COURSE DESCRIPTION

In the current globalized century, the world is more religiously diverse than at any other point in history. Frequently, religious and belief-based conflicts divide communities and cultures. Miscommunication can often occur when religious and spiritual diversity is coupled with one’s understanding and interpretation of their own, and other’s identities. Pluralistic-centered communication combined with provocative and meaningful encounters between diverse peoples can play a substantial part in building social cohesion and bridging divides. Regardless of discipline or career path, governments, employers and communities need citizens who can initiate, facilitate, and skillfully guide difficult yet transformative conversations across contentious social issues.

“Interfaith and Inclusive Communication” engages communication theory and research methods to understand and assess communication across lines of religious and belief-based identities. In addition to a solid theoretical background, students will develop practical interpersonal and group communication competencies to encourage pro-social engagement. More specifically, this course will advance students’ appreciative knowledge about various belief-systems in the countries we visit and promote the application of concepts through classroom engagement practice and in-port experiential learning.

Instructor’s Note: Given the nature of the subject, this course emphasizes theory in practice with priorities on personal critical reflection (awareness), academic engagement (knowledge), and experiential learning (skills). To foster personal and critical reflection, much of our class time will be spent in discussion. It is important that you bring your ideas and questions with you and share them freely with others in the class. Certain assignments and class activities will also be given with a focus on building a deeper self-awareness of your own cultural values, behaviors, and worldview. A high value is placed on your ability to critically evaluate your own identity in relation to what we are learning and the challenges the material presents.

To deepen academic knowledge and engagement, readings from a variety of sources will be assigned to provide you with a comprehensive survey of the interfaith field and
communication studies. This knowledge will be evaluated through traditional examinations focused on identifying your understanding of theoretical models as well as projects and activities designed to connect communication theory to interfaith contexts. Students are expected to read assigned material ahead of class meetings and come with thoughts and questions prepared for discussion. Understand that class time is meant for engaging material, not reviewing it, so it is imperative that you come to class having read the assignment for the day.

LEARNING OBJECTIVES

- Discuss interdisciplinary communication theories focused on engagement between diverse religious and belief-based identities.
- Recognize significant and complex intersections of faith, belief, identity, privilege, and culture.
- Identify various religious and belief-based identities.
- Analyze and practice inclusive interfaith communication strategies.

REQUIRED TEXTBOOKS

AUTHOR: Brown, Daniel S. (ed.)
TITLE: A Communication Perspective on Interfaith Dialogue: Living within the Abrahamic Traditions.
PUBLISHER: Lexington Books
ISBN: 978-0739178706
DATE/EDITION: 2013 / 1st

