RELIGIOUS STUDIES

Chair, Associate Professor Carleen Mandolfo
Professors Debra Campbell and Nikky-Guninder Kaur Singh; Associate Professors David Freidenreich and Carleen Mandolfo; Faculty Fellow Anthony Wexler

The study of religion in a college curriculum involves the historical and comparative scrutiny of the religious traditions, such as Christianity, Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Inevitably, the examination of basic questions about religion—traditional understandings of the divine, religious experience and expressions, and the role of religion in society—are central to the discipline.

Requirements for the Major in Religious Studies

A minimum of 10 courses, to include at least one from each of the following groups: Eastern religions (211, 212); Judaism and Islam (181, 182, or History 285); Christianity (216 or 236); and Bible (143, 144). The 10 required courses will include three religious studies courses at the 300 level or above and a senior independent study project. The three required 300-level courses may not include courses from other departments or institutions. The senior independent study project may take one of three forms: a four-credit independent study (491 or 492) sponsored by a member of the religious studies faculty or an approved faculty member from another department; a two-semester project in the honors program (483, 484) described below; or a Senior Scholars project with one mentor from the religious studies faculty. As part of the culminating experience, all seniors are required to present their independent research in a symposium held at the end of the spring semester.

The point scale for retention of the major applies to all courses that count toward the major.

Honors Program in Religious Studies

Students majoring in religious studies may apply during their junior year for admission to the honors program. Students are expected to submit their proposal to the department chair by April 15. Admission is contingent on GPA of 3.65 or higher in the major at the completion of the junior year. On successful completion of the work for the honors program, including a thesis, students will graduate from the College with “Honors in Religious Studies.”

Requirements for the Minor in Religious Studies

A minimum of six courses in religious studies, including at least one from three of the following groups: Eastern Religions (211 or 212); Judaism and Islam (181, 182, or History 285); Christianity (216 or 236); and Bible (143 or 144). The six required courses will include two religious studies courses at the 300 level or above. The two required 300-level courses may not include courses from other departments or institutions.

Courses from Other Departments That Can Serve as Electives in the Religious Studies Major

Art
- 225 Art and Architecture of the Islamic World, 622-1250
- 226 Art and Architecture of the Islamic World, 1258-1914
- 313 Early Medieval Art
- 323 Smashing Images: Iconoclasm from Antiquity to Today
- 377 On the Road: Pilgrim Culture

Anthropology
- 244 Anthropology of Religion
- 246 Religion and Everyday Life in Muslim Societies

English
- 231 Tolkien’s Sources

Government
- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East

History
- 285 Foundations of Islam
- 317 Universities, Cathedrals, Courtly Love: 12th-Century Renaissance
• 413 Research Seminar: Joan of Arc: History, Legend, and Film

*Latin American Studies*

• 373 History of Religion and Unbelief in Latin America

*Music*

• 254 Music of Meditation

*Philosophy*

• 114 Central Philosophical Issues: Nature and God
• 274 Philosophy of Religion

**Course Offerings**

**RE111s**  **Religions of India**  A study of Hinduism, Buddhism, Sufism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of self, and their views of the social, as expressed in myth, art, and ritual performance. How do these Indian religious traditions enrich our "patchwork heritage" in the United States? Readings, slides, sacred music, and film clips will be used to introduce the respective traditions. Previously listed as Religious Studies 211.  *Four credit hours.*  S. SINGH

**RE117f**  **A Passage to India: India and the Western Imagination**  Beginning with Walt Whitman's romantic journey toward the "soul" of the universe, Western attitudes towards India and India's encounter with Western culture will be studied. Literature and film include *A Passage to India, The Razor's Edge, The English Patient, Siddhartha, The Namesake, Gitanjali, My Son the Fanatic, Bend It Like Beckham,* and *Four Quartets.* Historical, political, religious, and visual context of the texts will be provided. A close reading of the texts for their aesthetic value, their existential disclosures, and as narratives on colonialism, racism, and orientalism.  *Four credit hours.*  L. SINGH

[**RE120**]  **Personal Writings about God**  What do I believe about God or the supernatural? Which values should guide my life, and how do I know? Why is there suffering in this world? How might I make sense of death? Students will learn to reflect upon and express in writing their own answers to these core religious/spiritual questions through critical engagement with the ideas of prominent contemporary thinkers from various traditions. In the process, they will develop skills as writers and critical thinkers while gaining deeper appreciation for the diversity and complexity of responses to some of life's fundamental questions.  *Four credit hours.*  W1.

