

# SACRED SPACES

UCO1200

Spring 2019

UCO 1200  
Sections:  
102 & 104

Course Times:  
(102) T/Th  
9:30 - 10:45  
(104) T/Th  
11:00 - 12:15

Course Location:  
(102)  
Belk Hall 105  
(104)  
Belk Hall 105  
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Instructor:  
Samuel Avery-Quinn, PhD  
Office: 115 Howard  
Street Hall  
Office Hours:  
8:30-9:15am,  
12:30-1:30pm T/TH  
ONLINE HOURS:  
M/W /F 9:30 - 12:00

Email & Google  
Hangouts:  
averyquinn@appstate.edu  
Phone: 865.266.6618



## Course Description

Ritual, Architecture and the Creation of Religious Experience

From the Upper Paleolithic (17,000 years ago) caves of Lascaux in southern France, to 4,000 year old Minoan peak sanctuaries on the island of Crete, to the cathedral of Notre Dame, to rural camp meeting revivals in the hills of Tennessee, to cinder block Pentecostal churches on the coast of Ghana, to the design of an Islamic Community Center in Lower Manhattan, humans have sought the "Divine" in a great variety of spaces.

For some, these spaces are theaters of memory, intimately connected to ancestors and homeland — such as

the sacred mountains of the Navajo bounding the mythic landscape onto which the Navajo emerged from the Underworld. For others, sacred spaces are set apart from the world, reflecting in their design the glory of the Creator, if not that Creator's rules for proper conduct of religious ceremonies - Solomon's Temple in Jerusalem, or the Prophet Abraham's Kaaba in Mecca. In each space, architecture mediates human action, restricts how the space is entered, how it is exited, who may pray or worship within it, and what meanings they may see

in the design and decoration of that place. Sacred spaces become a conduit, a medium for ritualistic communication between human and Divine, reinforcing deep cultural meanings.

This class explores how humans have, through ritual and the design and deployment of religious objects, transformed profane spaces into sacred places.

## Course Objectives

### Success in this Course and in First Year Seminar

Success in any course, you may have been told, is a good grade. Grades have their place. Good grades are nice for your GPA, for keeping your scholarships. Success, though, is far more measurable in the quality of a learning experience you take from a course.

This course, like any college course, will be for you what you make of it with some constraints. As you work on making this course a success for you (by regularly attending class, by reading the assignments, contributing to discussion, taking notes when necessary, and completing your research projects) you're doing so in a course framework created by your instructor. While that framework relies on your instructor's knowledge, experience, and research interests, it is built on a foundation of both your instructor's philosophy of undergraduate education and the learning goals for Appalachian State's First Year Seminars.

This foundation consists of a number of goals for your learning experience, including:

- Engaging and thinking critically about the connections between religion, spirituality, and place.
- Exploring, from a scholarly perspective, religious practices cross-culturally, and in historical perspective.
- Understanding the place of performance and embodied practice in various religious tradition
- Connecting the ritualized body, architectural design, and religious experience.
- Thinking spatially.



#### The Socratic Method

"Socrates engaged in questioning of his students in an unending search for truth. He sought to get to the foundations of his students' and colleagues' views by asking continual questions until a contradiction was exposed, thus proving the fallacy of the initial assumption."

<http://www.law.uchicago.edu/prospectives/lifeofthemind/socraticmethod>



## First Year Seminar Goals

First Year Seminar (UCO 1200) introduces first year Appalachian students (freshmen and transfers\*) to rigorous academic study at the University level through interdisciplinary engagement with a broad topic or question. Experienced faculty engage FYS students in a shared process of inquiry in small seminar-style classes. (The average class size is 22.)

The faculty also help students make the transition to academic life at Appalachian by introducing students to a variety of library research tools, making connections with faculty and other students, introducing the wide range of resources Appalachian provides its students, and involving the university and local community. Additionally, all First Year Seminars share in common the following learning goals, which are the foundation of the University's General Education Program: developing creative and critical thinking abilities; cultivating effective communication skills; making local-to-global connections; and understanding responsibilities of community membership. Appalachian's First Year Seminar course also serves as a designated Global Learning Opportunity ("GLO" for short) because all FYS courses cultivate intercultural competence by examining a single issue from multiple perspectives.

Every First Year Seminar is designed by the individual faculty member on their topic of choice that integrates the aforementioned objectives. Prospective

instructors propose their topic and describe how they will meet the common learning goals to an elected faculty committee which reviews each proposal about a year in advance.

\*Effective Fall 2012, transfer students bringing in 30 or more hours may choose to waive the First Year Seminar requirement. Transfer students choosing to waive FYS will have a total of 41 s.h. of General Education requirements.

