Prerequisites: The standard Colorado State University prerequisite of one (1) modern to contemporary art history course has been waived by the instructor.

. . .architecture, as well as being material, is also by nature and expectation rational – structure must have logic or it cannot stand. But the sacred is otherwise. It not only does not demand logic, it defies it. Logic, the thing that is utterly essential in the creation of structure, is quite beside the point when it comes to the sacred. But we need it to get there. If the goal is to make sacred architecture, there is a contradiction between the means and the end: the means must be rational, even as the end cannot be.

Paul Goldberger

COURSE DESCRIPTION

This course explores important spiritual sites from around the world, focusing on sacred places in and artistic creations from countries visited on the voyage. We will examine the formal, spatial, structural, aesthetic and symbolic aspects of sacred sites and objects, and consider how they reflect both universal characteristics and the specific conditions and beliefs of the cultures in which they were created. The course’s global perspective allows for comparisons between examples of religious buildings from traditional Western and Non-Western civilizations, including Buddhist stupas, Jewish synagogues, Islamic mosques, Shinto shrines, Neoclassical and Gothic churches, and Hindu temples. We will also explore sacred sites not directly tied to a major organized religion to better understand what makes a place spiritual and how art and architecture can be used to accentuate the transcendental nature of a site. As part of the course students will analyze the architectural compositions and characteristics of sacred sites visited while in port.

LEARNING OBJECTIVES

1. To develop a familiarity with important sacred architectural landmarks from around the world and to be able to discuss their significance.
2. To understand how cultural, political, social, climatic, and technological changes influenced the design of different forms of sacred space.
3. To develop the ability to critically analyze the design of sacred sites, including those experienced on the voyage, in order to better understand how they fit into the cultures that created them.
4. To achieve an understanding of the relationship between the perception of symbols and other design elements and the concept of sacredness.
5. To become familiar with the basic vocabulary used to discuss sacred places and to develop the ability to write effectively and critically about the built environment.

REQUIRED TEXTBOOKS

AUTHOR: Thomas Barrie
TITLE: The Sacred In-Between: The Mediating Roles of Architecture
PUBLISHER: Routledge
ISBN #: 978-0415779647
DATE/EDITION: 2010 / 1st Edition

Also (bring with you):

- Journal: Moleskine Folio Notepad (similar to ISBN: 8862936494 - now hard to find.)
  Note: Must be 8.5 "x 11" or (A4) 8.25" x 11.75" and paperback w/ ~96 pages
  (you’ll be carrying it around with you while in port so avoid hardbound and the larger 192-page versions!). You can use either plain or ruled (plain is good for sketching, ruled is good for neater writing). Available on Amazon and from many bookstores.

- Digital Camera or Phone capable of taking photographs.

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany — September 9

A1—September 11: Introduction: What is Sacred Space
Readings: Ron E. Hassner, War on Sacred Grounds, “What is Sacred Space?,” 17-34.

A2—September 13: Path: Pilgrimage
Acropolis, Delphi, Santiago de Compostela, Mecca, Unity Temple

Barcelona, Spain — September 15-16
Valencia, Spain — September 17-18

A3—September 19: Nature: Awe, Beauty, and the Sublime
Mount Olympus, Mount Meru/Mount Kailasa, Kilauea Caldera, Machu Picchu, Uluru, Table Mountain, Ghana’s Sacred Groves

**A4—September 21: The Body: Man's Place in the Realm of Nature**  
Plato, Aristotle, Vitruvius, Brunelleschi, Leonardo Da Vinci, Vastu Purusha Mandala  
Lester, *Da Vinci’s Ghost*, 1-11, 33-41.

**Study Day — September 23: No Class**

**A5—September 24: Earth: Sacred Ground, Mounds, & Burials**  
Stonehenge, Giza, Mausoleum of Qin Shi Huang, Tenochtitlan, Nazca Lines  
Dodson, “The Great Pyramid: Gateway to Eternity.”  

