the relationship of religious phenomena to politics, food, sexuality, mystical psychedelic visions, ecology, nature, sports, film, and redemption.

RSOC.90 Theories and Methods in Religious Studies fulfills the **RTC 2 requirement** and is required for both majors and minors.

[**Prerequisites:** Students will need to have already taken an RTC 1 course to receive credit for the RTC 2 course requirement. Some familiarity with philosophy and political theory is recommended, but not required]

Assigned Texts:

1. Shunryu Suzuki, *Zen Mind, Beginner's Mind* [ISBN: 0-8348-0079-9]
2. *The Sabbath* by [Abraham Joshua Heschel](#) (Author), [Ilya Schor](#) (Illustrator), [Susannah Heschel](#) Publisher: Farrar Straus Giroux (August 17, 2005)
ISBN-10: 0374529752, ISBN-13: 978-0374529758
3. Eric Fromm, *The Art of Loving*, [paperback] ISBN-10: 0061129739 ISBN-13: 978-0061129735
4. *Flow: The Psychology of Optimal Experience* by [Mihaly Csikszentmihalyi](#) (Author)
Publisher: Harper Perennial Modern Classics; 1 edition (July 1, 2008)
ISBN-10: 0061339202 ISBN-13: 978-0061339202

Recommended Reading:

Eliade, *The Sacred & The Profane*, ISBN-10: 015679201X ISBN-13: 978-0156792011
Eliade, *Patterns In Comparative Religion*, ISBN-10: 0803267339 ISBN-13: 978-0803267336

COURSE GOALS

1. Students will gain a basic understanding of a broad array of different approaches to the study of religious phenomena.
2. Students will gain the tools to think critically about religious phenomena, and articulate their thinking clearly in discussion and writing.

3. CORE CURRICULUM LEARNING GOALS AND OBJECTIVES

The study of Religion, Theology and Culture forms an important component of a Santa Clara education. This course fulfills the requirement for the second course in Religion, Theology and Culture (**RTC 2**). Students must have taken an RTC 1 course to earn RTC 2 credit. As an RTC 2 this class will enable students to fulfill the following Core Learning Goals and Objectives:

1. Students will be able to analyze complex and diverse religious phenomena **[LG 1]**
2. Students will be able to integrate and compare several different disciplinary approaches to a coherent set of phenomena **[LG 2]**
3. Students will be able to clarify and express religious beliefs in light of their critical inquiry into the religious dimensions of human existence **[LG 3]**

The intensive seminar structure and field work conducted within RSOC 90 will enable students to meet all these core goals by exploring a diverse array of texts that focus on a variety of approaches for investigating religious phenomena, rituals, communities, beliefs, and experiences. We will explore and compare multiple disciplinary approaches to these phenomena, and will engage in reflection on both the strengths and limits to scholarly approaches for understanding religious experiences.

Course Requirements and Policies:

Class participation: This course is mostly structured on a combination of seminar style class discussions and student presentations. Class is mandatory and attendance will be noted. Missing **4** or more classes will automatically result in a reduction of the final grade [i.e. from A to A-]. Regardless of the circumstances, this class cannot be passed if a student misses **8** or more classes. Students are expected to demonstrate their understanding of the material and mastery of the ideas and terms provided by actively engaging in discussions, presenting on the material, asking questions, and participating in small group exercises and assignments. Class attendance is a necessary prerequisite for intellectual engagement, but is not sufficient for counting as class participation. [i.e. simply showing up to class will not

help the student's grade, but not coming to class, however, will adversely impact the final grade]. The class participation grade will mostly depend on a student's ability to engage in thoughtful conversations on the course material and assignments, and on how they conduct themselves with reference to their peers and the professor. Students are expected to have completed the assigned readings before coming to each class. Students are expected to bring the assigned materials having underlined key phrases and/or sentences to every class. Students are expected to cite the assigned texts during discussion. Class discussion only works if each student takes responsibility for taking time to reflect on readings and comes to class ready to be called on and contribute. If a student misses the first day of class they will likely be cut from the class, and their position in the class may be given to another student. [20% of final grade]

Further details on class participation expectations will be elaborated upon in class.