### • Critical and Creative Thinking

The goal of Appalachian's general education program is to instill and nurture in its students the knowledge, skills, and values of a liberal education, including the skills of effective critical thinking, listening, and communicating. A successful liberal, broad-based education prepares students for lifelong learning, reflective living, public engagement, and vocational success. Critical and creative thinkers ("CCT") possess a combination of essential characteristics: skills, knowledge, and dispositions. Critical and creative thinkers are intellectually humble and curious. They use an inquiry-based, systematic, and logical process to promote greater understanding and further learning, considering intra- and inter-disciplinary sources as appropriate. They are open minded and willing to consider alternative and unconventional methods, sources, and conclusions, as part of an evidence-based and rational process. The critical and creative thinker is able to apply knowledge

## Course Objectives Con't.

innovatively toward useful and meaningful goals. They should understand the importance of biodiversity, ecological integrity, and the need to achieve sustainable benefits for communities. Knowledge of other cultures, diverse cultural frames of reference, and alternative perspectives are essential to thinking critically and creatively and to understanding the responsibilities of membership in local, regional, and global communities. The cultivation and maintenance of intercultural relationships require active cultural understanding, which is achieved by exploring multiple strategies for interacting with other peoples and cultures.

### • Community Membership

General education prepares academically skilled and engaged citizens capable of contributing to the betterment of society and taking responsibility for the common good. Responsible contribution to a vibrant democracy governed by the rule of law requires a basic understanding of the ways in which governments, economies, and societies function. Moral reasoning skills, necessary in a world characterized by often conflicting beliefs and attitudes, enable students to reflect critically on ethical issues and to make reasoned, intelligent judgments about complex moral problems. Effective moral reasoning includes questioning one's own assumptions and beliefs, understanding the reasoning of others, and accepting disagreement about important matters. An understanding of the broad range of past and present moral positions should be accompanied by shared beliefs regarding honesty, integrity, and obligation to others. In addition, fostering the well-being and personal development of students will help them lead thoughtful and purposeful lives in their communities

These characteristics are subject to some limitations and caveats. They are not exhaustive, and they may apply in various ways and to varying degrees, depending on the discipline and/or particular assignments. Some are more aspirational in nature (e.g., intellectual humility and curiosity) and may be difficult to measure even though they are worth nurturing.

### • Communicating Effectively

The General Education Program prepares students to employ modes of communication that can help communities reach consensus or respectful disagreement. Effective communication leads to discovery and significant changes in the sender (who may be a writer, speaker, dancer, musician, visual artist, or actor) that produce sophisticated reading skills and a high level of quantitative, technological, and information literacy. The sender is successful in delivering the message to the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasing complex situations.

### • Making Local to Global Connections

Appalachian State University is both in and of the southern Appalachian region, and it is also part of a world that is globally connected. Life in the twenty-first century requires an understanding of the connections and multi-layered interactions among diverse local and global human cultures, as well as between humans and the natural and physical environments. In this context, the general education program helps to cultivate an active understanding of global change and the effect of human agency on both natural and cultural environments. Students

## Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge, or is the result of the student's direct and unique reflection on a subject) is a serious offense, subject to disciplinary action that may include failure in a course and/or disciplinary action by the University.

Online help to avoid plagiarizing:

<http://science.widener.edu/svb/essay/plagiar.html>

<http://writingcenter.unc.edu/handouts/plagiarism/>

## Academic Integrity Code

Appalachian State University's Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines "user-friendly" procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian's faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

[The Academic Integrity Code](#)  
Students attending Appalachian State University agree to abide by the following Code:

- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.
- Students shall agree to abide by the Academic Integrity Code when submitting the admission application.

Sacred spaces invite  
conformity between  
architecture, objects,  
dress, and mood.



## Classroom Conduct

You are expected to behave as if you are in an academic environment. Opinions, questions, and concerns should be freely shared. To promote a successful learning environment, discussion of course material should be conducted with mutual respect.

- (1) Cell phones: Students do not necessarily need to turn their cell phone ringers off during class, however, no calls or texts, short of demonstrable emergencies should be made during class time. All cell phones must, however, be put away during class time. Students with cellphones on their desk or in their lap during class will be asked to put their phone away. If your instructor has to make more than three requests for your cell phone to be put away during the semester, you will receive an unexcused absence for that class day. Subsequent infractions will result in an additional unexcused absence for each infraction.
- (2) Laptops, netbooks, iPads, i(anything): Use of laptops, netbooks, iPads, or any internet-enabled device is prohibited during class meeting time. Yes, seriously. Note-taking using pen, or pencil, and paper is strongly encouraged. Your instructor will, over the course of the semester, provide you with copious handouts and class discussion outlines. On the few days where your instructor lectures or offers Powerpoint presentations, outlines of those presentations will be distributed via ASULearn. Exceptions: Students with special needs as registered with the University's Office of Disability Services.

