

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2013

Discipline: Religious Studies

RELG 1559-501 and 502: Introduction to World Religions

Lower Division

Faculty Name: Thomas B. Coburn

Pre-requisites:

None

COURSE DESCRIPTION

This course is a survey of the major religious traditions in the world today. Emphasis in class will be on understanding the worldview and values of each tradition, as well as the experience of those within the tradition. In addition, since virtually all traditions have in recent decades (as well as in times past) migrated beyond their birthplace, we will use our times in Atlantic basin ports as the opportunity to appreciate and understand the globalization of religious life in the 21st century.

COURSE OBJECTIVES

Students will become able:

- 1. To demonstrate familiarity with the core beliefs, practices, figures, history, and texts of the world's major religious traditions.**
- 2. To demonstrate in writing their ability to connect their academic, classroom-based understanding of religion with their in-port encounter with religious life.**
- 3. To enter imaginatively into worldviews other than their own and to reflect on those worldviews comparatively.**
- 4. To appreciate and to describe in writing examples of the claim that, in the 21st century, "all religions are global."**
- 5. To articulate some of the patterns and approaches to the study of religious life.**
- 6. To flourish in a classroom learning environment that does not include laptops, cell phones, and related media.**

REQUIRED TEXTBOOKS

AUTHOR: Molloy, Michael

TITLE: Experiencing the World's Religions: Tradition, Challenge, and Change

PUBLISHER: McGraw-Hill

ISBN #: 978-0-07-803827-3

DATE/EDITION: 2013/6th ed.

AUTHOR: Smith, Huston

TITLE: The World's Religions

PUBLISHER: HarperOne

ISBN #: 978-0-06-166018-4
DATE/EDITION: 2009/paper

TOPICAL OUTLINE OF COURSE

The basic structure of our course is to study Western religions during the first half of the semester and Eastern religions during the second half. However, because at the very beginning of the semester we will be rapidly visiting so many ports where a great variety of Western religious life is present, we will first do a very quick synopsis of Western (Abrahamic) religions (days A3, A4, A5), so students will have some knowledge of and familiarity with these traditions. We will then return to these traditions for more expanded study prior to the midterm exam. During the second half of the semester, where our port visits are more spread out, we will combine the synoptic and expanded perspectives on the relevant (non-Abrahamic/Eastern) traditions. We will throughout be attending to contemporary manifestations of religious life, as well as to their rootedness in traditional forms.

1. Introduction to the study of religion

A1- August 26: Introduction to the academic study of religion

A2-August 28:

Malloy, Experiencing the World's Religions, 2-32.
See key terms/words/concepts/study guide (pdf)

St. Petersburg: August 29- September 1

2. A synoptic perspective on Abrahamic (“Western”) traditions

A3- September 3:

2a: Jews

Smith, 271-316
Long Search video—Judaism: The Chosen People

Hamburg: September 5-8

A4- September 9:

2b: Christians

Smith, 317-364

A5- September 11:

2c: Muslims

Smith, 221-270

Antwerp and Le Havre: September 12-16

3. An expanded perspective on Abrahamic traditions

A6- September 18:

3a: Jews

Malloy, 280-309

Dublin: September 20-23

A7- September 24:

Malloy, 309-331

A8- September 26:

3b: Christians

Malloy, 332-370

Lisbon and Cadiz: September 27- October 1

Casablanca: October 3-6: Field lab for our course—Abrahamic traditions of Casablanca—will take place on either the first or last days in Casablanca. The class will be divided in half for this purpose. Details will be forthcoming.

A9- October 8:

Malloy, 370-405

A10- October 11:

3c: Muslims

Malloy, 406-435
Field lab report due

A11- October 13:

Malloy, 436-469

Takoradi/Tema: October 15-18

A12- October 20: Mid-term exam

4. African/primal-indigenous religion

A13- October 22:

Smith, 365-383

Jacob Olupona, "African Religion" (pdf), in Mark Juergensmeyer (ed.), Global Religions:

An Introduction (Oxford U.P., 2003), 78-86

Philip Jenkins, "Christianity Moves South" (pdf) in Franz Wijsen and Robert Schreiter (eds.)