**A6—September 26: Islamic Architecture I: Early & African Mosques**  
Samarra, Kairouan, Cordoba, Blue Mosque, Accra Central Mosque, Great Mosque Djenné, Larabanga Mosque  

**Tema, Ghana — September 27-28**  
**Takoradi, Ghana — September 29-30**

**Community Programming — October 2: No Class**

**A7—October 3: Fire: Spiritual Light and the Sacred Hearth**  
Zoroastrian Fire Temples, Prytaneums, Olympic Caldrons, Rothko Chapel, James Turrell  
Weightman, Sacred Landscape and the Phenomenon of Light, 59-71.

**A8—October 5: Air: The Cosmogram and the Celestial Dome**  
Pantheon, Great Stupa at Sanchi, Temple of Heaven  
Mann, *Sacred Architecture*, “Early Cosmologies and the Cosmic Cube,” 34-44.

**Cape Town, South Africa — October 7-12**

**A9— October 13: Water: Tranquility, Cleansing and Sacrifice**  
Ganges, Mekong River, Baptisteries, Pura Tirta Empul Temple, Suzhou, Church on the Water  

**A10—October 15: Buddhist Architecture I: India**
Sarnath, Sanchi, Bodh Gaya, Ajanta, Stupas  

**Study Day—October 16: No Class**

**A11—October 18: Hindu Architecture I: India**  
Aihole, Ellora (Kailasa), Khajuraho, Bhubaneshwar, Gangalkondacholapuram  

**Port Louis, Mauritius—October 19**

**Study Day—October 21: No Class**

**A12—October 22: Islamic Architecture II: Mughal India**  
Qutb Mosque, Jama Masjid, Agra, Humayun's Tomb, Taj Mahal, Jantar Mantar  
Optional: (Definitely read if you are going to Agra!) Tilston, *Mughal Architecture*.

**A13—October 24: Other Sacred Buildings and Sites in India**  
Kochi Sites, Goa, Hemkund Sahib, Rishikesh, Auroville, Lotus Temple  

**Cochin, India—October 25-30**

**Reflection and Study—October 31: Global Studies Reflection**

**A14—November 2: Buddhist Architecture II: SE Asia**  
Schwedagon, Pagan, Sukhothai, Ayutthaya, Borobudur  

**Yangon, Myanmar—November 4-8**

**A15—November 9: Hindu Architecture II: SE Asia**  
Angkor Wat, Bayon, Prambanan  

**Community Programming—November 11: No Class**

**A16—November 12: Sacred Places: Vietnam**  
My Son, Hue Tomb Complexes, Saigon (Field Prep)  

**Ho Chi Minh City, Vietnam—November 14-18**
Field Class: November 14

A17—November 19: Spiritual Places in the Ancient Classical World
Paestum, Athens, Bassae, Didyma, Pantheon, Maison Carrée, Baalbek

Study Day — November 21: No Class

A18—November 22: Sacred Places: China
Mount Qingcheng, Giant Buddha Leshan, Mogao Caves, Yonghe Lamasery, Temple of Heaven, Fang Sheng Ceremonies
Optional: Excerpts from Chan, *Imperial China*.

Shanghai, China — November 24-29

A19—November 30: Sacred Places: Japan
Mount Fuji, Ise, Nara, Kyoto, Kamakura, Shikoku (88 Sites) inc. Koyasan, Itsukushima Shrine, Hiroshima, Ando Buildings, Teshima Art Museum

Kobe, Japan — December 2-6

A20—December 7: Christian Architecture I
Old St. Peters, S. Vitale, S. Gall, S. Foy, Chartres Cathedral

A21—December 9: Christian Architecture II
Baroque and Neoclassical Churches Throughout the Colonial World

A22—December 11: Contemporary Sacred Sites
Grande Mosquée Hassan II, Harajuku Church, Taichung Buddhist Temple Design, Sheikh Zayed Bin Sultan Al Nahyan Mosque, Tor Tre Teste Millennium Church, Chapel of St. Ignatius, Rijeka Mosque, Virtual Sacred Spaces

