

SEMESTER AT SEA

Colorado State University, Academic Sponsor

Voyage:	Fall 2022
Discipline:	Philosophy
Course Number and Title:	PHIL 174 World Religions (Section 1)
Division:	Lower
Faculty Name:	David G. Hackett
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course embraces the major religious traditions we will encounter on our journey. These religions provide values and ideals that are foundational to many of the countries we will explore. On ship we will discuss the teachings, history, and way of life of these religious ways of knowing. Disembarking we will explore sacred sites and practices, and try to discern the place of these traditions in their adherents lives. Like the voyage itself this course aspires to transform your vision of your own reality and your ability to read into the realities of others. Though the places will seem distant, the time remote, and the themes beyond space and time, if we take these religions seriously we may come to see their followers as people much like us with whom we share our global village.

LEARNING OBJECTIVES

1. Acquire knowledge of the basic beliefs and practices of the religious traditions we will encounter through readings, discussion, and on site observations.
2. Compare and contrast the existential implications of the various moral codes, conceptions of reality, and ritual practices found within these religious traditions.
3. Come to recognize the complex and multivalent characteristics of so-called singular traditions such as Christianity, Islam, or Hinduism while developing a critical awareness of the diverse settings in which each tradition has developed.
4. Develop critical self-consciousness regarding the fundamental presuppositions of your own worldview and how those presuppositions condition your perception and interaction with those who do not share them.
5. Develop an appreciation of the wide range of religious cultures and an understanding of human difference.
6. Develop keen powers of observation and employ writing skills to connect classroom understandings with field experiences.
7. Create an interactive community of learners engaged in a common quest.

REQUIRED TEXTBOOK

AUTHOR: Brodd, et al.
TITLE: Invitation to World Religions
PUBLISHER: Oxford University Press
ISBN #: 9780199378364
DATE/EDITION: 2015/2nd edition
(Note any edition will do though chapter and page assignments are from the second edition)

TOPICAL OUTLINE OF COURSE

Embarkation Day – September 9

*Electronic course materials

Day 1

Introductions

Group norms and community values

The voyage: inner and outer

What is this course about?

World religions and the emphases of this course

What is religion?

David Foster Wallace, “This is Water”

<https://www.youtube.com/watch?v=eC7xzavzEKY>

Day 2

What is your relationship to religion?

Autobiographical essay assignment

(2 pages or more, written in your journal, due Day 3, instructions below)

Geertz, “Religion as a Cultural System”*

Day 3

Christianity as a Cultural System

The Four Gospels

<https://www.youtube.com/watch?v=RaucATa9ufQ>

IWR Teachings of Christianity pp. 411-431

Day 4

Islam as a Cultural System

What is the Qu’ran?

<https://www.youtube.com/watch?v=WhIJX920vn0>

IWR Teachings of Islam pp. 469-488

Day 5

Christianity

IWR History of Christianity and Christianity as a Way of Life pp. 431-464

Jacobsen, "The Catholic Tradition"*

Day 6

Jenkins, "The Christian Revolution"*

Day 7

Review and Consolidation

Day 8

Exam #1

Day 9

Christianity in Eastern Europe

Kuzmic, "Christianity in Eastern Europe"*

Day 10

Theoretical Excursis: Bellah, "Religious Evolution"*

General Characteristics of Greek Religion.

Price, Religions of the Ancient Greeks, "Introduction"*

Exploring Ancient Greece: Society and Religion

<https://www.youtube.com/watch?v=-u3pabpyQdg>

Day 11

St. Paul in Athens. Greek Religion and Christianity.

Price, "Reactions to Greek Religion"*

Five Greek Ideas in the New Testament

<https://www.youtube.com/watch?v=mqB4HM9R4PO&list=RDLVd29AnzxF1S8&index=2>

Day 12

Jacobsen, "The Orthodox Tradition"*

What is Orthodox Christianity

<https://www.goarch.org/introduction>

Roman Catholicism compared to Eastern Orthodoxy

<https://www.youtube.com/watch?v=Klpe4DuOaDw>

Day 13

Theoretical Excursis

Kim, "Introduction to Christianity as a World Religion"*

Day 14

Islam

IWR History of Islam pp. 488-505

Day 15

Islam

IWR Islam as a Way of Life pp. 506-522

Malcolm X, "Mecca"*

Day 16

Review and Consolidation

Day 17

Exam #2

Day 18

Indigenous Religions of Africa as Cultural Systems

IWR Teachngs of African Religions pp. 59-71

Witchcraft Among the Azande

https://www.youtube.com/watch?v=Rmug_qv015s

Day 19

Indigenous Religions of Africa

IWR History of African Indigenous Religions pp. 71-75

Day 20

Indigenous Religions of Africa

IWR African Indigenous Religions as a Way of Life pp. 75-85

Jacobsen, "The Pentecostal/Charismatic Tradition"*

African Christianity Rising: Stories from Ghana (8:36)