Global Christianity: Contested Claims, 15-34

Long Search video: Zulu Zion

5. Synoptic and expanded perspectives on non-Abrahamic ("Eastern") religions

A14- October 25:

5a: Hindus

Smith, 12-29, 50-59, 68-75

Cape Town: October 26-30

A15- November 2:

Malloy, 72-105

A16- November 5:

Malloy, 106-117

McKim Marriott, "The Feast of Love" (pdf) in Milton Singer (ed.), Krishna: Myths,

Rites, and Attitudes," 200-212

Video—Ganges: River to Heaven (Berkeley Video LLC)

A17- November 7:

5b: Buddhists

Smith, 82-99, 119-127, 144-149

Long Search video—Footprint of the Buddha

A18- November 10:

Malloy, 122-146

Buenos Aires: November 12-16

A19- November 18:

Malloy, 146-177

Recommended as preparation for Salvador: (pdf) Sheila Walker, "Everyday and Esoteric Reality in the Afro-Brazilian Candomble," History of Religions 30 #2 (Nov. 1990), 103-128.

Rio de Janeiro: November 20-22

Salvador: November 25-27

6. Alternative Paths and the Contemporary World

A20- November 28:

Malloy, 470-505

A21- November 30:

Malloy, 506-539

7. Concluding perspectives

A22- December 3:

Field work essay due

Smith, 384-391

Thomas B. Coburn, "Climbing the Mountain of God," (pdf) from Journal of the American Academy of Religion LXIII #1 (Spring 1995), 127-140.

A23- December 5:

Diana Eck, "Preface: After September 11" and "Introduction to a New America" (pdf) in her A New Religious America, HarperSanFrancisco (2002), xiii-xx, 1-25

See www.pluralismproject.org and find one example of Eck's "religious pluralism" near your home or college.

A24- December 8: A Day Finals

Havana December 9-11

FIELD WORK

I strongly urge you to begin keeping a field journal and to carry it with you wherever you go. These journal notes can apply not just to this course, but to the entire trip. They are for your eyes only. They are not formal writing, but quickly written phrases or images that come upon you in your travels in ports—verbal snapshots, memorable insights and exchanges that don't want to lose in the rush of events. These notes, in addition to recording your quick impressions, can provide seeds for later nurturing into the formal writings for this and other courses. Anthropologists and other social scientists keep field journals. So should you.

1. FIELD LAB (*At least 20 percent of the contact hours for each course, to be led by the instructor.*)

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab. Failure to attend our field trip will result in a grade of zero for this portion of this course.

The study of religion stands on the two legs of “text” (which we will study in class) and “context” (which we'll see and experience in the field). This lab provides a unique opportunity to see how the two legs complement each other and how the past, as recorded in texts, lives on in the present.

Our field lab will take place in Casablanca. Because of its size, our class will be divided into two sections for the lab and will take place on either the first or the last day in port, details to be announced. We will visit sites associated with each of the three Abrahamic religions: The Hassan II Mosque, the Cathedrale Sacre-Coeur, and the Museum of Moroccan Judaism. This will be an opportunity to study the architecture and worship space of these three faiths as well as the history of how they have interacted in Northern Africa. We will aspire to engage informed participants in each tradition at the respective sites. Students will be provided with one or more questions to address in their field lab reports, which should be 3-5 pages (750-1250 words) in length.

Academic Objectives:

1. Compare the use of space (art and architecture) of multiple religious traditions.
2. Observe multiple religious traditions “in the field.”
3. Observe the similarities and differences between the three Abrahamic traditions.
4. Gain a preliminary understanding of how “insiders” in a religious tradition articulate their faith and its implications for their life.

