RELS 320 PILGRIMAGE: SACRED JOURNEYS  
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Each unit will be dated for the time it should be completed, not initiated.

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**Grading**

Dr B is well aware that different students learn in different ways, at different paces, and that grading is at best an application of numbers to attributes of mind that are not inherently quantifiable. That said, it might be noted that Dr B is fairly generous in awarding final grades; and feels that continual interest by students in "grades" during term time actually limits the freedom to pursue individual interests and enthusiasms. This is particularly true for our "pilgrimages" course where I am hoping that everyone sees the value of the journey metaphor as guiding one's own personal growth and development; hence the focus on "stages" and the individual experiential learning of the labyrinth.

That said,

- I will be looking to see participation and sharing as 50% of the course; a respect for liberal education in its widest interdisciplinary sense as another 20%;
- originality 10%;
- appropriate mastery of concepts, terminology, efforts to go beyond the reading by using the enormous internet resources to learn essential geography, religion, anthropology and symbols and meanings; to search out the
meaning of terms that are unfamiliar 10%.

I make no assumptions about previous background, but I will reward sincere efforts toward expanding intellectual mastery of much of the course materials that at this point may seem unfamiliar. Finally I ask all student to evaluate themselves and I will use this as part and parcel of final grading 10%, as you know best what you have learned and thought about. All these judgements will be derived from the discussions and projects you submit. Best wishes; I am sure you will all do well.

Academic Honesty: Please review the policy as delineated in the Linfield Student Handbook. If a student is found to have engaged in plagiaristic practices, it is the instructor’s responsibility to notify appropriate administration. Academic integrity is a basic standard for each and every student /scholar.

Nondiscrimination Policy: As a Linfield instructor, I am committed to equal opportunity for all students. I am happy to work with any student and their advisor if course modifications become necessary.

Course schedule: Refer to the course schedule on the Course Content page and weekly learning modules for a list of required readings, exam schedules and assignment deadlines.

UNIT 01 ORIENTATION TO THE COURSE

Please complete by Wednesday January 7

Please read the “Welcome to the course” and the Instructor’s Biography, and review the syllabus. This is a four-hour upper division course fulfilling a Linfield Core; it is expected that some 70 hours should be devoted to the course materials. A considerable amount of materials is included only as suggestions for further reading and projects and is not required. Some are strongly suggested, however. Students should make every effort to complete the topical units, ten in number, by the day presented as deadlines, suggested so that students can keep up and pace themselves in this special intensive course (One month to complete one term’s work) as well as the perhaps unfamiliar format of online learning. (Units 01 and 14 are for Orientation and Synthesis respectively; the ten units (02 to 11) are of topical matter and are the corpus of the course itself. )

Readings and Projects

Types and meanings of “pilgrimage”

Orientation: course structure, readings, auxiliary materials; individual projects; importance of “Discussions” and student contributions and interactions
Types of journeys and pilgrimages; destinations; stages
Multiple meanings of pilgrimage; etymologies and metaphors
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The physical pilgrimage in space and time
The spiritual pilgrimage and the world’s religions
The contemplative and meditative pilgrimage
The personal pilgrimage: Ourselves as the Hero of our own Journey of the Hero

The pilgrimage as art and architecture
Pilgrimage in world literature and mythology
The virtual pilgrimage
Being on the journey; and not being on the journey
What is a pilgrimage like? (Linfield students discuss their experiences from Dr Bestor’s January Term
Pilgrimage Studies in an academic context, with study abroad possibilities, can be found at:
http://www.wm.edu/sites/pilgrimage/consortium/index.php

Student project

Start your “travel shrine” or “travel box”; containing what you have “brought back”, “brought home”, from your own travels….to be continued….and photos, maps, guides, symbols, phrases for your shrine or box of where you might travel and pilgrimage in the future….

Student project

Our optional “Bindlestiff”. What would you take on a spiritual or personal journey of faith, renewal, healing, experience.

UNIT 02

Please complete by Sunday January 11

Physical Pilgrimage in space and time
Reading in Westwood, Jennifer ON PILGRIMAGE; SACRED JOURNEYS AROUND THE WORLD 2003 (REVISED PAPERBACK EDITION OF ORIGINAL 1997 HARDCOVER)

Introduction ix-xvii (*Important: please read carefully to familiarize yourself with the multiple topics and disciplines involved in pilgrimage studies.)