<https://www.youtube.com/watch?v=qDygf6uy2R4>

Day 21

Hinduism as a Cultural System

Diana Eck, "Darsan"*

IWR The Teachings of Hinduism 91-113

Introduction to Hinduism

<https://www.youtube.com/watch?v=Vi91CECtGc>

Day 22

Hinduism

IWR The History of Hinduism and Hinduism as a Way of Life pp. 114-142

The Hindu Temple

https://www.youtube.com/watch?v=Yiupwfu_h0k

Day 23

Consolidation and Review

Day 24

Final Exam

Day 25

FINAL CLASS: Closure and Final Thoughts

Disembarkation Day – December 22

AUTOBIOGRAPHICAL ESSAY ASSIGNMENT (2 pages or more)

What is your religious background and how does it fit into your life journey?

To answer this question, you might consider the following questions:

- 1) Can you describe the religious tradition in which you were raised? What kinds of practices left a significant impression on you?
- 2) Can you say something about how you understand and practice religion today?
- 3) Are there any abiding religious questions that gnaw at you and you are trying to come to grips with? If so, what is your best guess as to the answer behind these questions?

You may not be able to answer any of the above questions because: 1) You were not raised in a religious tradition. If so, try to articulate what you were taught about the purpose of life, including questions such as Why are we here? What has value or importance in life and why? Where did we come from and what happens to us when we die? 2) You have no gnawing religious questions. If so, what is it you are trying to understand now about life that has the possibility of taking you to a deeper understanding?

JOURNAL

Throughout the voyage you are to keep a journal that discusses your ongoing reflections on the content of this course and your relevant on-shore experiences at the various stops along our journey. The journal will be where you will write your Autobiographical Essay, present your Field Class and your Comparative Experiential Project papers. It will also be the source for your two reports to the class on your ongoing experience. As an aid to memory and a record of your own “pilgrim’s progress,” this material will add precision and depth to the journal entries required for the CEP. Ideally, journal entries should comment on how first-hand impressions compare to the learning and expectations gleaned from the course reading done prior to arrival at that port/country. How did the on-shore experience confirm, deepen, or correct what was imparted by the book? And how did it contribute to your ongoing reflections about your religious/spiritual/philosophical outlook?

FIELDWORK

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 are not finalized. Confirmed ports, dates, and times will be posted to the [Fall 22 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: Sacred Space and Religious Experience

Activities: Visit cathedrals, churches, mosques, temples, synagogues, festivals and more...

Outcomes: You will become more closely acquainted with the nature, details, and meanings of a religious ritual. Better understand how these reflect, sustain, and affect the elements of a religion's more formal belief structure. Study the relationship between architecture, worship and the religion's ideals. Gain insight into the relationship between a religion's values and how these shape and are shaped by the larger society.

Activities: These objectives can be most easily accomplished through observation of religious ritual in a cathedral, church, mosque, synagogue, monastery or other corporate site of religious worship and exploration of that religious site. They might also be accomplished through observation of a religious festival, pilgrimage or visitation to a sacred site.

The Field class will be assessed by your reflecting on your experience and observations in light of course readings and class discussions, paying particular attention to the above stated outcomes. These reflections will be submitted to me in the form of a written report in your journal of 3 to 5 pages in length within one week after the Field Class.

Comparative Experiential Project

The CEP is the required comparative assignment that spans multiple countries. The Comparative Experiential Project constitutes 20% of the grade for this course.

Students will visit one sacred site of three different world religions in three different countries, one of which is the field class. Such sites may include mosques, churches, synagogues, and other forms of corporate worship such as graves of saints. After consultation and approval of the professor, you may substitute another opportunity, such as a festival, ritual, or religious service. Students are required to create a field journal entry for each site. Each journal entry should be at least 2-3 pages in length. state where you went, the date of your visit, what part it was, and what religious tradition with which the site is associated. You should make field notes either during or immediately after your visit. When you adapt your notes to a journal entry, try to describe everything that you saw and did. What did you learn? What did you observe? What were people doing? How were they dressed? Were there women? Children? Did you talk to anyone? You are also encouraged to be reflective of your experience. How did your experience of this tradition compare to the description in your textbook? What was similar and what was different? One of the three sites must be the required Field Class. Finally, after visiting and reflecting on these sites, write a few paragraphs comparing what you saw and try to identify the similarities and differences among these three religious traditions.