## Counseling & Support Services

Appalachian's goal is to maintain a safe campus for students, faculty and staff. If you know someone who:

- behaves in an aggressive or out of control manner or has mood swings,
- has stopped talking to others or is spending a lot of time alone,
- drinks more or uses drugs to deal with feelings,
- talks about harming him or herself or others,
- has excessive class absences or sleeps in class,
- has a notable change in appearance,
- has been sexually or physically assaulted,
- is in a domestic violence situation.

Are you:

- uneasy or afraid of someone,
- concerned for a person,
- worried something might happen to your or this person while you are together?

Who to call:

**IF THERE IS AN IMMEDIATE THREAT, CALL 9-911 (from a campus phone) or 911.**

For 24-Hour Assistance:

- University Police: 8000 (from a campus phone) or 828-262-2150 (anonymous reporting is available at [police.appstate.edu](http://police.appstate.edu))
- Counseling & Psychological Services Center: 828-262-2150
- Daymark Recovery Services Mental Health Crisis Line: 828-264-HELP
- National Suicide Prevention Lifeline: 800-273-TALK
- Oasis 24 Hour Crisis Line: 828-262-5035
- National Sexual Assault Hotline: 800-656-HOPE

Other Assistance, Available M-F, 8am-5pm:

- ASU Early Intervention Team: 828-262-7077
- Counseling for Faculty and Staff: 828-262-4951
- Dean of Students: 828-262-2060

## Disability Accommodation

"Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or [www.ods.appstate.edu](http://www.ods.appstate.edu)). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations."

### Other Student Services Offices

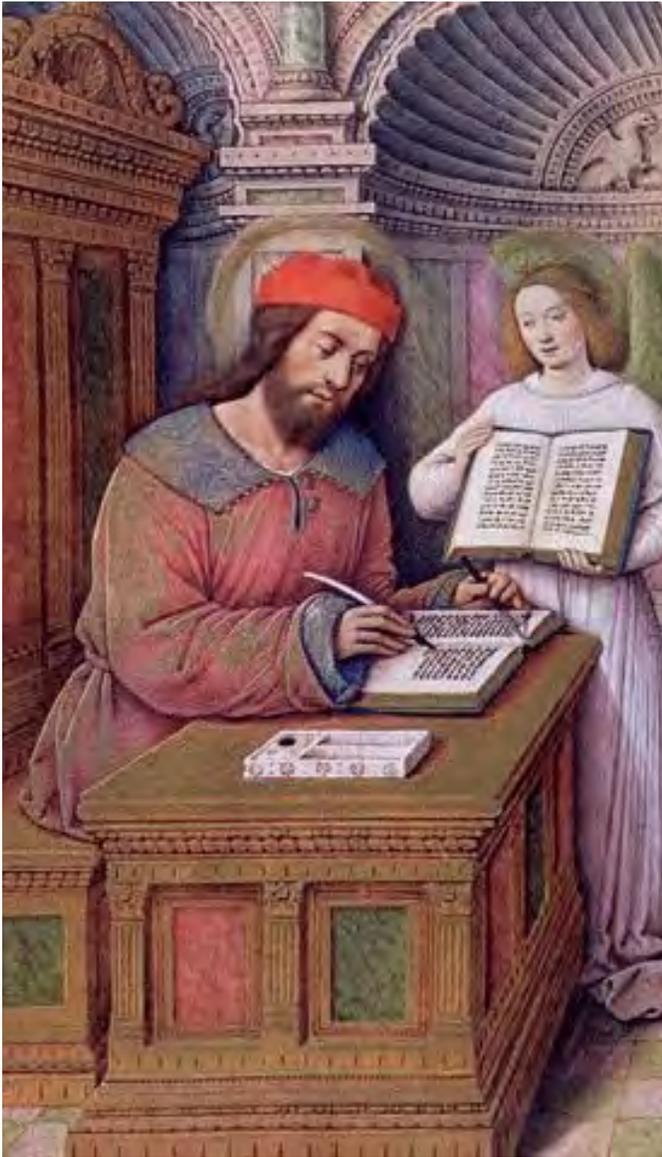
Academic Advising Center (U Coll.)  
828-262-2167

General Education  
828-262-2028

Peer Career Center  
828-262-2029

Student Support Services  
828-262-3046

University Tutorial Services  
828-262-6809



First Year Seminar is often the place where you realize that nearly every writing rule you taught yourself, every writing strategy you're comfortable with, every bit of flowery prose you've come to lather onto the start of an essay to make it seem well-written, and every technique for drawing out paragraphs and stuffing sentences to reach a paper's minimum word count just won't work for college-level writing.