**RE121j**  **Catholic Church and Hollywood**  Explores various ways in which the histories of the Catholic Church and Hollywood intersect: in the works of God/church-obsessed directors (e.g., Alfred Hitchcock and Clint Eastwood); in Hollywood's treatment of Catholic teachings and ritual and of pivotal moments in the Catholic community's history; and in the Catholic hierarchy's attempt to act as Hollywood's censor. Designed to increase students' understanding of Catholic history and culture; provide practice in the art of discussing controversial religious topics; refine students' writing through brief, focused essays on Catholic films; and prepare students to reach their own conclusions about Catholics and Hollywood.  *Three credit hours.*  H, U. CAMPBELL

**RE143f**  **Introduction to the Hebrew Bible/Old Testament**  Explores the best-selling book of all time by focusing on the first part of the Bible, i.e., the Hebrew Bible or Old Testament. We will study famous biblical characters and analyze challenging and unexpected narratives. Students will gain an informed understanding of this rich collection of texts by concentrating on their literary, social, and historical contexts. We will also take into consideration the ways in which these texts have been used in contemporary poetry, film, art, and music.  *Four credit hours.*  L. MANDOLFO

**RE144s**  **Introduction to the New Testament**  Examines the varied writings that compose the New Testament from historical and literary perspectives. Who really was the Jesus of history and what did he teach about God, the end of the world, and humanity's place in the cosmos? By analyzing texts critically and discussing their theological and social interpretations, students will gain an appreciation for the New Testament's stunning influence on both ancient and modern culture.  *Four credit hours.*  L. MANDOLFO

[**RE152**]  **Israeli Popular Music**  Explores Israeli culture and society, past and present, through the medium of popular music. Students will learn about Israel's political and social history and the rich cultural diversity of its population. Students will develop broadly applicable critical thinking skills through analyzing pop music and its lyrics. In the process, students will gain a deeper appreciation of contemporary Jewish and Palestinian identities and of the relationship between pop music as an artistic genre and the cultures within which it emerges.  *Three credit hours.*  A.

**RE181f**  **Conceptions of Jews and Judaism**  A survey of the history of the Jewish people and the religion called Judaism from the biblical era through the Middle Ages, tracing the development of ideas, texts, beliefs, and practices that continue to influence Jewish life and
thought today. Examines Christian and Islamic ideas about Jews and Judaism and the historical impact of inequality, prejudice, and persecution on Jewish society and culture. Students will develop broadly applicable critical reading skills as well as those that relate specifically to the analysis of religious texts.  

**RE182s  Jews, Judaism, and the Modern World** A survey of the social, cultural, intellectual, and political history of the Jews of Europe, the United States, and Israel/Palestine from the 17th century to the present. Traces the emergence of contemporary Judaism in its various manifestations. In addition to developing basic familiarity with the subject matter, students will learn how to interpret specific ideas, movements, biographies, and works of cultural production within the framework of broader dynamics associated with Jewish life in modern times.  

**RE197  Religious Diversity in the Ancient Mediterranean** Examines various forms of interreligious dialogue in the Greco-Roman world, between and among Jews, Greeks, Romans, and Christians; discussion and debate; prejudice and xenophobia; persecution and martyrdom; proselytism and conversion. How does contact with religious others spur debate on normativity, deviance, ethnicity, nationalism, purity, and virtue? Students will gain an informed understanding of the religious diversity of classical antiquity, will practice discussing and writing about controversial religious issues, and will apply these insights to the challenges and opportunities of religious diversity in our own complex, interconnected world.  