Weekly Questions and Discussion: Before each assigned class period begins students are required to submit via email a short "**reading reflection**" on the assigned readings in which they cover the following:

- 1) No less than 2, no more than 5 sentences stating what they think are the most important points from the reading and what they found most interesting.
 - 3) Two questions or topics they wish to discuss in class. [No more than 4 sentences]
- The questions submitted by the students provide the basis for class discussion. Students should be expected to discuss their "reading reflections" in each class. Reading reflections should be no longer than a page. [Each reading response should include the following in the subject line of the email: RSOC.90 Reading Response 1] [Further details elaborated upon the first week of class] [Responses will be graded pass/no pass. The entirety of all the "Reading Responses" counts towards 3% of final grade.] [Fulfills LG 1 and 3]

1st Week Writing Assignment: On the first day students will be expected to write and then share in class a paragraph on what they think defines religious experience. For the second class students will come to class prepared to discuss 2 quotes from the "quote sheet handout" [provided on the first day], or from the assigned readings, that best reflects their understanding of religion and religious experiences.

Research Projects: "Ritual Observation Exercise" and Critical Evaluation of a "Religious Experience."

ROE: As part of our exploration into the variety of ways for understanding "religious experience," students are required to engage in a "Ritual Observation Exercise." For the "ROE" students are expected to visit at least one religious site before the presentation period in which religious rituals central to a particular religious system can be observed. Students are required to choose a religious tradition and site with which they have no, or very little familiarity, [i.e. if a student has been brought up in a Christian religious tradition they cannot choose to observe a Christian ritual]. Prior to visiting, the professor must approve the location selected.

The goal of “ROE” is for students to further their critical inquiry into the nature of religious experience. Guidelines for the “ROE” will be provided the first week of class. [fulfills LG 1 and 2]

Presentation: For the final in-class presentation students are expected to reflect on their experience of what they witnessed with reference to the texts and ideas covered throughout the course. In their presentations students will identify diverse perspectives, evaluate ethical positions, and critically reflect on religious and philosophical ideas in relationship to their own convictions. Students are also expected to lead a short discussion and answer questions related to their presentation. Students will be given a set of guidelines and questions to help direct their experiences and final reports. [Further details discussed in class.]

[Students are additionally encouraged to draw on the resources provided by the “**Lived Religions Project**” as part of the Religious Studies Department. For more on the LRP’s guidelines for visiting religious sites go to <http://www.scu.edu/cas/religiousstudies/lrp/research/guide/main.cfm>.

[Final Presentation is worth 17% of total class grade. This exercise fulfills all “Core Learning Objectives”]

Final Research Paper: In their final papers students are required to draw on at least **8** of the different thinkers assigned in this course in order to analyze and critically reflect upon their observations of religious rituals and how this has informed their understanding of religious experiences. Students are not required to have had their own “religious experience,” but are encouraged to contextualize their own experiences in relation to the rituals observed during their fieldwork and in relation to texts and topics covered in this course. [Further details and guidelines will be provide in class.]

[Final Paper=40% of total class grade. This exercise fulfills all “Core Learning Objectives”]

Deadline for Final Writing Projects: Final Writing Projects Due:

Wednesday, June 14th no later than 5pm

[The final paper should be emailed to the professor via “word” document. Late papers will be reduced a full grade for every 24hr period not turned in. A student cannot pass the class unless they have turned in their final essay on time. All grades are final and nonnegotiable unless for clerical error].

Format for writing assignments: Paper assignments should be double-spaced, 12 font text, 1 inch margins including a proper title page that states the students name, class number and title, date, and the professor’s name at the bottom.

Grading and Evaluation: Each assignment is an opportunity for the students to work and earn points towards their final grade. The professor will be as explicit as possible about the expectations and how to earn a superior grade on any given assignment, but simply completing the work to the letter of the assignment will not guarantee a student a superior grade. Earning a superior grade depends on the student's ability to combine ideas and information from texts, lectures and, most importantly, critical thinking within their own work. The challenge, of course, is for students to translate ideas into conversations and writing that is intelligible to the professor. Excellence is the ultimate aspiration for all assignments, demonstrating competence will allow students to merely pass.