## Writing Center

Consultants at the University Writing Center will work with you one-on-one and provide assistance with style, organization, content, voice, grammar, and documentation (including MLA and APA formats). In addition to your draft and/or any pre-writing notes, bring your assignment to your session.

ESL students are encouraged to make use of the University Writing Center. Consultants can help you with clarity, organization, grammar and spelling, formatting, and documenting outside resources. Consultants can also help you better understand assignment guidelines. Appointments are limited to one hour per day, but students are welcome to schedule multiple visits for longer assignments or more in-depth assistance throughout the writing process.

The Writing Center is located on the Lower Level of Belk Library & Information Commons (Room 008) and is open Monday through Thursday from 9am-9pm and Friday from 9am-1pm.

To make an appointment, call 828-262-3144.

## Style & Citations

Unless otherwise stated, all papers you write in this course are to be in Chicago Manual of Style Format. This is a widely-used style for academic writing in many disciplines - from Anthropology to Literary Studies to Sociology and Urban Studies.

To find out more about the style, you can purchase a copy of the Chicago Manual of Style at the ASU Campus Bookstore.

Kate Turabian's A Manual for Writers of Research Papers, Theses, and Dissertations 7th Edition is also available at the ASU Campus Bookstore. Not just a style guide based on Chicago Style, Turabian is (a) less expensive, and (b) offers undergraduate students additional guidance on how to research and write college-level papers.

An online resource guide to Chicago Style is available at: <http://owl.english.purdue.edu/owl/resource/717/01/>

Another online source provides a quick guide for citing sources in Chicago format: [www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

## Inclement Weather

As you may know, winters in Boone may see snow, and more snow, and more snow, and even more snow. For the final two months or so of class, we can reasonably expect a few of our classes to be impacted by snow. How these snow days impact our class varies, but students should assume, unless otherwise notified by their instructor, two general conditions for inclement weather days:

(1)University closure. If the University cancels classes meeting during our class time, students will be expected to continue their readings for the next assigned readings discussion class. In addition to reading and preparing for class discussion, students will additionally need to log on to our ASULearn website and complete an out-of-class activity posted under an INCLEMENT WEATHER forum. More details on inclement weather activities will be provided by your instructor.

(2)Instructor stranded in the snow. There may be days where the University is open, but road conditions between campus and your instructor's home prevent him from driving to campus (despite owning an all-wheel drive vehicle). On these days your instructor will upload a video presentation to our course Youtube site. It will be your responsibility to view this presentation before our next class (at the start of which we will have a short quiz on the presentation content).

## Religious Observances

You will be allowed two excused absences for religious observances. You are responsible for requesting excused absences for religious observances in writing no later than three weeks after the first class day of the term. For purposes of this policy, the term "religious observances" shall include religious holidays or holy days or similar observances that require absence from class. You will be afforded the opportunity to make up tests or other work missed due to an excused absence for a religious observance. Specific arrangements to make up work will be made upon receipt of your written request."

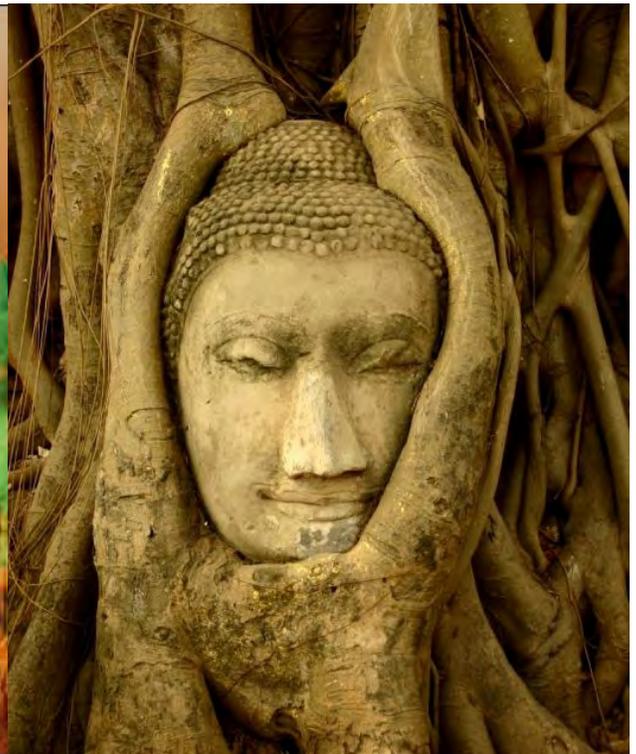
## Student Investment in Courses

In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

**Q:** Do classes missed for religious observances count towards the total number of classes I can miss?

**A:** University policy allows for two (2) excused absences for religious observances. In this class, your first two (2) religious observance absences do not count towards your total absences. Other "excused" absences (a doctor's appointment, a day in court, family emergencies, etc.) DO COUNT towards your course absences.