TOPICAL OUTLINE OF COURSE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2—January 9:</td>
<td>Introduction to Interfaith and Pluralism on College Campuses.</td>
<td>Read: “The Civic Relevance of Interfaith Cooperation for Colleges and Universities” and “Fostering the Pluralism Orientation of College Students through Interfaith”</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>B3—January 11</td>
<td>Listening, Empathy, Mindfulness and Nonviolent Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collegiate-level writing tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Jha “Being in the Now”</td>
<td></td>
</tr>
<tr>
<td>Honolulu, Hawaii, USA — January 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection &amp; Study Day — January 13 (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Brown: Preface and Ch. 1, “Parliament of Religions, 1993 and Beyond,” “Religions” (familiarize yourself with belief-based symbols)</td>
<td></td>
</tr>
<tr>
<td>International Date Line Crossing — January 16 (Lost Day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5—January 18</td>
<td>Orientations and Responses to Religious Otherness. MLA tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Brown Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Study Day — January 19 (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B6—January 21</td>
<td>Interfaith Dialogue as Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share Worldview Ethics with peers in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Brown Ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Worldview Essay Due</strong></td>
<td></td>
</tr>
<tr>
<td>B7—January 23</td>
<td>Belief-based identity #1 - Buddhism Group Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read all articles under “Introduction to Buddhism”</td>
<td></td>
</tr>
<tr>
<td>Kobe, Japan — January 24-28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Overview</td>
<td>Location</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>B8—January 30:</td>
<td>Post-port reflections.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Including Non-Religious Belief-Based Identities in Interfaith Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>World Interfaith Harmony Week – 1st week of February</em></td>
<td></td>
</tr>
<tr>
<td>Shanghai, China — January 31 – February 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B9—February 7:</td>
<td>Narrative Approach to Interfaith Dialogue</td>
<td></td>
</tr>
<tr>
<td>B10—February 9:</td>
<td>Belief-based identity #2 - Humanism Group Presentation</td>
<td></td>
</tr>
<tr>
<td>Ho Chi Minh City — February 10-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Programming — February 17 (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B11—February 18:</td>
<td>Belief-based identity #3 - Islam. Group Presentation</td>
<td></td>
</tr>
<tr>
<td>Penang, Malaysia — February 19-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B12—February 26:</td>
<td>Post-port reflections.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm overview.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hindu Interfaith Discourse</td>
<td></td>
</tr>
<tr>
<td>B13—February 28:</td>
<td>Belief-based identity #4 - Hinduism. Group Presentation</td>
<td></td>
</tr>
<tr>
<td>Cochin, India — February 29 – March 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Programming — March 7 (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interfaith Dialogue Principles</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
<td>Location</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>B15—March 10:</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>Port Louis, Mauritius — March 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B17—March 15:</td>
<td>Belief-based identity #5 - Afro-Caribbean Group Presentation</td>
<td></td>
</tr>
<tr>
<td>B18—March 17:</td>
<td>Parables as Transformative Interfaith Encounters</td>
<td></td>
</tr>
<tr>
<td>Cape Town, South Africa — March 18-23</td>
<td>Mandatory Field Class, Wednesday, March 18</td>
<td></td>
</tr>
<tr>
<td>B19—March 25:</td>
<td>Post-port reflections.</td>
<td></td>
</tr>
<tr>
<td>Study Day — March 26 (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B20—March 28:</td>
<td>Creating Effective Interfaith Space with Adaptive Structuration Theory.</td>
<td></td>
</tr>
<tr>
<td>Tema, Ghana March 30-31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takoradi, Ghana — — April 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>B22—April 6:</td>
<td>Prep for IFD #2, Post-port reflections. Interfaith Dialogue #2 - Freedom of/from Religion. Update Worldview Ethics for last class. Read overview of Masterpiece Cake Bakery Case Study</td>
<td></td>
</tr>
<tr>
<td>B24—April 10:</td>
<td>Course wrap up. Share updated Worldview Ethics</td>
<td>Field Class Assignment Due</td>
</tr>
<tr>
<td>Casablanca, Morocco — April 11-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Day — April 15 (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A25—April 17: Final Exam</td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td>Arrive Amsterdam, The Netherlands — April 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIELD WORK**

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class & Assignment**

The field class for this course is on **Wednesday, March 17** in Cape Town, South Africa.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**
Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title: Interfaith Engagement in Cape Town, South Africa

Description:
Students will spend the day with members of the Cape Town Interfaith Initiative Group. During the field class, students will engage in an interactive discussion during a lunchtime gathering with Interfaith elders of the area, including: Khoi San, African Traditional, Brahma Kumaris, Buddhist, Hindu, Christian, etc. Members will also travel with us and assist us in learning about the following sites: (likely to include up to 3 places of interest)

- Tana Baru, the first Muslim burial site acknowledged by the govt in SA and the resting place of revered wisdom keepers of the Muslim tradition
- The Jewish Holocaust Centre which also has a profound parallel with the apartheid history of South Africa
- District 6 Museum and a local Mosque
- St Georges Cathedral

Objectives:
- Visit sacred historical sites that give context to both division and collaboration among different beliefs in South Africa.
- Recognize significant and complex intersections of faith, belief, identity, privilege, and culture within Cape Town.
- Observe and engage with various religious and belief-based identities active in Cape Town,
- Observe and reflect on interdisciplinary communication theories focused on engagement between diverse religious and belief-based identities.

Field Class Assignment (20%) Due: B24—April 10
This 4-5 page analysis and reflection drawn from field notes, videos, and photographs recorded during the field class. The papers should cover the following:
- Choose two communication theories/models taught in this course that you observed during the field class and complete the following for each: Review and summarize theory/model, explain observation, interpret/analysis/asses observation.
- Reflections/epiphanies you took away from our field class and how you can apply them to your personal and/or professional life.

Independent Field Assignments

Students should keep the following questions in mind as they engage in all their port experiences. These questions will become prompts for the In-class post-port reflections/application/discussions. Students will write brief in-class, post-port reflections after the class has had the opportunity to share in small and large group discussions about our experiences. Collectively, these reflections will account for 5% of the course grade.
1. What did you notice about belief-based communication, behaviors and interactions in the port city experience?
2. What belief-based communication, behaviors and interactions appeared similar or different to/from your own ways of knowing and/or being back home?
3. What is one piece of new belief-based knowledge you walked away with from engaging the cultural life, people, and/or city/cultural space? Explain.