At the end of the course, CEP journal entries (2-3 or more pages for each of the three site visits plus 1-2 pages of comparisons) will be evaluated based on:

1. apparent effort in conducting and recording field work
2. effective writing
3. your ability to apply appropriate terms and concepts from readings and lectures to your own observations of religious practices and places of worship or reverence.

METHODS OF EVALUATION

Attendance and Participation 5%

-Twice during class you will read an excerpt from your journal that relates to our discussions

-Once during the journey you will meet with me individually or in groups as many as three for a meal or appointment so that I may get to know you better.

1-2 page writing assignment 5%

Exam #1 15%

Exam #2 15%

Field Class 20%

Comparative Experiential Project 20%

Final Exam 20%

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 O- 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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Failing</u>
97-100%:A+	87-89%:B+	77-79%: C+	Less than 60%: F
94-96%: A	84-86%:B	70-76%: C	
90-93%:A-	80-83%: C-	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.

Attendance and class participation will be factors in the overall evaluation of your work. You should attend class everyday having done the reading and prepared for a meaningful

discussion of the material. You are also expected to maintain a respectful learning environment. This includes avoiding use of distracting electronic devices.

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

AUTHOR: Willard G. Oxtoby
TITLE: World Religions: The Western Traditions [WRWT]
PUBLISHER: Oxford University Press
pbk ISBN #: 978-0195427172
DATE/EDITION: 2010, 3rd edition

AUTHOR: Huston Smith
TITLE: The World's Religions
PUBLISHER: HarperOne
DATE/EDITION: paperback 2009
ISBN #: 978-0061660184

AUTHOR: Stuart M. Matlins and Arthur J. Magida
TITLE: How to be a Perfect Stranger
PUBLISHER: Sky Light Paths
EDITION: Fourth
DATE: 2006
ISBN: 1-59473-140-3

AUTHOR: Robert E. Van Voorst ed.
BOOK TITLE: Anthology of World Scriptures
EDITION: Seventh
PUBLISHER: Wadsworth
DATE: 2011

RESERVE FILMS FOR THE LIBRARY

TITLE: Hinduism: an Introduction
DISTRIBUTOR: Films for the Humanities and Sciences
DATE: 2008

TITLE: Africa's Great Civilizations (all three parts)
DISTRIBUTOR: PBS
DATE: 2017

TITLE: Christianity and Judaism
DATE: 2010

TITLE: The Greeks Crucible of Civilization
DATE: 2010

TITLE: Muslims
DATE: 2003

TITLE: The Odyssey
DATE: 2001

TITLE: The Russian Orthodox Church
DATE: 2003

TITLE: Understanding Islam
DATE: 2005

TITLE: Women and Islam
DATE: 2006

TITLE: Women and Spirituality
DATE: The Goddess Trilogy

TITLE: Crossing Borders
DIRECTOR: Arndt Wachter
DATE: 2009

ELECTRONIC COURSE MATERIALS

AUTHORS: Kim and Kim
CHAPTER TITLE: Introduction
BOOK TITLE: Christianity as a World Religion
PUBLISHER: Bloomsbury
ISBN# 978-1-4725-6936-6 (HB)
978-1-4725-6934-9 (PB)
978-1-4725-6937-0 (ePUB)
978-1-4725-6936-3 (ePDF)
DATE: 2016/Second Edition
PAGES 1-22

AUTHOR: Philip Jenkins
CHAPTER TITLE: Chapter 1: "The Christian Revolution"
BOOK TITLE: The Next Christendom
DATE: Oxford University Press, 2011;
ISBN-13: 978-0199767465.
PAGES: 1-20

AUTHORS: Manuel A. Vásquez and Marie F. Marquardt
CHAPTER TITLE: "Theorizing Globalization and Religion"
BOOK TITLE: Globalizing the Sacred
PUBLISHER: Rutgers
DATE: 2003
PAGES: 34-64
ISBN 0-8135-3285-X

AUTHOR: Robert Bellah
CHAPTER: Chapter Two "Religious Evolution"
BOOK TITLE: Beyond Belief
PUBLISHER: Harper and Row
ISBN: 0-06-060775-0
DATE: 1976
PAGES: 20-50

AUTHOR: James W. Fowler
CHAPTER: Chapter Four "Stages in Selfhood and Faith"
BOOK TITLE: Faith Development and Pastoral Care
PUBLISHER: Fortress Press
ISBN: 0-8006-1739-8
DATE: 1987
PAGES: 53-77.