See the **Attendance Policy** section of this syllabus for more information.



# Course Grading

Your grade for this course (A, B+, B, B-, C, D, F) will be determined by your performance on several components.

Class Papers: (100 points total)

Ritual Presentation: 40 points

Campus Sacred Space Design: 20 points

Sacred Space Presentation: 40 points

College 101: (100 points total)

Lecture Notes Peer Reviews: 50 points

Reading Quizzes: 40 points

Common Reading Project: 10 points

TOTAL POSSIBLE POINTS: 200 points

Grade Scale: A > 185 A- = 179-185 B+ 175-178 B = 165-174 B- = 159-164 C = 150-158 D = 139-149 F < 139

## Required Readings

Your learning experience in this course does not begin and end in the confines of our classroom. To be an effective learner, your engagement with our course has to continue outside the classroom for at least two to six hours each week. I encourage you, especially at the beginning of the semester, to consider collaboratively reading our course readings with one or more of your classmates. Over the course of the semester, our readings progress from readings about being an effective learner and aspiring researcher, to studies of general concepts like “the sacred,” religion, spirituality, ritual, performance, space and place, to case studies of different world religious traditions.

Required Texts: All course readings will be available in PDF format on our ASULearn website.

## Common Reading Program Book:

Moises Kaufman [The Laramie Project](#)

Your required Common Reading Program book will help transition us from our introduction to learning in a university setting into developing robust and flexible strategies for college reading. In the Fall, if enrolled at ASU, each of you should have taken part in a discussion of the text (facilitated by ASU staff) and attended Convocation at which Judy Shepard was the keynote speaker. During the Fall and Spring semesters the Appalachian State University offers multiple opportunities for students to engage the text - speakers, author discussions, forums, movies, and other events. Over the course of the semester you will have several options for completing an assignment related to the book or one of these events.

### Web Resources for our Common Reading Book

ASU's Common Reading Program:  
<http://summerreading.appstate.edu/years-selection>

ASU Library Summer Reading Resources:  
<http://guides.library.appstate.edu/summerreading>

Laramie Project Online Community  
<http://community.laramieproject.org/>



## Class Papers

Two long-term assignments this semester are designed to develop your undergraduate research skills relying on both library and internet sources. The first project is a presentation exploring ritual as an embodied performance giving structure and meaning, establishing moods, and enlivening sacred spaces. This project asks you to undertake a contextual analysis of a religious ritual. The analysis will rely on internet and library research into the historical, social, and theological context of a ritual practice you select for study. Together with one or two classmates, your research will address a series of questions about your selected ritual. A detailed assignment guide is available on AsU Learn. The presentation will count for 50 points of your course grade.

Your second long-term assignment is also a presentation. This time you and a partner will apply our course lessons on common elements of sacred spaces, creating a “sacred space” such as a prayer garden, meditation space, memorial, or other area on the Appalachian State University campus. This project is worth 25 points of your course grade.

Your project asks you to draw upon both internet and library sources to explore the context, history, and design of a selected sacred space from a world religious tradition (other than Catholicism and Islam - the two traditions we explore with some depth in class). This project, conducted on your own, will yield a carefully-researched presentation for 50 points of your course grade.