**Comparison Paper Due**

Study Day — December 12: No Class (International Date Line Crossing (2 days)
A23—December 13: Civic Institutions
Seats of Government, Museums, Libraries, Schools, Stadiums, Meditation Rooms

A24—December 15: Memorials and Memory
Childhood Places, Battlefields, Cemeteries, Memorials: Ara Pacis, Lincoln, USS Arizona Memorial, Punchbowl Crater, Vietnam Veterans, Berlin Holocaust, Choeung Ek, World Trade Center Site, Virtual Memorials
Readings: Sert, *Nine Points on Monumentality* (1943)
“10 Stunning Monuments & Memorials Dedicated to Real Heroes,” *Web Urbanist."

**Journals (second half) due**

Honolulu, Hawaii — December 16

Study Day — December 18: No Class

A25—December 19: Reflection on Sacred Sites Visited and Course Review

Arrive San Diego, California — December 23

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 required field class, students will complete independent field assignments that span multiple countries.

Field Class:

The field class for this course is on Wednesday, 14 November in Ho Chi Minh City, Vietnam.

Field Class attendance is mandatory for all students enrolled in this course. Do not book any 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.

Exploring Sacred Spaces in Saigon
Country: Vietnam

Our exploration and documentation of sacred sites in Saigon will include visits to a mosque, a cathedral, and a number of different temples, including Buddhist, Tao, and Hindu. By visiting these places, we will be able to experience them using a variety of our senses beyond sight, including sound, smell, touch, and even possibly taste, to achieve a richer and deeper understanding of the individual environments and the tenets that define the beliefs of those who built and use the sites. After we have completed our visits we will have dinner as a group
in central Saigon to relax and discuss our experiences as we enjoy some wonderful Vietnamese cuisine.

Field Class Assignment:

Upon completion of the field class, write a journal entry comparing two of the sacred sites, including architectural forms (layout of space, ornamentation, etc.), activities taking place at the sites (particularly religious practices), and your own sensory experiences while visiting the sites. The entry should be based on both personal observations and academic research completed while back onboard the ship and include three to four pages of text plus images (sketches, photographs, and/or 2-D found objects) of each site.

Assignment Objectives:

1. To experience different forms of sacred spaces in person (thereby allowing the use of other sense beyond sight to analyze the spaces).
2. To be able to more fully understand how the design of sacred architecture is used to heighten spiritual experiences.
3. To develop skills used in understanding, interpreting, and discussing different forms of sacred spaces.

CLASS ASSIGNMENTS

Journal Assignment
To connect the course to the larger Semester at Sea experience you will complete a series of journal entries (one for each stop on the voyage) in which you have analytically reflected upon the design of one sacred environment that you experience while at the stop. Entries may include a description of a sacred building or site that:

- had the largest impact on you
- related to a specific aspect of sacred spaces that we discussed in class
- compared and/or contrasted with a previous experience you had at another site (either on this voyage or before)

By the end of the semester your journal must include at a minimum of two full, single-spaced, 8-1/2” by 11” pages of handwritten text (~500 words) for each entry on your own thoughts and impressions of the built environments you visited, plus one page of visuals (sketches, diagrams, or photographs) relating to the place. Longer entries are definitely fine, shorter ones will lead to a drop in grade. The final journal will also include your mega-field class entry and a number of in-class writings and responses to specific class readings. The journal will be graded on the perceptiveness of both the entries’ commentary and illustrations, as well as their reflection of course context. Due November 2nd and December 15th.

Comparison Paper
Complete an in-depth comparison of two of the major sacred sites visited on the voyage (beyond those visited during our field class!). The sites must be from different countries and
ideally built for different religions or spiritual conditions. Include in your paper a section for each of the following:

- **Function**: What are/were their main functions? What are/were any secondary functions? How are/were the sites used by different people?

- **Form and Structure**: Discuss the shape, scale, patterns, use of ornamentation, materials, structural aspects, etc. Make sure that you address any major symbolic elements present at the sites.

- **Cultural Context**: How do the sites fit into the cultures that created them? This should include mention of why the sites were created and by whom, including who designed, commissioned and/or physically built them, if known. (In most cases, this will be the most detailed of the sections.)