**RE214  Global Sikhism: Migration and Identity** A study of the South Asian immigration to North America through the lens of the Sikh community. How do Sikhs cope with racism, prejudice, and stereotyping in the new country? How do they deal with gender, sexuality, and transnationalism within their own community? How do they contribute to the political, social, and religious diversity of America? We will explore the Themes of displacement, hybridization, multiculturalism, and postmodernity in film, art, literature, and Bollywood bhangra music and dance. The goal is to promote intercultural understanding and strengthen the diversity of our reality.  

**RE216s  Church History and Theology in Medieval Europe** Listed as History 216.  

**RE217s  Religion in the United States** A historical approach to religion in the United States from the colonial period to the present. Traces the evolution of the dominant Christian tradition and focuses upon pivotal moments in the development of American Judaism and selected indigenous traditions. Examines the diversity of contemporary American religion and the relationship between religion and popular culture. Intended to provide students with practice in the art of discussing and writing about the controversial topic of religion in America so that they can reach their own informed conclusions about American religion, now and throughout their lives.  

**RE219  Violence and Religion through the Centuries** From the practice of human and animal sacrifice in the Hebrew Bible to the “sacrifice” of Jesus to contemporary acts of bigotry and violence conducted in the name of religious commitment, an examination of the intersection of violence and religion as portrayed primarily in the texts and traditions of Judaism and Christianity. Sacred texts, works of literature, and current events that illustrate and explore the theme of sacred violence will be the focus.  

**RE221  The Jews of Maine** Maine is home to a noteworthy yet under-researched Jewish community with deep historical roots. Participants in this civic engagement humanities lab will advance scholarly and popular understanding of the experiences of Jews in Maine past and present by producing essays and talks based on original archival research or fieldwork. Students will develop research and communications skills and gain a richer understanding of Jewish life in small-town America. Research focus varies; the 2015 theme was Jewish migration to Maine.  

**RE224  Jewish Theology** Listed as Jewish Studies 224.  

**RE233  Reading and Research in Biblical Hebrew** Knowledge of Biblical Hebrew is an exciting and necessary skill for advanced biblical interpretation. Students will acquire a rudimentary but working knowledge of Biblical Hebrew, as well the concomitant research skills that will allow for enriching interpretation of these often mysterious but fascinating ancient texts. (Students should note that “Biblical” Hebrew and “Modern” Hebrew are not coequal.) Previously offered as Religious Studies 397 (Fall 2012).  

**RE236f  Modern Christianity** Examines critical turning points in the relationship between Christianity and modernity, including the Protestant Reformation; the encounter between religion and reason; the emergence and development of evangelical Christianity;
Christianity’s complex relationships with movements to fight racial, ethnic, gender, and class-based oppression. Designed to increase students’ understanding of the evolution and diversity of Christianity, provide practice in discussing controversial religious topics, refine writing skills, and prepare students to reach their own conclusions about Christianity and its history. **Four credit hours.**  

**RE244f**  **Anthropology of Religion**  Listed as Anthropology 244. **Four credit hours.**  I. STROHL

**RE246s**  **Religion and Everyday Life in Muslim Societies**  Listed as Anthropology 246. **Four credit hours.**  I. STROHL

**[RE253]**  **Mormons**  An examination of the Church of Jesus Christ of Latter-day Saints from its 19th-century origins to the present day: its history, theology, spirituality, and rituals. Attention to controversies over race and polygamy and to the Mormon mystique. Designed to increase students’ understanding of the Mormons, their history, and their church; provide practice in discussing controversial religious topics in a pluralistic setting; refine writing skills; and prepare students to draw their own conclusions about Mormons, their history, and their church. **Four credit hours.**  H, U.

**[RE255]**  **The Catholic Novel**  An examination of the Catholic novel as an act of the Catholic imagination, a personal narrative, an exploration of the meaning of Catholic assimilation into non-Catholic cultures, and a plea for change in the church or society. Provides students with an opportunity to explore Catholic theology and spirituality in depth, both in writing and in class discussions. Prepares students to reach their own conclusions about Catholics and their church. **Four credit hours.**  L.

**[RE256]**  **The African-American Religious Experience**  A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. Formerly offered as Religious Studies 356. **Four credit hours.**  U.