METHODS OF EVALUATION

In-class post-port reflections/discussion/application (5%)
Belief-based identity group research presentation (30%)
Interfaith Dialogues Participation (10%) – 2x
Midterm (10%)
Field Class Assignment (20%)
Worldview Essay (15%)
Final exam (10%)

In-class post-port reflections/discussion/application (5%) Students will write brief in-class, post-port reflections accompanied by small and large group discussions. Reflections and discussions will stem from the questions noted above to “reflect on” our port experiences.

Participation: Respectful and active participation is an important part of this class. Each student will have a wide range of valuable communication experiences throughout the voyage and sharing those experiences with the rest of the class improves the quality of class discussion and student learning.

Belief-based identity group presentation (30%)
The goal of this assignment is to increase religious and belief-based literacy and personal connections across a variety of religions, faiths, beliefs, spiritualties, and traditions. In small groups, students will create a 15-20 minute class presentation on an assigned belief. Students will gather information in a variety of methods, including books, periodicals, articles (all found in course reserve), as well as interviews and in-port observations.

Midterm (10%) The mid-term exam will cover application of key concepts from both readings and lectures first the first half of the course. The exam is designed to focus on assessing foundational material vital for expanding our discussion and study in the second half of the semester.

Interfaith Dialogues Participation (10%) – 2x
Twice during the semester, students will an in-class interfaith dialogue. This engagement activity allows students to apply inclusive communication theories and strategies learned in the course. Students are expected to play a variety of roles during dialogues, including moderator, facilitator, participant, and observer. Experience in a variety of roles allows for a meta-analysis of the interfaith and inclusive communication process.
Field Class Assignment (20%) This 3-4 page analysis and reflection drawn from field notes, videos, and photographs recorded during the field class. The papers should cover the following:

- Choose two inclusive communication theories/models taught in this course that you observed during the field class and complete the following for each: Review and summarize theory/model, explain observation, interpret/analysis/asses observation.
- Reflections/epiphanies you took away from our field class and how you can apply them to your personal and/or professional life.

Worldview Essay (15%) This 3-4 page individual writing assignment allows students the opportunity for self-analysis, reflecting on their personal cultural and belief-based identities, including (but not limited to) religious, spiritual, beliefs and/or ideologies. Students will self-report on how their worldview influences communication behavior and relationships with others and the greater world. Students will consider a pluralistic lens and create their own ethic of inclusive communication.

Final exam (10%) Cumulative exam covering key concepts the entire course.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
<td></td>
</tr>
</tbody>
</table>

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS
Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Huston Smith  
TITLE: The World’s Religions  
PUBLISHER: HarperOne  
ISBN: 006166018  
DATE/EDITION: 2009

AUTHOR: Esposito, Fasching, Lewis  
TITLE: Religions of Asia today  
PUBLISHER: Oxford University Press  
ISBN: 9780190642426  
DATE/EDITION: 2018

FILM REQUEST

TITLE OF FILM: Of Many  
DISTRIBUTOR: by Linda Mills. Executive Producer: Chelsea Clinton
TITLE OF FILM: Overview
DISTRIBUTOR: Planetary Collective
Available at: https://vimeo.com/55073825

TITLE OF FILM SERIES: The Story of God with Morgan Freeman
EPISODES: Season 1 (6 episodes), Season 2 (3 episodes), Season 3 (TBA, spring 2019)
DISTRIBUTOR: National Geographic Channel

ELECTRONIC COURSE MATERIALS

BOOK AUTHOR: Wolvin (Ed.)
CHAPTER TITLE: “Listening in Spirituality and Religion” (Schnapp)
BOOK TITLE: Listening and Human Communication in the 21st Century
DATE: 2010
PAGES: 239-257

AUTHOR: Interfaith Youth Core
PODCAST TITLE: “Atheism, Humanism, and Interfaith Cooperation with Chris Stedman”
PODCAST SERIES TITLE: Common Knowledge
VOLUME: #2
PODCAST LOCATION: https://www.ifyc.org/resources/atheism-humanism-and-interfaith-cooperation-chris-stedman

AUTHOR: Campbell, Heidi A.; Joiner, Lane; Lawrence, Samantha
ARTICLE/CHAPTER TITLE: “Responding to the Meme-ing of the Religious Other”
JOURNAL/BOOK TITLE: Journal of Communication & Religion
VOLUME: 41
DATE: 2018
PAGES: 27-42

AUTHOR: Alyssa N. Rockenbach, Matthew J. Mayhew, Shauna Morin, Rebecca E. Crandall, and Ben Selznick
ARTICLE/CHAPTER TITLE: “Fostering the Pluralism Orientation of College Students through Interfaith Co-curricular Engagement”
JOURNAL/BOOK TITLE: The Review of Higher Education
VOLUME: Volume 39, No. 1
DATE: Fall 2015
PAGES: 25-58