Grading Structure: A=100-95, A-=94-90, B+=89-87, B=86-83, B-=82-80, C+=79-77, C=76-73, C-=72-70, D=69-60, F=below 60

Feedback on course assignments: Students will receive feedback on their work through a combination of written grades, comments, and conversations. Final grades are non-negotiable or changeable except in the case of clerical error. All additional requirements and expectations will be elaborated on in class.

Academic Integrity, Technology, Mindfulness, and Classroom Decorum:
Students cannot engage electronic devices in class unless given permission from the professor! We will collectively create a safe and dynamic space in which each student will be expected to share his/her insights into the texts, ideas, and traditions covered, while retaining a respectful openness to the opinions and identity commitments of the other students in the class. It is important to demonstrate your respect for both the instructor and your fellow peers by reframing from using technological devices unless authorized by the professor. It is also important to develop greater concentration, appreciation, and awareness by engaging in a learning process that is not solely dependent on external technological stimulation. The classroom will be a sanctuary from the distractions and social alienation sometimes caused by an overuse of technological devices. Reducing technological distractions will also increase the possibility of students taking more responsibility for the learning process by allowing new ideas to become part of their consciousness. In order to foster this greater state of "mindfulness," students are additionally expected to demonstrate their "presence" during class by reframing from distracting activities such as texting, having un-authorized side conversations, side jokes (unless really funny and shared with the class), and/or engaging in other disruptive behavior like coming into the classroom late or packing up before the class has ended. Any disruptive behavior can affect the final class participation grade. All texting should take place outside the classroom, even if there is a break. The classroom is a "sanctuary" for engaging ideas, texts, and creating discussion. If you are caught using any form of technology (i.e. computer, answering phones, texting, etc.) your final grade will be reduced. Additionally, students should reframe from leaving in the middle of class, even for the bathroom, unless absolutely necessary.

Office Hours and E-mails: I encourage all students to visit me during my office hours. E-mails should be thoughtful, concise, and begin with “Dear Prof. Lerner.” Emails are fine for small matters of clarification, but for issues of greater length I would rather meet during office hours or discuss after class. Students should feel free to contact me to set up an alternative appointment if they have a serious conflict with my designated offices hours. Students are expected to check for class related emails several times during the week. When sending e-mail to the professor students should always include the course number in the “subject” title section. [i.e. RSOC.90]

Title IX Syllabus Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.comhttp://stage-www.scu.edu/hr/quick-links/ethics-point/

Reporting Practices

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Plagiarism or academic dishonesty in any form (as described in the Student Conduct Code) will result in a failed grade for the project, and possibly for the course. All allegations of academic dishonesty will be reported to the department chair and Office of Student Life. For a full presentation of University policies concerning plagiarism, see:

<http://scu.edu/studentlife/resources/upload/Academic-Integrity-brochure-2014.pdf>

In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and online sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

A student caught plagiarizing cannot pass the course and their case will be turned over to proper academic authorities within the University. Additionally, all integrity and policy standards already laid out in the University bulletin apply. (For further see www.scu.edu/studentlife/resources/academicintegrity)

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Week I: Introduction To Religious Studies and the Study of Religious Experience

1. Class [4/4] What is Religion? What is Experience? Methodological Challenges for the Study of Religious Experience

[Quotes on defining Religious Experience]

[Ritual Observation Exercise Guidelines]

[All assigned readings that are not assigned books can be found on Camino]

2. Class [4/6] Assigned Readings:

“Religion,” [article, from *Encyclopedia of Religion*, Second Edition. By Winston King, [1987]

“Religious Experience,” by Ann Taves, located in *Encyclopedia of Religion*. Ed. Lindsay Jones. Vol. 11. 2nd ed. Detroit: Macmillan Reference USA, 2005.

