

Pilgrimage, Travel, and Tourism  
LSHV 435-40  
Summer 2018  
Prof. Frederick Ruf

May 23 – Aug. 1  
Wednesdays 6 - 9:35pm

## “Pilgrimage, Travel, and Tourism”

“Only thoughts reached while walking have value,” wrote Nietzsche. Religions seem to have a similar view. Pilgrimage has been a wide-spread aspect of most religions, through most historical periods. This course will examine the relation of travel (in its many guises) to religion from pilgrimage to common tourism. Classic and contemporary theories of pilgrimage will provide the backdrop. The majority of the course, however, will focus on the present day and on contexts that are not explicitly religious by reading travel accounts by Henry Miller, Alphonso Lingis, and Jack Gilbert, as well as five films. The point of the course, then, is to examine why travel is so important religiously and how all travel, even tourism, is religiously significant.

### Learning Goals

This course will pursue the following learning goals:

- What it means to be human
- What contributes to human flourishing
- What constitutes the social dimension of humanity
- What enables genuine community

First Meeting: Introduction, Religion and Travel  
Reading: Mary Oliver (readings supplied in class)  
“Acid,” “The Journey,” “Wild Geese,” “Clamming,” (from *Dream Work* [1986]); “A Few Words” (from *Blue Pastures* [1995])

Second Meeting: Theory of Pilgrimage: Liminality  
Reading: Victor and Edith Turner, “Pilgrimage as a Liminoid Phenomenon” from *Image and Pilgrimage in Christian Culture: Anthropological Perspectives* (1978) (available in Blackboard)

Reading: Jenny Diski, *Stranger on a Train* (pp. 1 - 96)

Third Meeting: Theory of Pilgrimage: Liminality  
Reading: Victor and Edith Turner

Reading: Jenny Diski, *Stranger on a Train* (pp. 97 - 213)  
Film: *The Way* (Estevez, 2010)

Fourth Meeting: Theory of Pilgrimage: Contestation  
Reading: John Eade and Michael J. Sallnow, "Introduction" to  
*Contesting The Sacred : The Anthropology of Christian Pilgrimage*  
(1991) (Blackboard)

Reading: Jenny Diski, *Stranger on a Train* (pp. 214 - end)  
Film: *2001: A Space Odyssey* (Kubrick, 1968)

Fifth Meeting: Theory of Pilgrimage: Postmodernism  
Reading: Winquist, "Beginnings," "Incorrigibility of Body and the  
Refiguring of Discourse" (Blackboard)

Reading: Jack Gilbert, *The Great Fires* (especially "Searching for  
Pittsburgh," "Trying to Have Something Left Over," "Exceeding,"  
"The Edge of the World," "Almost Happy" Jack Gilbert, "Going  
Wrong," "Tear it Down," "Going There," "On Stone," "Harm and  
Boon in the Meetings"

#### Paper #1 Due

Sixth Meeting: Theories of Travel: Postmodernism  
Reading: Winquist, "Theological Text Production" (Blackboard)

Reading: Gilbert

Seventh Meeting: Theory of Travel: Postmodernism  
Reading: Winquist, (Blackboard)

Reading: Gilbert  
Film: *La Dolce Vita* (Fellini, 1960)

Eighth Meeting: Theory of Travel: Lingis  
Reading: Alphonso Lingis, "Tawantinsuyu," "Matagalpa"

Ninth Meeting: Theory of Travel: Postcolonialism  
Reading: Lingis, "Khlong Toei"

Paper #2 Due

Tenth Meeting: Conclusions  
Text: Lingis, "Accompaniment"  
Film: *Lost in Translation* (Coppola, 2003)

Eleventh Meeting: Final Exam (as a take home)

Films (all will be available streaming on Blackboard)

*The Way* (Estevez, 2010)  
*2001: A Space Odyssey* (Kubrick, 1967)  
*La Dolce Vita* (Fellini, 1960)  
*Lost in Translation* (Coppola, 2003)

Readings

Mary Oliver, *Dream Work* (selections, supplied in class)

Victor and Edith Turner, "Pilgrimage as a Liminoid Phenomenon" from *Image and Pilgrimage in Christian Culture: Anthropological Perspectives* (1978) (Blackboard)

John Eade and Michael J. Sallnow, "Introduction" to *Contesting the Sacred: The Anthropology of Christian Pilgrimage* (1991) (Blackboard)

Charles Winquist, "Beginnings," "The Incorrigeability of Body and the Refiguring of Discourse," and "Theological Text Production" from *Desiring Theology* (1995) (Blackboard)

Alphonso Lingis, *Abuses* (1995) (Blackboard)

Jack Gilbert, *The Great Fires: Poems 1982 – 1992* (Knopf 1997) (ISBN 0-679-42576-4)\*

Jenny Diski, *Stranger on a Train* (Picador, 2002) (ISBN 0-312-42262-8)\*

\* Books are ordered through the Georgetown Bookstore but I provide the ISBNs so you can order or purchase the books wherever you would like.

### Course Requirements

1. Only one class meeting can be missed (there are only 11 meetings!)
2. Two brief papers, 5 pages in length (20% of final grade each)
3. Final exam (take-home). (40% of final grade)
4. Class participation (20% of final grade)

### Honor Code

MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

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### Title IX at Georgetown

<https://titleix.georgetown.edu/>  
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Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff. Georgetown University prohibits sexual misconduct, including sexual harassment,

sexual assault,  
domestic/dating violence, and stalking.  
Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC  
Associate Director of Health Education Services  
for Sexual Assault Response and Prevention  
(202) 687-0323  
jls242@georgetown.edu

Erica Shirley  
Trauma Specialist  
Counseling and Psychiatric Services (CAPS)  
(202) 687-6985  
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:  
<https://sexualassault.georgetown.edu/get-help>.  
Pregnancy Adjustments and Accommodations  
Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.