

SCENARIO for Unit 3a:

Shawna is one of the more enthusiastic participants in OCSS City Repair's youth programs. As a result of her experience with Day of the Dead ceremonies and working on the city's Urban Design Guidelines, she has come to appreciate the way that rituals and symbols provide both time for reflection and a community of people with whom to reflect. Now she is feeling drawn to find a religious community of people deeply involved in ritual and religious symbols, in order to develop habits of reflection that strengthen her community ties. (She doesn't say "social web," but by now you think in these terms.)

Knowing that you have studied Asian forms of religious reflection that strengthen community, she consults you to help her decide between three options she is considering (see links in on-line schedule for more information):

- A. An art professor whose class she took at Sacramento City College has invited her to be part of a team that will be reconditioning the **painted friezes** in the Russian Orthodox Holy Virgin Cathedral in San Francisco; she remembers hearing that these paintings show the hierarchy of Earth and Heaven. Browsing the images, videos and audio on the cathedral's web site, she is fascinated by its **architecture and rituals**.
- B. A classmate of Shawna's who attends the St. George Melkite-Greek Catholic Church has invited Shawna to the **installation of a new icon** of Christ, Savior of Souls, which will include stories of Jesus's parables and teachings, along with blessing of the icon. Shawna is excited that she could get to see Greek Christian ritual close up in a smaller community and without having to travel so far away.
- C. Shawna's uncle attends a weekly Muslim prayer group that is planning several days of intensive prayer during the upcoming month of Ramadan, involving extended sessions of the **five customary daily prayers** while **fasting from dawn to dusk**. Hearing of her interest in rituals and symbols, he has invited her to participate to whatever extent would like; she is intrigued by both the physical and spiritual challenge involved.

Having heard from you that the practices of these traditions share certain features with Southeast Asian Buddhist practices, Shawna asks for your **advice about how to approach each of these activities effectively**. Remember that her GOAL is to reflect in a way that strongly motivates and focuses her and other participants' practice, thus weaving &/or reinforcing their social web.

HOMEWORK: Using annotations &/or concept maps, gather evidence from the historical records of the Southeast Asian practices assigned for this unit that helps you evaluate the way reflection motivated & focused participants in each practice, thus weaving &/or reinforcing their social web.

- Identify **actions, objects, spaces/locales & people** involved in the practices; **words & images** on which those people reflect; and **roles & relationships** in each social web associated with the historical sources, which show **reflection motivating & focusing** participants' **practice, weaving &/or reinforcing their social web**. ****MAKE SURE TO MARK PAGES FOR EACH EXAMPLE****
- Since you will eventually be asked to apply what you learned to contemporary activities A-C proposed above, **look for ways that the historical Southeast Asian practices are similar to those activities**.