It might be useful to consider the traditional Catholic theology (written always in Latin) that some things are DE FIDE (of the faith, required belief) and others are UT PI CREDITUR ET FAMA (as might be traditionally believed in a pious way but not necessarily Church doctrine). This distinction may help enormously as we encounter elements of the thousands of world pilgrimages, shrine, temples, relics, landscapes, and pilgrims’ tales.

In the next few days we will encounter other images of pilgrimage, such as these:

The “spiritual pilgrimage” usually with the larger context of world religions…

The “personal pilgrimage” representing our own individual Quest regardless of whether actual movement in space and time, within a group or not.

The notion of “the Hero’s Journey” reflected in world mythology, where we are ourselves the Hero of our Journey; some writers regard the our Life as The Journey.

We shall begin also considering the “Stages” of the pilgrimage (of our Lives?) which Westwood suggests might be numbered as One to Twelve.

At this point it might be useful to quickly review some of the actual locations of world pilgrimages that are found in
Part II Guide to Sacred Places (pp 229-273) and divided into Landscapes, Temples and Shrines somewhat arbitrarily. These names are likely to be somewhat unfamiliar, but most have accessible websites for further information and photography. These and other sites will come up throughout the course; the preliminary overview should make your reading easier.

**Project:** Plan a virtual pilgrimage of your own from Notre Dame (Paris) to Chartres, using the guidelines for this popular annual three-day 60-mile walking pilgrimage, as found at this URL: [nd-chretiente.com/index-eng.php](http://nd-chretiente.com/index-eng.php)

Tell us what you would carry (one backpack on you; one and only one luggage carried by pilgrim bus to nightly camp) … and WHY!

(Optional) Another quiet pilgrimage in France to Sainte Baume [http://www.mythicjourneys.org/newsletter_apr07_barnett.html](http://www.mythicjourneys.org/newsletter_apr07_barnett.html)

Optional student project
How the 12/21/12 (December 21, 2012) predicted MAYA PROPHECY which predicted major changes to the world precipitated “pilgrimages” to various “safe” refuges in the world. Explore using Google or other search engines. Create a digital scrapbook to share with the class; and comment on your own reactions.

[http://gomexico.about.com/od/ancientsites/a/maya-calenda](http://gomexico.about.com/od/ancientsites/a/maya-calenda)


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**Unit 03** Ordinary Time and the Call

**Please complete by January 08**

Reading in Westwood, Jennifer ON PILGRIMAGE; SACRED JOURNEYS AROUND THE WORLD

Chapter 1 Longing, pp 3—28, with personal accounts of Mecca, Canterbury, and Benares
Chapter 2 Getting Ready, pp 29-44
Chapter 3 Setting Out, pp 45-64 Chapter 4 Sacred Way, pp 65-90

Santiago de Campostello (El Camino)

Student project

Using internet resources, develop a short essay concerning why the DOME OF THE ROCK in Jerusalem has historically been a major pilgrimage destination, as it is today.

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**Unit 04** Trials, Dangers and Rewards
Chapter 5 Adventures and Difficulties
Chapter 6 Going on or Turning Back
Chapter 7 Doubt and Hope
Chapter 8 Drawing Near: Anticipation
Chapter 9 Arrival: Excitement and Preparation

Ordinary time and place: civilization and its discontents
The call and the threshold
Mentors and guides; and directionalities:
Linear, circular, spiral; ascent and descent

Student project: visual symbols of pilgrimage, using Google Image Search and other internet resources, for Discussions Relics Votive Witnesses of recovery

Unit 05 Transformations and Return

Please complete by January 12

Reading in Westwood, Jennifer ON PILGRIMAGE; SACRED JOURNEYS AROUND THE WORLD

Chapter 10 Climax: Encounter with the Unknown
Chapter 11 Reflection and Redirection
Chapter 12 Coming Home

Trials and dangers and other experiences
Obstacles to the Self’s spiritual journey
Bones and catacombs
Spiritual materialism

Rewards of pilgrimage
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Transformations
Return; and the new synthesis

Please read THE WRITER’S JOURNEY (Christopher Vogler) BOOK TWO: Stages of the Journey) pp 81-230 as a
version of the pilgrimage stages in metaphors derived from Joseph Campbell’s studies of mythology (THE HERO WITH THE THOUSAND FACES, THE POWER OF MYTH) and as one of the mostly appreciated guides to modern films and screenwriting. In today’s world students are more likely to recognize concepts, symbols, characterization, plots, etc., in films than in any kind of literary canon or classical mythological reference (though often intertwined). Note Vogler’s FILMOGRAPHY, at the end of the book (pp 371 and 372 in my copy of the second edition).