George Chryssides and Ron Geaves, “Methodology in Religious Studies” [located in *The Study of Religion: An Introduction to Key Ideas and Methods*, ed. George Chryssides and Ron Geaves]

Recommended Readings: Bruce Lincoln, chap. “Theses on Method,” [located in *Gods and Demons, Priests and Scholars* (Chicago 2012)]
Ann Taves, *Religious Experience Reconsidered: A Building-Bloch Approach to the Study of Religion and Other Special Things*, [2009]

Week II: Sacred Time and Religious Experience

[first “reading reflection” due via email before beginning of class]

3. Class [4/11] Assigned Readings: Rabbi Abraham Joshua **Heschel**, *The Shabbath: Its Meaning for Modern Man*, [1951] [Focus on the following chapters: Prologue, I, II, III, V, VI, IX, Epilogue]

[1st day of Passover, 2nd Seder]

4. Class [4/13] Assigned Readings: Rabbi Arthur **Waskow**, chap. “Rest” [located in *Down to Earth Judaism: Food, Money, Sex, and the Rest of Life*, [1995]

Recommended: Mircea Eliade, chap. “Sacred Time and Myths,” [located in *The Sacred and The Profane: The Nature of Religion* [1957]
Judith Shulevitz, *The Sabbath World: Glimpses Of A Different Order Of Time*, [2010]
Walter Brueggemann, *Sabbath as Resistance: Saying No to the Culture of Now*, [2014]
Sherry Turkle, *Reclaiming Conversation: The Power of Talk in a Digital Age* (2015)
Ken Koltun-Fromm, *Imagining Jewish Authenticity: Vision and Text in American Jewish Thought*, [2015]

Week III Ritual, Sacred Food, and Religious Experience

5. Class [4/18] *Assigned Readings:* Catherine Bell, chap. "Ritual," [located in *The Blackwell Companion To The Study of Religion*, edited by Robert Segal, [2009]

Rabbi Arthur Waskow, *Down to Earth Judaism: Food, Money, Sex, and the Rest of Life*, [1995] [Sections, "Holy Food, Holy Fast," "What Is 'Eco-Kosher'?"

"Freedom in Jewish Experience"

[also recommended that you read "Ritual Action," both located in *Introduction to the Study of Religion*]

6. Class [4/20] *Assigned Readings:* Tikkun's 2016 Passover Liberation Seder Haggadah Supplement [found on <http://www.tikkun.org/nextgen/passover2016>]

Haggadot for Passover Seder

[Passover Seder conducted in class, with special foods for the holiday provided]

Recommended Reading: Gary E. Kessler, *Studying Religion*

Selections: Chapter 5, "Ritual as Sacred Action"

Catherine Bell, *Ritual Theory, Ritual Practice* [1992]

Catherine Bell, "Performance," [located in *Critical Terms For Religious Studies*, edited Mark Taylor]

Rabbi Arthur Waskow *The Freedom Seder: A New Haggadah for Passover*, [1970]

Food and Judaism, Edited by L. Greenspoon, R. Simkins, G. Shapiro, [2005]

[films] Prince of Egypt (1998), The Ten Commandments (1956), Exodus: Gods and Kings (2014)

Week IV Meditation, Presence, and Religious Experience

7. Class [4/25] *Assigned Readings:* Shunryu Suzuki, *Zen Mind, Beginner's Mind* [Selections: Parts 1, 2]

Film: Baraka

8. Class [4/27] *Assigned Reading:* Shunryu Suzuki, *Zen Mind, Beginner's Mind* [Selections: Part 3]

Recommended: Robert Sharf, chap. "Experience," [located in *Critical Terms For Religious Studies*, edited Mark Taylor]
 Gananath Obeyesekere, *The Awakened Ones: Phenomenology of Visionary Experience* (Columbia UP 2012)
 Douglas Osto, section "The Sixties, The Zen Decade" [located in *Altered States: Buddhism and Psychedelic Spiritual in America*, [2016]
Zen Buddhism and Psychoanalysis, [1960] Erich Fromm, D.T. Suzuki, and Richard DeMartino
 Film: Conrad Rooks, "Siddhartha" (1972, 89 min)
 Film: The Buddha, by David Grubin [PBS] (2010)

Week V Psychedelic Visions and Religious Experience

9. Class [5/2] *Assigned Readings:* Huston Smith, *Cleansing the Doors of Perception: The Religious Significant of Entheogenic Plants and Chemicals*, (2003)
 [Selections: chap.II "Do Drugs Have Religious Import?,"
 chap.III "Psychedelic Theophanies and the Religious Life"

10. Class [5/4] *Assigned Readings:* William Richards,
Sacred Knowledge: Psychedelics and Religious Experiences, (2016)
 [Selections: chap 2. Orientation, Definitions, and the Limits of Language
 chap 4. Intuitive Knowledge]