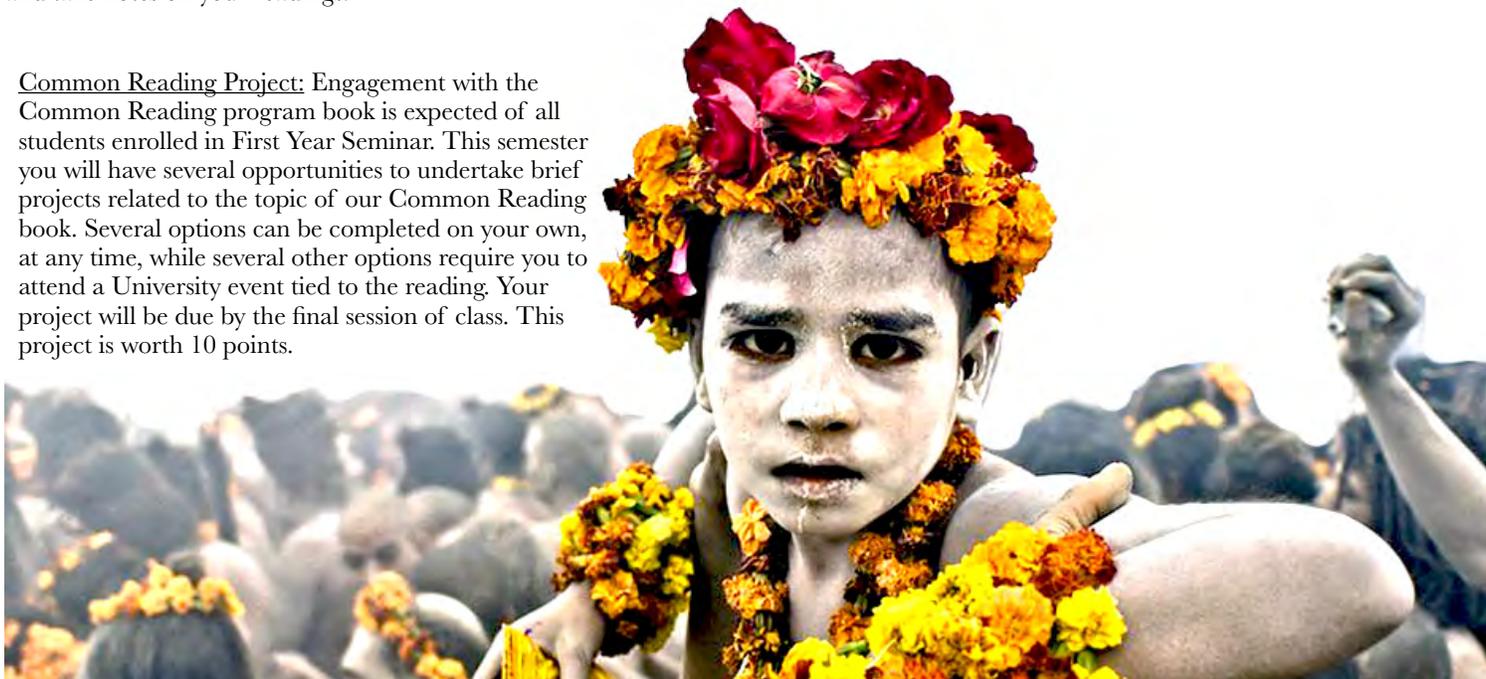
## College 101

As a First Year Seminar, our course gives you the opportunity to explore a topic in a seminar-setting (a setting unlike the more common large lecture classes you’ll commonly experience in your first two years of college life, but much more like the kinds of classes you’ll have in your major as a Junior or Senior). But, a First Year Seminar is also designed to support your growth as an undergraduate scholar. To be a successful undergraduate scholar, you must develop several skill sets: taking lecture notes, reading at a college level, effectively navigating library resources, and awareness of your own major/discipline. To that end, several assignments throughout this semester are design to support your growth in these areas:

**Lecture Notes:** Our course features five lectures — all introducing background content for subsequent discussions and workshops. You are expected to be present for these lectures, and taking notes. Your notes will be peer-reviewed by a classmate, as you will peer-review a class-mate’s notes. Each peer-evaluation will count for 10 points of your course grade.

**Reading Quizzes:** You are expected to keep up with required course readings through the semester. All assigned texts should be read before the start of their associated class session. You will have several short, multiple-choice quizzes (points vary) to help assess your reading comprehension and retention. The quizzes are open-note quizzes, encouraging you to critically read course readings and take notes on your readings.

**Common Reading Project:** Engagement with the Common Reading program book is expected of all students enrolled in First Year Seminar. This semester you will have several opportunities to undertake brief projects related to the topic of our Common Reading book. Several options can be completed on your own, at any time, while several other options require you to attend a University event tied to the reading. Your project will be due by the final session of class. This project is worth 10 points.



*Does ritual create  
sacred space?  
Does sacred space  
create ritual?*



**Keep it organized!**

As your work progresses through the semester in this class, don't treat any project as if you're done with it the moment you upload it to AsULearn or the moment you finish sharing it in class!

Everything you submit, the first time you submit or share it, is the first draft! Plan to keep, revise, and re-submit your work this semester.