**Required student project**

Review the accounts by real individuals in Westwood’s ON PILGRIMAGE. These are contained within the individual chapters and are accompanied by a map. The writers are identified elsewhere in the book, and were contributed to the Westwood author/editor for the specific purpose of identifying modern day pilgrimages on traditional trips.

In anthropology these are known as “personal documents” and are often collected by anthropologists as part of a larger “life history” or “native” autobiography. The aim is often to try to understand the meaning to the cultural participants, expressed in their own words, and different from the observations of external observers.

Select at least three, several more if you want, or all if you want. Ascertain in an essay what these individuals felt to be the rewards they found in their pilgrimage. Some of these might be:

- The simple experience
- Enhancing mental health
- Camaraderie, friendship, community
- Philosophical realization.
- Emotional experience
- Physical conditioning
- And Various others

Try to provide references to the actual accounts; share your essay with the class in discussions

**Unit 06 European Pilgrimages**

**Please complete by January 13**

Pilgrimages in Europe

- Fatima: an anthropological study by William Bestor
- Lourdes; Santiago de Campostello; Rome
- A night at the Delphi Oracle, Greece: an autobiographical reminiscence by William Bestor
- The major Shrine of the Soviet Union, the tomb of V.I. Lenin in Red Square; visits by William Bestor in various cultural-exchange programs USA-USSR and other observations

France: St Martin of Tours, Tours; Sacre Coeur, Paris; memorials and shrines to fallen soldiers; WB: Boul Mich, Les halles, La Seine, etc.

Pilgrimage in the Classical World

Other European destinations: Mostar; Chartres and Notre Dame; Cologne; St Marks, Venice; Sainte Marie des Bains,
Camargue, France (Gypsy); Canterbury

Destinations in Portugal: Batalha; Alcobaca; Jeronimos, Lisbon; Alfama and fado; Midnight Christmas mass in Coimbra; Obidos

Pilgrimage in art, architecture, travel literature, spiritual writings, metaphors

Unit 07 Islamic Pilgrimages

Please complete by January 15

Pilgrimage in the Islamic culture areas

Mecca: the Hajj
Ethnographic observations by William Bestor in Rabat, Morocco; and Samarkand, Uzbekistan

Jerusalem: Christian, Muslim, Jewish
Pilgrimage in art, architecture, travel literature, spiritual writings, metaphors.

Unit 08 Asian Pilgrimages

Please complete by January 16

Asian pilgrimage destinations and events

The Silk Road
India
Khadjuraho
Benares
Bubanashwar (Susan Seymour, Cora DuBois, anthropologists)

Sri Lanka
Japan

Pilgrimage in art, architecture, travel literature, spiritual writings, metaphors.
Unit 09 Mexican Pilgrimages

Please complete by January 19

Pilgrimage in Mexico

Los Remedios: anthropological field study in Veracruz, Mexico by William Bestor
Guadalupe: ethnographic observations in Mexico’s national shrine by William Bestor
Chalma: video of Linfield students with Dr Bestor to the pilgrimage site of El Sennor de Chalma, and observations
Tepoztlan: pilgrimage to Aztec site of El Tepozteco: various faculty and students,

Portland Campus, during the Transcultural Nursing Program in Tepoztlan, Mexico, conceived and directed by William Bestor
The annual Huichol pilgrimage (Millenium book and film) Mexico DF (Mexico City) zocolo, cathedral, Diego Rivera’s Dreams of a Sunday Afternoon in the Alameda

Two new destinations: la Santa muerte; the “narco” saint (anthropological observations by William Bestor)

Pilgrimage in art, architecture, travel literature, spiritual writings, metaphors.

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Unit 10 USA

Please complete by January 20

The variety of pilgrimages in North America (USA and Canada)

The Orthodox Easter in Albion, Michigan: an ethnographic account by participant observer William Bestor
Chimayo: Hispanic pilgrims, penitents and Milagros
Pilgrimage sites in Francophone Canada

Some Oregon options:
Aurora
Mount Angel
Breitenbush
Lafayette Abby
Grotto and Saint Peregrine Shrine
Labyrinths, e.g., Trinity 18th NW

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Metaphors and pilgrimage in the USA
Pilgrims at Plymouth Rock
“Follow the Drinking Gourd” The Underground Railway

The 14 Stations of the Cross
The Journey of the Magi
Route 66
La pastorela
The Aztlan pilgrimage
North End, Boston (Italian-American)
Manhattan: Twin Towers/ 9-11
The Oregon Trail (Parkman)

Pilgrimage in art, architecture, travel literature, spiritual writings, metaphors.