- **Physical Context**: What are the conditions of the settings of the sites (are they in an urban, rural, forest, desert area?, within a larger complex?, integrated into the surrounding community or walled off?, etc.)

- **Historical Context**: Was the site important before the sacred place was built? What has happened to the site over time?

- **Personal Context**: Discuss your own personal impressions of the sites and how you felt being at them. Address how you experienced the sites not only visually, but also through your other senses.

Make sure that you present direct comparisons between the two places for each of the six aspects listed above. This is a formal paper assignment and should reflect significant academic research that includes the use of course readings and other sources made available in the ship’s library and digitally in the optional readings folder for the course into the sites and the cultures that created them in addition to your own firsthand observations. The paper should be approximately 10-12 pages in length (12-pt., double-space typed, 1” margins), with relevant illustrations and full, formal footnotes (ideally following the Chicago Manual of Style Notes-Bibliography format). Due at the start of class on December 11th.

**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%:</td>
<td>A+</td>
<td>87-89%: B+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%:</td>
<td>A</td>
<td>83-86%: B</td>
<td>77-79%: C+</td>
</tr>
<tr>
<td>90-92%:</td>
<td>A-</td>
<td>80-82%: B-</td>
<td>70-76%: C</td>
</tr>
</tbody>
</table>

METHODS OF EVALUATION

Grading will be based on the following:

<table>
<thead>
<tr>
<th>Field Class &amp; Assignment</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal (1X 20% &amp; 2X 20%)</td>
<td>40%</td>
</tr>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Participation*</td>
<td>10%</td>
</tr>
</tbody>
</table>

(*includes attendance, curiosity, perceptivity)

LATE & INCOMPLETE WORK

There will be no make-up work allowed for this course. Authorized medical excuses and serious personal matters will be the only exceptions. Assignments are due at the beginning of class on their due date. Assignments will drop ½ of a letter grade if turned in late on the due date. They will drop a full letter grade if turned in after the due date and two letter grades if more than a week late. All assignments must be satisfactorily completed to receive a passing grade for this course. Plagiarism or cheating of any kind will result in an automatic failing grade for the course and potentially in other appropriate disciplinary actions.

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.

Students are required to attend all classes for their duration. Regular attendance and attentiveness are vital in this course as we will not be following a textbook and there will be many buildings shown and discussed in class that are not included in the readings. Therefore, attendance will be taken at the start of each class period. If a student is more than five minutes late for class or leaves before class is dismissed they will receive a half of an absence. Inattentiveness during class may also lead to receiving a half of an absence. More than three absences will result in an automatic failing grade for the course.

Before coming to class:
1) Complete assigned readings.
2) Read through any relevant handouts.
Stay Informed! You are responsible for knowing about all assignments and deadlines in this class. Being absent the day an assignment is presented or a change in deadline is discussed is NOT a valid excuse for not having that information.

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 the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

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: Thomas Barrie
TITLE: Spiritual Path, Sacred Place
PUBLISHER: Shambhala
ISBN #: 978-1570620058

AUTHORS: Caroline Humphrey and Piers Vitebsky
TITLE: Sacred Architecture
PUBLISHER: Thorsons / Harper Collins
ISBN #: 9780007662401
DATE/EDITION: 2003
FILM REQUEST

Title of Film: Sacred Space: Art, Architecture, and the Role of the State
Distributor: Films Media Group

ELECTRONIC COURSE MATERIALS

AUTHOR: Cassandra Adams
ARTICLE/CHAPTER TITLE: Japan's Ise Shrine and Its Thirteen-Hundred-Year-Old Reconstruction Tradition
JOURNAL/BOOK TITLE: Journal of Architectural Education
VOLUME: 52:1
DATE: 1998
PAGES: 49-60

AUTHOR: J. M. Barton
ARTICLE/CHAPTER TITLE: Ch. 3: Religious Buildings
JOURNAL/BOOK TITLE: Roman Public Buildings
DATE: 1989
PAGES: 67-96