**RE257s**  **Women in American Religion**  An examination of women in American religion from colonial times to the present, including experiences of ordinary women and leaders of reform movements and alternative communities. Attention to how women have embraced and adapted traditional religions and constructed alternative communities and theologies. Increases students understanding of religious diversity and marginalization, as well as the role of organized religion in promoting (and impeding) justice and equality; provides practice in discussing controversial religious issues; refines writing skills; helps students to form their own opinions on issues related to women in American religion. **Four credit hours.**  U.

**RE259**  **Catholics**  An examination of the history and culture of the Catholic Church during the past century, with special emphasis on the recent past: Catholic social teachings, Vatican II, the Pope Francis Phenomenon, and what makes Catholics different from other Christians. Intended to provide students with practice in the art of writing about and discussing controversial religious topics and help them to form their own opinions concerning Catholicism—past, present, and future. **Four credit hours.**

**[RE275]**  **Contemporary Witchcraft: Formalists, Feminists, and Free Spirits**  History and practice of contemporary Witchcraft. Often erroneously confused with Satanism, Witchcraft (which includes Wicca) is an Earth-based religion centered on Goddess and God imagery which declares nature to be sacred and derives many of its rituals and practices from the seasons and cycles of the natural world. Readings, videos on thealogy, rituals, practices, and activism of Witches. Experiential components (discussions with Witches, ritual design, participation in an open circle, personal use of divination) and questions: How does feminine divine imagery affect the development, structures, practices? How has the focus on nature shaped contemporary Witchcraft? Why are many Witches activists? Why is there public resistance to, discrimination against Witches? **Three credit hours.**

**[RE277]**  **Religious Responses to Harry Potter**  Close reading of the Harry Potter novels will uncover some of the religions and ethics that have contributed to the world of Hogwarts. Students will research the principal voices in the discussion, develop an understanding of both Christian and contemporary Pagan religious expressions, and write their own evidence-based analysis of the question, what are the religious influences in the Harry Potter novels? **Three credit hours.**

**RE297f**  **The Good Life**  What does the good life look like? What does it mean to live life well? We explore these questions through engagement with the lives and visions of founding figures from six diverse traditions of imagining a good life: the Buddha, the Hebrew Bible and Talmud, Jesus of Nazareth, Muhammad, John Stuart Mill, and Friedrich Nietzsche. Includes visits from contemporary individuals who understand their lives to be shaped by the traditions in question, and an overnight retreat focused on the ‘spiritual autobiographies’ of students in the course. **Three credit hours.**  NELSON

**RE297Af**  **End of the World: Apocalypse Then and Now**  People have been predicting the end of the world for millennia. Still today, we
see a near cultural overlap with apocalyptic thinking in the form of films and television shows. We will examine the ancient sources of this
fascination through examination of Biblical and Apocryphal examples of apocalyptic genres of literature. Attention will be paid as well to
contemporary media examples by viewing films and television shows, in part or whole. Students will learn to recognize this genre, its cultural
function, and how it has evolved over two thousand years. Prerequisite: Religious Studies 143 or 144 preferred, but not required. Four
credit hours. L. MANDOLFO

RE297Bf American Jewish Culture Despite the diversity of the American Jewish community, one thing remains certain: Jewish culture
has had—and continues to have—a powerful influence on American culture. We will survey American Jewish culture from the end of the
19th century to the start of the 21st century, examining the works of well-known Jewish artists, writers, filmmakers, musicians, religious
thinkers, and comedians. We will pay special attention to the ways that Jews construct their identities within the American context and
examine contemporary debates regarding the future of Jewish life in America. Four credit hours. U. WEXLER

RE312f South Asians at the Crossroads: Tradition and Modernity How do modernity and tradition intersect in the literature, art, and
film of contemporary South Asians? The focus is on religion, gender, sexuality, race, class, environmentalism, medicine, and globalization.
Hindu, Muslim, and Sikh expressions are explored in their diasporic and transnational context. Includes writings by Salman Rushdie, Irshad
Manji, Rokeya Hossein, Meena Alexander, Amrita Pritam, Jhumpa Lahiri, Mindy Kaling, Atul Gawande; films by Mira Nair and Deepa Mehta;
art by Siona Benjamin, Anish Kapoor, M.F. Husain, Arpana Caur, Singh Twins; and the environmentalist works of Vandana Shiva and Ravi
Aagarwal. Prerequisite: Junior or senior standing. Four credit hours. L, I. SINGH