AUTHOR: Victor Turner
CHAPTER TITLE: ch 3, "Liminality and Communitas"
BOOK TITLE: The Ritual Process
DATE: Aldine Transaction; 1 edition 1995;
ISBN-13: 978-0202011905
PAGES: 94-130

AUTHOR: Clifford Geertz
CHAPTER TITLE: ch 4, "Religion as a Culture System"
BOOK TITLE: The Interpretation of Cultures
DATE: Basic Books 1973;
ISBN-13: 978-046503425X
PAGES: 87-125

AUTHOR: Abraham Joshua Heschel
CHAPTER TITLE: "A Palace in Time"
BOOK TITLE: The Sabbath
DATE: Farrar, Strauss & Company, 2005 pb edition
PAGES: 12-25

AUTHOR: Malcolm X
CHAPTER TITLE: chs 17-18, "Mecca"
BOOK TITLE: Autobiography
DATE: Ballantine Books; Reissue edition (1992)
ISBN-13: 978-9990065169
PAGES: 325-70

AUTHOR: Douglas Jacobsen
CHAPTER TITLES: The Catholic Tradition, The Orthodox Tradition, The
Pentecostal/Charismatic Tradition
BOOK TITLE: The World's Christians
DATE: 2011
ISBN 978-1-4051-8887-6
PAGES: 26-37,13-25, 50-61

AUTHOR: Diana Eck
CHAPTER TITLE: Darsan
BOOK TITLE: Darsan
DATE: 1998
PAGES 3-9

AUTHOR: Kuzmic
BOOK TITLE: Introducing World Christianity
CHAPTER TITLE: Christianity in Eastern Europe
PUBLISHER: Wiley-Blackwell
ISBN#: 978-1-4051-8249-2 (HB)
978-1-4051-8248-5 (PBK)
Electronic Forms - ISBN#: 9781444344547 (ePDF)
9781444344554 (ePub)
9781444344561 (mobi)
DATE: 2012
PAGES: 77-90
AUTHOR: Simon Price
CHAPTERS: Introduction and Chapter 8
Book TITLE: Religions of the Ancient Greeks
DATE: 1999
PAGES: 1-10, 158-171

VIDEOS ON YOU TUBE AND ELSEWHERE

Witchcraft Among the Azande

https://www.youtube.com/watch?v=Rmug_qv015s

Inside Islam

<https://www.youtube.com/watch?v=tU8p2fBN8xY>

Basic Mosque Etiquette

https://www.youtube.com/watch?v=ltIReo_CcBI

Women leading social change in Moroccan Islam

http://www.huffingtonpost.com/2015/05/20/morocco-islamic-women-preachers_n_7310894.html

African Christianity Rising: Stories from Ghana

<https://www.youtube.com/watch?v=qDygf6uy2R4>

David Foster Wallace, "This is Water"

<https://www.youtube.com/watch?v=eC7xzavzEKY>

The Four Gospels

<https://www.youtube.com/watch?v=RaucATa9ufQ>

Religion in Portugal

<https://www.youtube.com/watch?v=4edH4Haajlo>

Portugal's Jewish Renaissance

<https://www.youtube.com/watch?v=iCTggEmof0s>

What is the Qu'ran?

<https://www.youtube.com/watch?v=WhIJX92Ovn0>

Conversation Between American and Moroccan Students on Religion

<https://education.nationalgeographic.org/resource/on-religion>

Religious Diversity in Spain

<https://www.youtube.com/watch?v=X-BfDsH3TS0>

Language and Religion of the Former Yugoslavia

<https://www.khanacademy.org/humanities/world-history/euro-hist/world-war-i-tutorial/v/language-and-religion-of-the-former-yugoslavia>

What is Orthodox Christianity

<https://www.goarch.org/introduction>

Roman Catholicism compared to the Eastern Orthodox Church

<https://www.youtube.com/watch?v=KIpe4DuOaDw>

Exploring Ancient Greece: Society and Religion

<https://www.youtube.com/watch?v=-u3pabpyQdg>

Five Greek Ideas in the New Testament

<https://www.youtube.com/watch?v=mqB4HM9R4P0&list=RDLVd29AnzxF1S8&index=2>

Introduction to Hinduism

<https://www.youtube.com/watch?v=Vi91CECtGc>

The Hindu Temple

https://www.youtube.com/watch?v=Yiupwfu_h0k

The Role of Religion in Cyprus

<https://www.youtube.com/watch?v=Qzv47pChZMk>