AUTHOR: Edwin Bernbaum
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: Sacred Mountains of the World
DATE: 1977
PAGES: xiii-xxiii

AUTHOR: Ian Bradley
ARTICLE/CHAPTER TITLE: The Spiritual Significance of Water in the World’s Major Religions
JOURNAL/BOOK TITLE: Water: A Spiritual History
DATE: 2012
PAGES: 1-36
AUTHOR: Michael Brand
ARTICLE/CHAPTER TITLE: Orthodoxy, Innovation, and Revival: Considerations of the Past Imperial Mughal Tomb Architecture
JOURNAL/BOOK TITLE: Margaret B. Sevcenko ed., Muqarnas X: An Annual on Islamic Art and Architecture
DATE: 1993
PAGES: 323-334

AUTHOR: Craig Childs
ARTICLE/CHAPTER TITLE: Ch 5: The Sacrifice of Children
JOURNAL/BOOK TITLE: The Secret Knowledge of Water
DATE: 2001
PAGES: 174-185

AUTHOR: Gérard Chouin
ARTICLE/CHAPTER TITLE: Sacred Groves in History: Pathways to the Social Shaping of Forest Landscapes in Coastal Ghana
JOURNAL/BOOK TITLE: IDS Bulletin
VOLUME: 33:1
DATE: 2002
PAGES: 39-46

AUTHOR: Dora P. Crouch
ARTICLE/CHAPTER TITLE: Ch. 11: Architecture of the Dark Ages in the Service of Power
JOURNAL/BOOK TITLE: History of Architecture: Stonehenge to Skyscrapers
DATE: 1985
PAGES: 137-147

AUTHOR: Walker, F. Deaville
ARTICLE/CHAPTER TITLE: The Rock-Hewn Temples of Ellora
JOURNAL/BOOK TITLE: J. A. Hammerton, Wonders of the Past
VOLUME: 2
DATE: 1924
PAGES: 257-265

AUTHOR: Michael R. Feener
ARTICLE/CHAPTER TITLE: Islam: Historical Introduction and Overview
JOURNAL/BOOK TITLE: Islam in World Cultures: Comparative Perspectives
DATE: 2004
PAGES: 1-36

AUTHOR: Robert E. Fisher
ARTICLE/CHAPTER TITLE: Buddhist Art and Architecture
JOURNAL/BOOK TITLE: Buddhist Art and Architecture
DATE: 1993
PAGES: 29-41, 52-60
JOURNAL/BOOK TITLE: Indian Art
DATE: 2001
PAGES: 33-69

AUTHOR: Philip S. Rawson
ARTICLE/CHAPTER TITLE: Burma
JOURNAL/BOOK TITLE: The Art of Southeast Asia
DATE: 1967
PAGES: 161-202

AUTHOR: Vincent Scully
ARTICLE/CHAPTER TITLE: Landscape and Sanctuary
JOURNAL/BOOK TITLE: The Earth, the Temple, and the Gods
DATE: 1969
PAGES: 1-8

AUTHOR: Roger Stump
ARTICLE/CHAPTER TITLE: Ch. 2: The Spatial Dynamics of Religious Distributions
JOURNAL/BOOK TITLE: The Geography of religion: Faith, Place, and Space
DATE: 2000
PAGES: 33-107

AUTHOR: F. Deaville Walker
ARTICLE/CHAPTER TITLE: The Rock-Hewn Temples of Ellora
JOURNAL/BOOK TITLE: J. A. Hammerton, Wonders of the Past
VOLUME: 2
DATE: 1924
PAGES: 257-265

AUTHOR: Barbara A. Weightman
ARTICLE/CHAPTER TITLE: Sacred Landscape and the Phenomenon of Light
JOURNAL/BOOK TITLE: Geographical Review
VOLUME: 86
DATE: January 1996
PAGES: 59-71

ADDITIONAL (ONLINE) RESOURCES


Meister, Michael W. “The Unity and Gravity of an Elemental Architecture”: http://ignca.nic.in/ps_03013.htm