## Syllabus Changes

This syllabus is subject to change based on your instructor's assessment of our course progress. The least likely aspects of the syllabus to change are grading and assignment components. The most likely aspect of the syllabus to change is our course schedule. If any changes are made to components of this syllabus **OTHER THAN** the course schedule, your instructor will notify you verbally in class, and will post an announcement of the syllabus change to ASULearn. It will be the student's responsibility to check for syllabus changes via ASULearn.

## ASULearn/Email

All students are required to register and log-in to the ASULearn website. Further, all students are required to have a regularly-checked email address registered with or capable of receiving emails from the ASULearn system. Your instructor will make regular class announcements via the ASULearn system. It will be your responsibility to ensure your email is capable of interacting with the ASULearn system.

## Attendance

Students are expected to attend every class session. Students are allowed two (2) unexcused absences, and two (2) excused absences, but cannot exceed a total of three (3) absences combined. Upon the third unexcused absence, or fourth total absence, and for each subsequent absence, students will have their course grade reduced by the point value of one-half a letter grade. Excused absences mean contacting your instructor by no later than 24 hours after missing a class session. After three (3) missed classes in a row, your instructor will email you. If you do not respond to this inquiry by the end of that week, per University policy your instructor will notify the University's Early Intervention Team. A team member will subsequently attempt to contact you regarding your well-being.

**ASULearn**

About ASULearn:  
[http://  
its.appstate.edu/  
resources/asulearn](http://its.appstate.edu/resources/asulearn)

Student Support:  
[http://  
its.appstate.edu/  
asulearn/students](http://its.appstate.edu/asulearn/students)

Online Learning FAQ  
[http://  
its.appstate.edu/  
asulearn/students/  
frequently-asked-  
questions-about-  
online-learning](http://its.appstate.edu/asulearn/students/frequently-asked-questions-about-online-learning)

Student Email Support  
[http://  
support.appstate.edu/  
answers/1/items](http://support.appstate.edu/answers/1/items)



# Course Schedule

January 15 Tues. Syllabus and some Concepts: Religion, Ritual, and Space

## RITUAL

January 17 Thurs. Lecture 1: Introducing Ritual

Readings: "Characteristics of Ritual-Like Activities" from Catherine Bell, *Ritual: Perspectives and Dimensions* (New York: Oxford University Press, 2005), 138-164.

January 22 Tues. Building a Basic Typology of Ritual

Presentation/Workshop

Reading Quiz 1 (5 points)

Readings: "Basic Genres of Ritual Action" from Catherine Bell, *Ritual: Perspectives and Dimensions* (New York: Oxford University Press, 2005), 93-135.

January 24 Thurs. Ritual Bodies, Dressed and Masked

Presentation/Video Workshop

Readings: "Mapping the Field of Ritual" from Ronald Grimes, *Beginnings in Ritual Studies* (New York: CreateSpace, 2010), 19-35.

January 29 Tues. Ritual and the Senses

Workshop

Reading Quiz 2 (5 points)

Readings: "Religion and the Frontal Lobes" from Patrick McNamara, "Religion and the Frontal Lobes," in Jensine Andresen, ed., *Religion in Mind: Cognitive Perspectives on Religious Belief, Ritual, and Experience* (New York: Cambridge University Press, 2001), 237-256.

January 31 Thurs. Ritual Space

Video Workshop

Reading Quiz 3 (5 points)

Readings: "Ritual and Ceremony" from Caroline Humphrey and Piers Vitebsky, *Sacred Architecture: Symbolic Form and Ornament* (New York: Barnes & Noble, 2005).

# Schedule Con't.

## Library Research

### February 5 Tues. Library Research Part 1

Workshop on the research process and library scavenger hunt

Reading 1: ASU Library "Introduction to Library Resources and Services"

Reading 2: Picking a Topic is Research (video)

### February 7. Thurs. Library Research Part 2

Workshop on primary sources, secondary sources, author credibility, bias, and peer review

Reading 1: ASU Library "Peer Review in 3 Minutes" (video)

Reading 2: ASU Library "Comparing Scholarly Journals, Popular Magazines, and Web Sources"

Reading 3: ASU Library "Evaluating Sources for Credibility"

Reading 4: ASU Library "Understanding Authority" (video)

### February 12 Tues. Library Research Part 3

Workshop on Zotero Reference Manager and AppSearch

Readings: Watch "A Beginner's Guide to Zotero"

by Adam Murray <https://youtu.be/JELRAgPyZP0>

PLEASE INSTALL ZOTERO on a laptop BEFORE class today.

### February 14 Thurs. Library Research Part 4

Workshop on Chicago Manual of Style

Reading 1: "General Introduction to Citation Practices" from Kate Turabian...