A. H. Maslow, *Religions, Values and Peak-Experiences*, [1964]
 [Selections: chap.III The "Core-Religious," or "Transcendent," Experience,
 Appendix, A. Religious Aspects of Peak-Experiences]

Recommended: Book of Ezekiel, Hebrew Bible [Selections: chap 1-3:15]
 Eliade, chap.15 "Dionysus, or Bliss Recovered," [located in
A History of Religious Ideas, Vol.1,]
 Nietzsche, *Birth of Tragedy*,
 William James, chap. "Mysticism," located in *Varieties of Religious Experience: A Study in Human Nature*, [1902]
 W.T. Stace, *Mysticism and Philosophy*, (1960)
 Aldous Huxley, *The Doors of Perception*, [1954]
 Timothy Leary, *The Psychedelic Experience: A manual based on the Tibetan Book of the Dead*, [1964]

Sam Harris, section “The Spiritual Uses of Pharmacology,” [located in *Waking Up: A Guide To Spirituality Without Religion*, [2014]

<https://www.theatlantic.com/health/archive/2013/12/religion-as-a-product-of-psychoactive-drug-use/282484/>

Psychedelic Drugs, [Marlene Dobkin De Rios](#), *Encyclopedia of Religion*. Ed. Lindsay Jones. Vol. 11. 2nd ed. Detroit: Macmillan Reference USA, 2005.

Films: “The Brain Hack” (Joseph White 2015, 20 minutes); available at:

<http://www.thebrainhack.com/home.html>

DMT: The Spirit Molecule [Netflix]

Week VI: Love, Sexual Spirituality, and Religious Experience

11. Class [5/16] *Assigned Readings*: Eric Fromm, *The Art of Loving*, 1956

12. Class [5/18] *Assigned Readings*: Eliade, “The World Sexualized” [located in *The Forge and the Crucible: The Origins and Structures of Alchemy*]

Eliade, section “Women, Earth, And Fecundity,” [located in *The Sacred & The Profane*]

Eliade, *Patterns In Comparative Religion*, [Selections: p. 354-366, 398-404]

Rabbi Arthur Waskow, *Down to Earth Judaism: Food, Money, Sex, and the Rest of Life*, [1995] [Selections: “WALKING THE TIGHTROPE; EROTIC/ASCETIC MYSTICS”]

Recommended:

David Biale, *Eros And The Jews: From Biblical Israel to Contemporary America*, (1992)

Rosemary Radford Ruether, *Goddesses and the Divine Feminine: A Western Religious History*, [2005]

Week VII: Flow, Surfing, Aquatic Synergy, and Religious Experience

13. Class [5/9] *Assigned Readings*: Mihaly Csikszentmihalyi,

Flow: The Psychology of Optimal Experience [1991] [Selections: chapters 1-4, 6, 10]

14. Class [5/11] *Assigned Reading*: Bron Taylor, chap. "Surfing Spirituality" [located in *Dark Green Religion: Nature Spirituality And The Planetary Future*, [2010]

Eliade, sections, "Structure of Aquatic Symbolism, Paradigmatic History of Baptism" [located in *The Sacred & The Profane*] "The Waters and Water Symbolism," [located in *Patterns In Comparative Religion*]

Recommended Reading: "Flow Experience," by Mihaly Csikszentmihalyi [located in *Encyclopedia of Religion*. Ed. Lindsay Jones. Vol.5.2nd ed. 2005
Steven Kotler, *West Of Jesus: Surfing, Science, and the Origins of Belief*, [2007]
Jaimal Yogis, *Saltwater Buddha: A Surfer's Quest to Find Zen on the Sea*, [2009]
Wallace Nichols, *Blue Mind: The Surprising Science That Shows How Being Near, In, On, or Under Water Can Make You Happier, Healthier, More Connected, and Better at What You Do*, [2015]
Maslow, *Religions, Values and Peak-Experiences*, [1964]
"Religion and Surfing," *The Encyclopedia of Surfing*, 2003
"The Spirituality of Surfing," by Antonia Blumberg, *The Huffington Post*, 8/3/14
Film: *Surfwise*, A Film by Doug Pray, [selections] [total, 93 min]

