**Barbara Prillaman**

**DTI Cycle 7/Comparative Religions Seminar**

**PROSPECTUS**

***The Sociology of Religion – El Camino de Santiago: A Case Study***

**August 2017**

**Introduction**

Conrad Schools of Science (CSS) is a science/biotechnology magnet school serving almost 1300 students in grades 6 – 12. It is considered an urban school, situated on the outskirts of the most populated city in the state of Delaware, Wilmington, which is well known for its’ violence rates. CSS students come from all over our state’s largest county, New Castle. At the high school level, students can choose to focus on a variety of learning “*strands*” such as biotechnology, physical therapy/athletic healthcare, biomedical science, animal science, and computer science. Our high school is the only one in the state that is not a vocational-technology schoolto offer a Delaware Certified Nursing Assistant (CNA) program.

Additionally, a variety of Advanced Placement (AP) courses are offered as well as multiple courses that are in conjunction with our local community college and university. I am the teacher of one of these courses, *Sociology*. This is the seventh year that I am teaching this dual-enrollment course in which students (usually seniors) are enrolled at the local community college and receive credit from that institution upon successful completion of the course with me on the high school campus. Moreover, it is a *distance-learning course* in that some of my students are at my school while others are at two sister schools in our district. The course happens real-time – at the three different locations – same teacher (me!), curriculum, activities, etc.

**Rationale**

Luckily, through my involvement with YNI/DTI, I have produced multiple units to date to use with my dual-enrollment Sociology course. From the seminar readings, research, and my participation in ***Comparative Religions***, I will have another one. This unit, in particular, I am very excited about the focus on El Camino de Santiago. I have had an interest in El Camino for many years, heightened by a few friends who have recently made the trek. I feel compelled to make this pilgrimage one day myself. In meeting my students’ needs of learning about religion through a sociological lens, I will also be able to research about El Camino to meet my own goal of walking it.

Our seminar started off by each of us reading Eliade’s The Sacred and the Profane. Eliade considers a pilgrimage a sacred act. One he describes as “reactualized sacred events from mythical origins”. If one participates in a pilgrimage it is meant to have the person step out – get out of ordinary time into sacred time. He purports that individuals need to enter the sacred time since it is what makes the ordinary possible. I believe I will start the unit out explaining about my time in the Peace Corps and what that pivotal experience has meant to me personally and professionally – demonstrating the “sacredness” of the experience. Through the use of photos, stories, and facts, students will be able to understand my return trips and how they serve as personal pilgrimages.

I am thinking that this curriculum unit will be divided into three parts: (1) the idea of a pilgrimage and how it relates to the sociological concepts and principles of religion, (2) a focus on multiple pilgrimages from various religions – analyzing their commonalities and differences, and (3) a case study of El Camino. I believe the use of a case study will not only help to meet the Sociology Standards, but to address the History/Social Studies Common Core Standard for Key Ideas and Details: *Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole*. Students will read and listen to personal accounts of people’s time on El Camino as well as the history.

**Objectives**

There are a number of Delaware Technical Community College Wide Core Course (CCC) Performance Objectives that I follow as I plan my units of instruction. In this unit I will be using the two of them: (1) *Relate sociological concepts, principles, and process to daily life,* and *(2) analyze personal reactions to sociological concepts, principles, and processes*. In doing so students will explain how a pilgrimage is related to sociological concepts, illustrate the connection of sacred and profane according to religion, and assess their own understandings and reactions to the meaning of a pilgrimage and relate their own examples to what they have learned.

**Overarching Understandings and Questions to Keep in Mind for the Development of the Unit**

**Enduring Understanding** (*These are taken from the Core Concepts of our textbook’s chapter on Religion*).

Students will understand that:

* all religions have at least three essential characteristics: beliefs about the sacred and the profane, rituals, and a community of worshipers.
* the variety of religious responses is endless, because people play a fundamental role in determining what is sacred and how they should act in its presence.

**Essential Questions**

1. What is religion and its essential characteristics?
2. In regard to religion, what is sacred and profane? Who determines what is sacred and profane? What is the relationship between the two?
3. What is a pilgrimage and the reasons for participating on one?

Readings

|  |  |
| --- | --- |
| Sociology: A Global Perspective | *Joan Ferrante* |
| The Sacred Canopy | *Peter L. Berger* |
| [Pilgrim Stories: On and Off the Road to Santiago, Journeys Along an Ancient Way in Modern Spain](https://www.amazon.com/gp/product/0520217519/ref%3Dox_sc_sfl_title_7?ie=UTF8&psc=1&smid=ATVPDKIKX0DER)   | *Nancy Louise Frey* |
| [Camino de Santiago - Practical Preparation and Background](https://www.amazon.com/gp/product/147760068X/ref%3Dox_sc_sfl_title_8?ie=UTF8&psc=1&smid=ATVPDKIKX0DER) by Mr  | Gerald Kelly |
| [Camino de Santiago (Village to Village Guide): Camino Frances: St Jean - Santiago - Finisterre](https://www.amazon.com/gp/product/0984353380/ref%3Dox_sc_sfl_title_6?ie=UTF8&psc=1&smid=A3J2O3QS0X491Y)  | Anna Dintaman |
| The Way of Saint James /DVD |  |
| The Way/DVD |  |
| [The Art of Pilgrimage: The Seeker's Guide to Making Travel Sacred](https://www.amazon.com/gp/product/1573245933/ref%3Dox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1)  | Phil Cousineau |
| [The Pilgrimage (Plus)](https://www.amazon.com/gp/product/0061687456/ref%3Dox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1)   | Paulo Coelho |
| Belief | Francis S. Collins |
| The Handy Religion Answer Book | Renard |
| Beliefs that Changed the World | John Bowker |
| http://www.caminodesantiago.com.au/history/ |  |