RE319s Bollywood and Beyond: South Asian Religions through Film A study of South Asian religions through Bollywood and world
art cinema. Focus will be on religious diversity, the partition of the Indian subcontinent, and topics of gender, sexuality, diaspora, and
transnationalism. Films and assigned readings will provide historical, social, and aesthetic contexts. Goals are to expand students'
knowledge of South Asia, to hone their verbal and writing skills, and to inspire awareness of and empathy for inequities and injustice.
Attendance at a weekly evening film screening (to be arranged) is required. Four credit hours. L, I. SINGH

[RE322] Food and Religious Identity An examination of the ways in which religiously inspired food practices and food restrictions relate
to the establishment and preservation of communal identity. Explores sources from diverse religious traditions and time periods with an eye
to both commonalities and to elements found only within specific communities. Students will develop proficiency in the contextual analysis of
primary sources and the critical evaluation of secondary literature. Four credit hours. S.

RE333f Death and Spirituality An examination of selected examples of the rich and diverse literature about death and spirituality in the
West, including historical and therapeutic studies, personal narratives, novels, and plays. Seeks to understand the experience of death and
the challenges it poses for the terminally ill and their loved ones, medical practitioners, and caregivers. Designed to increase students'
understanding of death and spirituality; provide practice discussing controversial topics related to death and spirituality; refine students' skills
in oral and written communication through short reflections, daily discussions, and a final project; and help students form their own opinions
on death and spirituality. Prerequisite: History 216 or Religious Studies 217, 236, 258, or 259. Four credit hours. CAMPBELL

RE357s Jesus Christ Superstar: The Bible in Film An examination of Hollywood's (and other filmmakers') obsession with retelling the
stories of the Bible. Beginning with De Mille's classic The Ten Commandments, through Gibson's controversial The Passion of the Christ,
including films that range in interpretative expression from literal to metaphorical—the former being an attempt to recreate the story, the
latter being an attempt to reinterpret the story. Students also will learn some basic film theory as well as techniques for interpreting film.
Four credit hours. A. MANDOLFO

[RE384] Religious Responses to Ethical Dilemmas An exploration of religious responses to genuinely difficult ethical choices and the
ways in which ethicists justify their normative opinions. Examines and compares both classical and contemporary responses to dilemmas in
such fields as biomedical, environmental, labor, and sexual ethics. Students will develop skills in the analysis and critique of ethical
argumentation as well as the ability to examine and defend their own values. Four credit hours.

[RE387] Jews and Muslims in Christian Thought The Christian tradition has a rich history of ideas about both Jews and Muslims. How
do these ideas relate to one another? How did these intertwined ideas evolve during the Middle Ages and into modern times? What can we
learn from the similarities and differences in these ideas about Christianity itself? Participants in this humanities lab course will together
explore these questions, which have yet to receive sufficient scholarly attention. Through collaborative research, we will further the bounds
of academic knowledge about Christian-Jewish and Christian-Muslim relations. Four credit hours.

[RE388] Jews and Muslims in Christian Thought The Christian tradition has a rich history of ideas about both Jews and Muslims. How
do these ideas relate to one another? How did these intertwined ideas evolve during the Middle Ages and into modern times? What can we
learn from the similarities and differences in these ideas about Christianity itself? Participants in this humanities lab course will together
explore these questions, which have yet to receive sufficient scholarly attention. Through collaborative research, we will further the bounds
of academic knowledge about Christian-Jewish and Christian-Muslim relations. Four credit hours.
[RE483] **Religious Studies Honors Program**  Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite:* A 3.65 average in the major at the end of the junior year and permission of the department.  *Four credit hours.*


[RE491f, 492s] **Independent Study**  Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor.  *One to four credit hours.*  FACULTY