AUTHOR: Hopkins
ARTICLE/CHAPTER TITLE: “Religion and Social Capital: Identity Matters”
JOURNAL/BOOK TITLE: Journal of Community & Applied Social Psychology
VOLUME: 21
DATE: 2011
PAGES: 528–540

AUTHOR: Mayhew
ARTICLE/CHAPTER TITLE: “Exploring the Essence of Spirituality: A Phenomenological Study of Eight Students with Eight Different Worldviews”
JOURNAL/BOOK TITLE: Journal of Student Affairs Research and Practice
VOLUME: Vol.41(4)
DATE: 2014
PAGES: pp.1215-1242

AUTHOR: Terry Shoemaker & James Edmonds
ARTICLE/CHAPTER TITLE: “The limits of interfaith? Interfaith identities, emerging potentialities, and exclusivity”
JOURNAL/BOOK TITLE: Culture and Religion
VOLUME: 17:2
DATE: 2016
PAGES: 200-212

AUTHOR: Ciftci, Nawaz, Sydiq
ARTICLE/CHAPTER TITLE: "Globalization, Contact, and Religious Identity: A Cross-National Analysis of Interreligious Favorability"
JOURNAL/BOOK TITLE: Social Science Quarterly
VOLUME: 97 (2)
DATE: June 2016
PAGES: 271-92

AUTHOR: Vance
ARTICLE/CHAPTER TITLE: “Mind over Matter: Unlocking the Healing Power of You”
JOURNAL/BOOK TITLE: National Geographic
VOLUME: December
DATE: 2016
PAGES: 31-55

AUTHOR: Patel and Meyer
ARTICLE/CHAPTER TITLE: “The Civic Relevance of Interfaith Cooperation for Colleges and Universities”
JOURNAL/BOOK TITLE: Journal of College & Character
VOLUME: VOLUME 12, No. 1
DATE: February, 2011
PAGES: 1-9

WEBSITE: “Faith, Belief, and Religious Observances Calendar”
SOURCE: Colorado State University
WEBSITE: https://calendar.colostate.edu/observances/
(Please provide access for January-May, 2020 from this calendar)
ARTICLE TITLE: “Parliament of Religions, 1993 and Beyond”
SOURCE: The Pluralism Project

ARTICLE TITLE: “From Diversity to Pluralism”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/encounter/todays-challenges/from-diversity-to-pluralism/

ARTICLE TITLE: “Dialogue Principles”
SOURCE: Dialogue Institute and Journal of Ecumenical Studies
WEBSITE: http://dialogueinstitute.org/dialogue-principles/

ARTICLE TITLE: “Religions”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/

WEB ARTICLE SET
ARTICLE/CHAPTER TITLE: “Introduction to Buddhism”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/buddhism/introduction-to-buddhism/
(Please have accessibility to all essays under this link, including:)

- The Path of Awakening
- Prince Siddhartha: Renouncing the World
- Becoming the “Buddha”: The Way of Meditation
- The Dharma: The Teachings of the Buddha
- The Sangha: The Buddhist Community
- The Three Treasures
- The Expansion of Buddhism
- Theravada: The Way of the Elders
- Mahayana: The Great Vehicle
- Vajrayana: The Diamond Vehicle

WEB ARTICLE SET
ARTICLE/CHAPTER TITLE: “The Buddhist Experience”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/buddhism/the-buddhist-experience/
(Please have accessibility to all essays under this link, including:)

- The Image of the Buddha
- The Practice of Mindfulness
- One Hand Clapping?
- Sesshin: A Meditation Retreat
- Chanting the Sutras
- Creating a Mandala
- Becoming a Monk
- From Street Gangs to Temple
- Devotion to Guanyin
- Buddha's Birthday
- Remembering the Ancestors
- Celebrating the New Year
- Building a Pure Land on Earth

WEB ARTICLE SET
ARTICLE TITLE: “The Humanist Tradition”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/humanism/humanist-tradition/
(Please have accessibility to all essays under this link, including):

- Humanist History
- Humanism as a Belief System
- Humanism in America Today
- New Directions for Humanism

ARTICLE: “Essentials of Humanism”
SOURCE: UU World
WEBSITE: https://www.uuworld.org/articles/essentials-humanism

ARTICLE: “A Humanist Approach to Death”
SOURCE: Free and Responsible Search
WEBSITE: http://freeandresponsible.blogspot.com/2012/05/humanist-approach-to-death.html