Reading 2: "Sample Citations" from The Chicago Manual of Style Online - [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

## SPACE

### February 19 Tues. Lecture 2: How to Read Architecture

Reading 1: Watch "How to Architect" videos on AsULearn

# Schedule Con't.

February 21 Thurs. Architecture as Culture

Discussion/Workshop

Reading Quiz 4 (5 points)

Reading 1: Selection from Amos Rapoport, *Culture, Architecture, and Design* (New York: Locke Science Publishing, 2003)

Reading 2: Adam Sharr, "Introduction: a case for close reading" from Adam Sharr, ed., *Reading Architecture and Culture: Researching Buildings, Spaces and Documents* (New York: Routledge, 2012), 1-12.

February 26 Tues. The Experience of Architectural Space

Workshop

Reading 1: Henry Plummer, "Introduction: places of possibility," *The Experience of Architecture* (London: Thames & Hudson, 2016), 1-18.

February 28 Thurs. Boundaries, Thresholds, and the Centre

Workshop

March 4 – 8 SPRING BREAK

March 12 Tues. The Contemporary Design of Sacred Spaces

Online workshop with Youtube and [ArchDaily.net](http://ArchDaily.net)

## CATHOLIC SPACES

March 14 Thurs. Lecture 3: Catholic History and Theology

Reading: "The Church" from Thomas Joseph White, *The Light of Christ: An Introduction to Catholicism* (Washington, DC: Catholic University Press of America, 2017), 180-223.

March 19 Tues. Building the Great Cathedrals

Documentary Film

Reading Quiz 5 (5 points)

Reading: "Catholicism in Place and Time" from Lawrence Cunningham, *An Introduction to Catholicism* (New York: Cambridge University Press, 2009), 75-99.

March 21 Thurs. Domus Ecclesiae: Modernism and Post-Conciliar Church Architecture

Presentation/Workshop

Reading: "The Council and Its Decisions" from Colleen McDannell, *The Spirit of Vatican II: A History of Catholic Reform in America* (New York: Basic Books, 2011), 73-118.

# Course Schedule

March 26 Tues. Domus Dei et Porta Coeli: Neo-traditionalist Catholic Architecture

Presentation/Workshop

Reading Quiz 6 (5 Points)

Reading 1: Duncan Stroik "The Church as Sacred Place" —

<https://theimaginativeconservative.org/2013/02/the-church-building-as-sacred-place.html>

Reading 2: "Introduction" from U.S. Conference of Catholic Bishops "Built of Living Stone"

## INTERLUDE

March 28 Thurs. Campus Sacred Space Presentations Day 1

April 2 Tues. Campus Sacred Space Presentations Day 2

## ISLAMIC SPACES

April 4 Thurs. Lecture 4: Islam: History, Theology

Reading: John Esposito "Islam: The Straight Path" (4th Edition)

April 9 Tues. Classical Islamic Architecture

Workshop

Reading: John Esposito "A Primer on Islamic Dynasties"

April 11 Thurs. Paradise Found

Documentary Film

## Schedule Con't.

April 16 Tues. Contemporary Islamic Architecture

Workshop/Presentation

Reading Quiz 7 (5 points)

Reading 1: Michael Badu "The Mosque" <https://thefunambulist.net/architectural-projects/guest-writer-essays-22-the-mosque-religion-politics-architecture-in-the-21st-century-by-michael-badu>

Reading 2: Elizabeth Dickinson "Contemporary Mosque: Placing Worship" [https://www.architectmagazine.com/practice/contemporary-mosque-placing-worship\\_o](https://www.architectmagazine.com/practice/contemporary-mosque-placing-worship_o)

April 18 Thurs. Women and the American Mosque

Presentation & Documentary Film "The Mosque in Morgantown"

Reading Quiz 8 (5 points)

Reading 1: selections from Sarah Sayeed, Aisha al-Adawiya, and Ishan Bagby "Women and the American Mosque" Report Number 3 from the US Mosque Study 2011 (Hartford, CT: Hartford Seminary, 2011), 1-15.

April 22 & 23 SPRING RECESS

April 25 Thurs. Lecture 5: Mosques and America after 9/11

April 30 Tues. A Mosque in Murfreesboro

Documentary Film

May 2 Tues. Common Reading Program Book Workshop

Course wrap-up and break-out sessions on semester projects related to the Common Reading book selection.

Reading: Moises Koffman The Laramie Project

May 3 – 9 Final Exams

9:30am Section: Thursday May 9, 2019 8:00am - 10:30am

11:00am Section: Tuesday May 7, 2019 11:00am - 12:30pm