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Unit 11 Walking the Labyrinth

Please complete by January 26

Reading: Artress, Lauren WALKING A SACRED PATH: DISCOVERING THE LABYRINTH AS A SPIRITUAL PRACTICE

The labyrinth: student experiential project and report

Guidelines for walking a labyrinth
Selected locations in and around Portland for completion of this project

http://labyrinthlocator.com/

Click here to read about our National Research Study with Children diagnosed with ADHD and the Children's Intuipath® Finger Labyrinth Design
Rules for Walking the Labyrinth
Suggested by Students of Pablo Roybal Elementary School
Pojoaque Valley Schools, New Mexico
Wait on the "Pausing Stone"

Think about what you want to do on the labyrinth - count slowly to 20 after someone has entered before you enter. Take time to relax.
Bring a good thought - maybe something you are thankful for or something you would like to change in your life.

Walk Slowly
Step aside if others want to pass.

Be Silent
Talk only after leaving the labyrinth area.

Stay in your own "bubble"
Respect each person's space - step aside when you meet someone. No pushing, kicking, tripping. No talking.

Take care of the Labyrinth
Replace stones that get moved. Pick up trash.

A project developed with the Outdoor Classroom.

For information, please send an email to outdoorclassroom@pvs.k12.nm.us

The Argentine writer Jorge Luis Borges was entranced with the idea of the labyrinth, and used it extensively in his short stories. His use of it has inspired other authors' works (e.g. Umberto Eco's The Name of the Rose, Mark Z. Danielewski's House of Leaves). Additionally, Roger Zelazny's fantasy series, The Chronicles of Amber, features a labyrinth, called "the Pattern", which grants those who walk it the power to move between parallel worlds. The avant-garde multi-screen film, In the Labyrinth, presents a search for meaning in a symbolic modern labyrinth.

Unit 12 The Interior Pilgrimage of the Self

Please complete by January 27

Optional project

Reflect on your self image as a pilgrim on the journey of life, responding to insights in the following paragraphs:

Self-concept or self identity refers to the global understanding a sentient being has of him or herself. It presupposes but can be distinguished from self-consciousness, which is simply an awareness of one's self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.[1]

The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state. Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and reassessment.

The self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self. [2]

Pilgrimage in art, architecture, travel literature, spiritual writings, metaphors.

Looking at FILM, WRITING AND PILGRIMAGE

Vogler, Christopher THE WRITER'S JOURNEY: MYTHIC STRUCTURE FOR WRITERS Recommended BIBIOGRAPHY, p 373, especially Bolen, Campbell, Johnson, Pearson.

Looking back on the JOURNEY pp 231-281 A screenwriter’s view of TITANIC, LION KING, and PULP FICTION as model and metaphor (Optional reading, required for film buffs)

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Unit 13 Catch-up

Please complete by January 29
Unit 14 Synthesis, Evaluations, Reports, and Presentations

Please complete by January 30

is, Evaluations, Reports, and Presentations

Please complete by January 30

Films that might be useful (available in library or downloadable)

THE GRAPES OF WRATH
THE BOOK OF ELI
THE TREASURE OF THE SIERRA MADRE
THE WIZARD OF OZ
POWWOW HIGHWAY
THE MIRACLE OF OUR LADY OF FATIMA
THE SONG OF BERNADETTE
ZORBA THE GREEK
SAVING PRIVATE RYAN
MIDNIGHT IN PARIS
FIELD OF DREAMS

Series PILGRIMAGE IN EUROPE (12 VHS films on YouTube)
MALCOLM X
LOST HORIZON
OLD GRINGO
GUADUPE
THE BUDDHA
THE FISHER KING
THE PASSION OF THE CHRIST
THE LAST TEMPTATION OF CHRIST
THE GOSPEL ACCORDING TO ST MATTHEW
BATTLESHIP POTEMKIN
THE LONG SEARCH (BBC series)
THE DHAMMA BROTHERS

Pilgrimage can lead easily to other fields of the liberal arts in many departments:

Anthropology
Literature
Folklore
Mythology
Classics
Bible
Comparative Religion
Travel Literature
History
Theology
Archaeology
Etymology
Psychology
Psychoanalysis
Poetry
Drama
Film Studies
Regard this course as merely a small invitation to a life long learning.