WEB ARTICLE SET
ARTICLE TITLE: “Introduction to Islam”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/islam/introduction-to-islam/
(Please have accessibility to all essays under this link, including):

- The Call of Islam
- Islam Means Being “Muslim”
- Qur’an: The Word of God
- Muhammad: The Messenger of God
- One Ummah with Many Views
- Sunni and Shi’i Interpretations
- Sufism: Seeking God
- Shari’ah: Following the Straight Path
- The Five Pillars
- Expansion of Islamic Civilization
- The Rise of European Colonialism
- Resurgence and Migration: The Muslim World Today
WEB ARTICLE SET
ARTICLE TITLE: “The Muslim Experience”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/islam/the-muslim-experience/
(Please have accessibility to all essays under this link, including:)

- The Call to Prayer
- Salat: Daily Prayers
- Jum’ah: The Friday Prayer
- Mosque, Minaret and Mihrab
- Calligraphy and Islamic Design
- Ramadan and Eid al-Fitr
- Pilgrimage and Eid al-Adha
- Shi‘i Remembrance of Husayn
- Becoming a Muslim
- Qur’an and Qur’anic Recitation
- Remembrance of God: The Sufi Circle
- Birthday of the Prophet: Mawlid al-Nabi
- Birth to Death
- Muslim Media
- Halal Food

WEB ARTICLE SET
ARTICLE TITLE: “Introduction to Hinduism”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/hinduism/introduction-to-hinduism/
(Please have accessibility to all essays under this link, including:)

- The Textures of Tradition
- What Does “Hindu” Mean?
- A Context for Diversity
- Many Gods and One
- Agni: The Fire Altar
- Veda: Scripture and Authority
- Brahman and Atman: That Art Thou
- Vedanta: The Way of Wisdom
- Bhakti: The Way of Devotion
- Karma: The Way of Action
- Dharma: The Social Order
- Abodes of God: Temple and Image
- The Hindu Diaspora

WEB ARTICLE SET
ARTICLE TITLE: “The Hindu Experience”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/hinduism/the-hindu-experience/
(Please have accessibility to all essays under this link, including:)
- Home Altar
- Building a Temple
- Consecration: Kumbhabhishekam
- Murti: The Image of God
- Lamp Offerings: Hindu Worship
- Ganesha: Lord of the Beginnings
- Balaji: Vishnu in America
- Rama, Sita, Hanuman
- The Great Night of Shiva
- Krishna’s Chariot Festival
- Many Ma’s: Goddess in America
- Ashram: The Forest Retreat
- Upanayana: The Sacred Thread

WEB ARTICLE SET
ARTICLE TITLE: “Introduction to Sikhism”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/sikhism/introduction-to-sikhism/
(Please have accessibility to all essays under this link, including:)
- The Word of God
- Guru Nanak
- Guru Nanak’s Message
- The Sikh Scripture
- The Development of the Sikh Community
- The Khalsa
- The Struggle for Survival
- Sikh Renewal and Identity

WEB ARTICLE SET
ARTICLE TITLE: “The Sikh Experience”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/sikhism/the-sikh-experience/
(Please have accessibility to all essays under this link, including:)
- The Gurdwara
- The Guru Granth Sahib
- Kirtan: Singing God’s Praise
- Langar: The Communal Meal
- Taking Amrit: Initiation
- The Five K’s
- The Festival of Baisakhi

WEB ARTICLE SET
ARTICLE TITLE: “Afro-Caribbean Traditions”
SOURCE: The Pluralism Project
WEBSITE: http://pluralism.org/religions/afro-caribbean/afro-caribbean-traditions/
(Please have accessibility to all essays under this link, including):

- From Africa to America
- “Santería,” The Lucumi Way
- Vodou, Serving the Spirits
- Jamaican Religion
- The Kingdom of Oyotunji

ARTICLE: “Adherents of Folk Religions”
SOURCE: Pew Research Center: Religion and Public Life
WEBSITE: http://www.pewforum.org/2015/04/02/adherents-of-folk-religions/

AUTHOR: Jha, Amishi
ARTICLE: “Being in the Now”
JOURNAL TITLE: SCIENTIFIC AMERICAN MIND
DATE: March/April 2013.
PAGES: 26-33

AUTHOR: Blumberg
ARTICLE TITLE: “The World Of Vodou: Exhibit Brings To Life A Highly-Misunderstood Religion”
JOURNAL TITLE: The Huffington Post
WEBSITE: https://www.huffingtonpost.com/2014/10/26/vodou-exhibit_n_6044300.html?utm_hp_ref=religion
DATE: 10/26/14

ADDITIONAL RESOURCES

None