RLST100

Outline of Ritual Theory

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Ritual and Serving food

Religion brings people together and makes them part of a society, They perform in different activities together, and get involved in a wide network, and individuals have transformation, and get identified as a group. People from Sikh religion follow a Ritual of Serving food where they offer and serve food to everyone visiting the Gurudwara (Sikh Temple). The performance of these rituals creates these relationships. People show up to events, and achieve certain goals and perform traditions together, which brings a sense of togetherness (Nye 2008, 142). The service to offer food is available twenty-four hours of the day and visitors can eat anytime. All of this operated by the visitors themselves and lead by the Pathi(priest of the temple). Everyone gets together to cook, serve and clean the dishes of the visitors who came to the temple to worship their god. Everyone participating in this ritual consider the visitor their guest and serve them with food along with respect. The Pathi enforces a rule of finishing the meal as wastage of food is not appreciated and it’s suggested to only get the amount of food that can be finished. This represents the sense of power the priest holds meanwhile giving visitors respect and food.

The Ritual Practice of Serving and finishing food becomes a norm in Sikh households as everyone sits together and the mother serves the food to the family.This practise teaches kids to appreciate food on their plates and not to waste any of it. Sitting and eating together brings the family close and teach the discipline to give and receive respect. It also serves the meaning to help/invite others who cannot afford food at this time. People of Sikh religion also follow this Ritual outside the Gurudwara in emergencies. Whenever there is a Natural Disaster/ Emergency where people are in need of food and shelter, People from Sikh Religion get together to serve them with food and other needs. Acts like these show the power Rituals holds as they it brings societies to work together and teach life discipline to upcoming generation to be better in life.

Upon my visit to Guruduwara Sahib Regna, I am planning to first be on the receiving end of the ritual where I will sit and eat the food they offer. To do so, I will visit Langar Hall(Dining area)

And look for the devotee’s serving the food there for instructions. I will focus on how they get together to cook and coordinate to serve. Once I am done eating, I will ask the priest for instruction/allowance to participate in this ritual. If I am allowed to do so, I will make sure I understand each aspect of the ritual before participating. My main goal will be to notice the significance behind performing this ritual for the people of Sikh Religion. Upon research and asking friends from the sikh religion, I found out that people following this ritual sometimes perform this for more than 6-8 hours and all of the food comes from the money/food donated to the temple. I am intrigued to find out how the priest maintain discipline while serving visitors with respect at the same time.

**RLST100 OUTLINE OF RITUAL THEORY – GRADING RUBRIC**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A: Excellent** | **B: Good** | **C: Adequate** | **D: Marginal** | **F: Inadequate** | |
| **Theory** | Explanation of theory. | Explanation of theory. | Explanation of theory. | Explanation of theory. | Explanation of theory. | |
| **Analysis** | Analysis of everyday life. | Analysis of everyday life. | Analysis of everyday life. | Analysis of everyday life. | Analysis of everyday life. | |
| **What you will look for** | Examples.  Reasoning. | Examples.  Reasoning. | Examples.  Reasoning. | Examples.  Reasoning. | Examples.  Reasoning. | |
| **Paragraphs** | Structure.  Focus. | Structure.  Focus. | Structure.  Focus. | Structure.  Focus. | Structure.  Focus. | |
| **Writing** | Clarity.  Diction.  Grammar.  Punctuation.  No: typing errors.  No biased language.  No colloquial language. | Clarity.  Diction.  Grammar.  Punctuation.  No typing errors.  No biased language.  No colloquial language. | Clarity.  Diction.  Grammar.  Punctuation.  No typing errors.  No biased language.  No colloquial language. | Clarity.  Diction.  Grammar.  Punctuation.  No typing errors.  No biased language.  No colloquial language. | Clarity.  Diction.  Grammar.  Punctuation.  No typing errors.  No biased language.  No colloquial language. | |
| **Requirement** | | | | | | **Penalty** |
| Assignment: submitted on time | | | | | | 5 mark/day |
| Assignment: includes grading rubric | | | | | | 1 mark |
| Formatting: in MS Word | | | | | | 1 mark |
| Formatting: in Times 12-point font | | | | | | 1 mark |
| Formatting: double-spaced | | | | | | 1 mark |
| Formatting: first line of each paragraph indented | | | | | | 1 mark |
| Formatting: assignment is not more than 1000 words | | | | | | 5 marks |
| Formatting: each page after the title page is numbered | | | | | | 1 mark |
| Title page: present | | | | | | 1 mark |
| Title page (if present): includes all information | | | | | | 1 mark |
| Nye’s book: title in italics every time | | | | | | 1 mark |
| Nye’s book: title spelled correctly every time (including correct capitalization) | | | | | | 1 mark |
| Citations: quotation marks used for any text taken word-for-word from Nye’s book | | | | | | 25 marks\* |
| Citations: page number included whenever Nye’s book is quoted or whenever an idea from Nye’s book is explained | | | | | | 25 marks\* |
| Citations: in correct Chicago Manual of Style author-date format | | | | | | 1 mark |
| Theories: chosen from list on assignment instructions | | | | | | 50 marks |

\* To recover the 25 marks deducted for not using quotation marks and/or page #s when required, please do the following:

a) fix the error by adding in the quotation marks and/or page #s correctly;

b) email the corrected assignment to me (Ian) within **two weeks** of your TA uploading the graded assignment to Bb.

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| **Assignment Grade:** | **Grade before penalties** | **Penalties** | **Final grade (out of 100)** |
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