

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	Philosophy and Religious Studies
Course Number and Title:	PHIL 174 World Religions
Division:	Lower
Faculty Name:	David Haberman
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course is an introductory survey of some of the major religious traditions of the world, with special attention to those encountered on our voyage itinerary—Hinduism, African Religions, Buddhism, Islam, Christianity, Shinto, Sikhism, Confucianism, and Daoism. We will explore the diverse range of sacred stories, worldviews, beliefs, notions of human perfection, and practices that comprise the great variety of these traditions. Our visits to different countries will also provide an opportunity to understand the great cultural and interpretive differences that occur within a so-called single religious tradition. A central focus of the course will be the question: “Is the religious life a celebration of something natural or does it necessarily involve radical transformation via unnatural discipline?” Concomitant issues to be explored include historical developments, differing views of ultimate reality and the world, conceptions of human nature, forms of worship, and proposals for appropriate religious behavior.

LEARNING OBJECTIVES

This course is designed to introduce you to a variety of the major religions of the world; there will be an emphasis on religious practices and their motives. By the end of this course, you will have:

- acquired an introductory knowledge of the basic tenets and practices of the major religious traditions of the world;
- developed an understanding of the approach employed in religious studies to give serious consideration to the diversity of religious traditions;
- come to recognize the complex and multivalent characteristic of so-called singular traditions such as Buddhism or Christianity;
- explored some existential implications of various life proposals and conceptions of reality found within world religious traditions;
- gained an appreciation of the wide range of the religious dimensions of human experience and developed an appreciative understanding of human difference;
- hopefully cultivated a desire for further study of both religion and religions.

REQUIRED TEXTBOOKS

AUTHOR: Brodd, Little, Nystrom, Plazer, Shek, and Stiles
TITLE: *Invitation to World Religions*
PUBLISHER: Oxford University Press
ISBN: 978-0-19-754378-8
DATE/EDITION: 2022/Fourth
(ebook available)

REQUIRED SUPPLIES

None

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1a: Introductions: Our Adventure Together (Also: Course objectives, community values, academic integrity, course expectations, Field Class, and CEP.)

1b: What is Religion?

Invitation to World Religions (IWR), pp. 3-29

HINDUISM

2: Temple Hinduism: Worshipful Interaction with Embodied Forms of Divinity
IWR, pp. 139-154

3: Foundational Concepts of Hinduism—Upanishadic Thought
IWR, pp. 101-123

4: Yogis, Renouncers and Devotees
IWR, pp. 124-138

INDIGENOUS AFRICAN RELIGIONS

5: African Religious Thought
IWR, pp. 69-86

6: Religious Objects and Shrines in African Worship
IWR, pp. 87-97

BUDDHISM

7: Life of Buddha
IWR, pp. 157-168

8: Buddhist Teachings and the Four Noble Truths
IWR, pp. 169-188;

9: Theravada and Mahayana Buddhism
IWR, pp. 189-204

10: Exam #1 on Hinduism, African Religions, and Buddhism

ISLAM

10: Muhammad, Qur'an, and Divine Surrender
IWR, pp. 505-616

11: Islamic Forms of Worship: The Five Pillars and Mosques
IWR, pp. 516-533

12: Muslim Pilgrimage: Mecca and the Hajj
Video, "Hajj: A Lifetime Experience" IWR, pp. 556-67

13: Varieties of Islam
IWR, p. 534-555

CHRISTIANITY 1

14: Foundational Beliefs and "Christianities"
IWR, pp. 445-465

15: Eastern Orthodoxy and the Worship of Icons
IWR, pp. 466-480

SHINTO

16: Way of the Kami
IWR, pp. 321-349

17: Exam #2 on Islam and Christianity 1

SIKHISM

18: Sikhism and Gurdwaras
IWR, pp. 237-265

CHRISTIANITY 2

19: Mediterranean Catholicism: Churches and Rituals
IWR, pp. 481-502

20: Marian and Saint Shrines as Pilgrimage Destinations: Lourdes and Santiago
Rahtz, Warber, Goldingay, Dieppe, "Transcendent Experiences Among Pilgrims to Lourdes;" Costen, "The Pilgrimage to Santiago de Compostela in Medieval Europe"

CONFUCIANISM

21: Confucius and the Analects
IWR, pp. 267-284, 292-298, 304-308

DAOISM

22: Lao Tzu and the Dao De Jing

IWR, pp. 284-292, 298-304, 308-318

23: Jesus, Mary, and Easter Processions on the Iberian Peninsula

Webster, "Sacred Altars, Sacred Streets: The Sculpture of Penitential Confraternities in Early Modern Seville"

24: Wrap-up discussion: What did we learn about religion and religions?

25–Final Class: Exam #3 on Christianity 2 and Asian (Shintoism, Sikhism, Confucianism, and Daoism)

Disembarkation Day – April 20

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 a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

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 20% of the contact hours for each course.

Field Class Title: Places of Worship

Outcomes: Physical spaces of religious worship/practices are of great importance and often unavailable through textual study alone. SAS offers a great opportunity to visit actual places of worship/practices. Thus, this field trip aims to give students direct exposure to such places as temples, shrines and mosques and observe practices within them.

Activities: Direct observation of religious practices in temples, shrines or mosque. The field class will include an informed tour guide.

Assessment: Descriptive essay of observations in religious places of worship recorded during the field class. The 2-3 page essay will be due the second day of the course after leaving the port in which the field class took place.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

This course focuses on the variety of religious experience. Select a general feature of religious practice and record your observation of the particular form it takes in its specific cultural environment at a religious site in at least six different countries we visit on our voyage. Your observations are to be recorded in short descriptive essays (one page for each of the six countries). Think about the implications of the differences you observe as you begin to compare the differences you observe. The collection of short essays is due the second to last class of the semester and is worth 5% of the final grade. Descriptions and thoughts will be evaluated more than writing style.

METHODS OF EVALUATION

25%	Exam #1
20%	Exam #2
25%	Exam #3
5%	Class Attendance and Participation
20%	Field Class & Field Class Assignment
5%	Comparative Experiential Project

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 academic partner institution).

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

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

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.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

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 their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal 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

None

FILMS

"Hajj: A Lifetime Experience" <https://www.youtube.com/watch?v=ir8yS8t6yhM>

ELECTRONIC COURSE MATERIALS

AUTHOR: Susan Verdi Webster

ARTICLE/CHAPTER TITLE: "Sacred Altars, Sacred Streets: The Sculpture of Penitential Confraternities in Early Modern Seville"

JOURNAL/BOOK TITLE: *Journal of Ritual Studies*

VOLUME: 6, no. 1 (Special Issue: Art in Ritual Context)

DATE: 1992

PAGES: 159-77

AUTHOR: Emmylou Rahtz, Sara Warber, Sarah Goldingay, Paul Dieppe

JOURNAL/BOOK TITLE: *Journal of Religion and Health*

VOLUME: 60

DATE: June 2021

PAGES: 3788-3806

AUTHOR: Michael Costen

ARTICLE/CHAPTER TITLE: "The Pilgrimage to Santiago de Compostela in Medieval Europe"

JOURNAL/BOOK TITLE: *Pilgrimage in Popular Culture* (edited by Reader and Walter)

VOLUME:

DATE: 1993

PAGES: 137-54