Week VIII: Ecology and Religious Experience

15. Class [5/23] *Assigned Readings*: *The Practice of the Wild*, Essays by Gary Snyder [selections: chap. "GOOD, WILD, SACRED" and "SURVIVAL AND SACRAMENT"]

A Sense Of The Whole: Reading Gary Snyder's 'Mountains and Rivers Without End,' edited by Mark Gonnerman [Section: Appendix 3, Fieldwork: Gary Snyder, Libraries, and Book Learning]

Article: "BUDDHISM AND THE COMING REVOLUTION," by Gary Snyder [1969]

16. Class [5/25] *Assigned Readings*: Rosemary Radford Ruether, "Ecofeminist Philosophy, Theology, and Ethics: A Comparative View" [located in *ECOSPIRIT: Religions and Philosophies for the Earth*, [2007] edited by Laurel Kearns and Catherine Keller]

Recommended Reading: *ECOSPIRIT: Religions and Philosophies for the Earth*, [2007] edited by Laurel Kearns and Catherine Keller [Selection: Anna Peterson, "Talking the Walk: A Practice-Based Environmental Ethics as Grounds for Hope,"]
This Sacred Earth: Religion, Nature, Enviroment, [1996]
Edited by Roger Gottlieb,

Week IX Student Presentations

17. Session [5/30]

18. Session [6/1]

Week X Student Presentations/Final Reflections and Conclusion

19. Session [6/6]

20. Session [6/8] Presentations and Concluding ***Tree Planting Ritual*** designed by the class [details provided in class]

Final Writing Projects Due: **Wednesday, June 14th** no later than **5pm**

Email a copy via “word document” to the professor, alerner@scu.edu. Papers not turned in on time will be reduced a full grade every 24 hr period. A student cannot pass the class unless they submit a final paper. All grades are final and non-negotiable.

[Additional Course Resources located on Camino]

Selective Bibliography:

- Talal Asad, *Genealogies of Religion*, (1993)
Bagger, Matthew C. *Religious Experience, Justification, and History*. Cambridge, U.K., 1999.
Catherine Bell, *Ritual Theory, Ritual Practice*, [1992]
“”, *Ritual: Perspectives and Dimensions*, [1997]
Walter Capps, *Religious Studies: The Making of a Discipline*, [1995]
“”, *Ways of Understanding Religion*, [1972]
David Hicks, *Ritual and Belief: Readings in the Anthropology of Religion*, [2010]
The Routledge Companion to The Study of Religion, Second Edition, edited by John Hinnells, [2010]
Hook, Sidney, ed. *Religious Experience and Truth*. New York: New York University Press, 1961.
William James, *Varieties of Religious Experience: A Study in Human Nature*, [1902]
Martin Jay, “The Appeal of Religious Experience: Schleiermacher, James, Otto, and Buber” [located in *Songs of Experience: Modern American and European Variations On A Universal Theme*, 2005]
Bruce Lincoln, *Gods and Demons, Priests and Scholars* (Chicago 2012)
T.M. Luhrmann, *When God Talks Back: Understanding The American Evangelical Relationship With God*, 2012
Tomoko, Masuzawa, *The Invention of World Religions*, [2003]
Gananath Obeyesekere, *The Awakened Ones: Phenomenology of Visionary Experience* (Columbia UP 2012)
The Cambridge Companion To Religious Studies, edited by Robert Orsi, [2012]
The Blackwell Companion To The Study of Religion, edited by Robert Segal, [2009]
Wayne Proudfoot, *Religious Experience*, (1985)
Smart, Ninian. *The Religious Experience of Mankind*. New York, 1968.
Stace, Walter T. *Mysticism and Philosophy*. Philadelphia, 1960.
1951.
Jonathan Z. Smith, *To Take Place: Toward Theory in Ritual*, [1987]

Jonathan Z. Smith, *Map Is Not Territory*,
Jonathan Z. Smith, *Relating Religion: Essays In The Study of Religion*, [2004]
Ed. Seligman, etc. *Ritual And Its Consequences: An Essay on the limits of Sincerity*, [2008]
Ann Taves, *Religious Experience Reconsidered: A Building-Bloch Approach to the Study of Religion and Other Special Things*, [2009]
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