2. FIELD ASSIGNMENTS

Students should select and participate in three (3) of the ISE/SAS or faculty-led field programs listed at the end of this syllabus, with at least one of them occurring before the midterm exam (A12) and at least one after that exam. On the basis of those experiences, write an essay of

4-6 pages (1000-1500 words) in which you identify specific ways in which those experiences have affected your understanding of religious life. Has it been expanded? reinforced? complicated? exploded? enriched? something else? You decide what the impact of these experiences has been on you. Do not simply describe what you did or what the experience was. Instead, identify the three field work assignments you attended and reflect on what the impact of field work has been on your learning. A truly excellent answer to this question will reflect on the claim that, in the 21st century, “all religions are global.”

Students are strongly urged to keep “field notes” throughout the semester (not just on formal field experiences), in order to plant seeds for completing the “field work essay,” which is due on A22 and will be graded.

METHODS OF EVALUATION / GRADING RUBRIC

15%--Attending class and keeping up with the daily reading assignments. Occasional quizzes will encourage you to do this.

15%--Field lab report on our Casablanca exploration

20%--Field work essay

20%--Mid-term exam

30%--Final exam

RESERVE LIBRARY LIST [to be determined]

AUTHOR: Moore, Alfred C

TITLE: Iconography of Religions: An Introduction

PUBLISHER: Fortress Press

ISBN #: 0-8006-0488-1

DATE/EDITION 1977

AUTHOR: Smith, Wilfred

TITLE: Patterns of faith around the world

PUBLISHER: Oneworld/Harper

ISBN # 1-85168-164-7

DATE/EDITION: 1998

ELECTRONIC COURSE MATERIALS

The Long Search video—Judaism: The Chosen People

The Long Search video—Footprint of the Buddha

The Long Search video—Zulu Zion

The Long Search video—Primal Religion

Video—Traces of the Trade (PBS 2008)

Video—Ganges: River to Heaven (Berkeley Media LLC 2005)

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of

lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

APPROVED FIELD ASSIGNMENTS ON WHICH TO BASE YOUR FIELD WORK ESSAY

STP 117-20 Synagogue and Russian Orthodox church
STP 107-301 Orthodox St. Petersburg
HAM 200-201 Berlin Holocaust and Bonhoeffer museums
HAM 115-301 Concentration camp and Jewish history
ANT 109-101- Fort Breendonk
LEH 101-101 Mont St. Michelle
DBL 126-401 Newgrange
LIS 102-101 Alcobaca, . . . Fatima
LIS 300-201 Portuguese and Spanish World Heritage
CAD 201-101 Seville & Cordoba
CAD 104-101 Seville Monument tour
CAS 401-101-Berber villages
CAS 100-101 Casablanca and Hassan
CAS 203-201 Fes
ACR 103-101, 101-201 Castles and Slave Dungeons
ACR 101-101 Essikado Queen Mothers
CAP 203-102, 203-202, 203-302, 203-402 Township homestay
CAP 133-201 Township and church service
CAP 136-401 Capetown, etc.
BUE 105-201 Pope Francis
RIO 112-301 Carnival
SAL 113-301 Afro-Brazil, Candomble

Instant download with answers. Experiencing The Worlds Religions Tradition, Challenge, And Change 5Th Ed By Michael " Test Bank SAMPLE TEST Chapter 3 " Test Bank. Multiple-Choice Questions 1. The word that means "œliberation" is 2. moksha. 3. karma. 4. ahimsa. 5. maya. Answer: a Page: 85 2. The word Vedas is related to the English word 3. visit. 4. vision. I rented Experiencing The World's Religions for the Kindle on my PC. What I got was something that was unreadable. It has words in it such as "Åç â, Å"she".Å This book gives a clear and very understandable outline of most common and uncommon religious traditions we experience today. Important for anyone interested in understanding what each religion teaches without bias. The writer does a great job giving the facts without passing judgment. Read more. One person found this helpful. Amber A. Morey. 5.0 out of 5 starsGreat Class and Great Book. 31 December 2012 - Published on Amazon.com. Verified Purchase. Got this book for a class I was taking. It's so interesting to learn about different religions and cultures and how the religions form and gr Get this from a library! Experiencing the world's religions : tradition, challenge, and change. [Michael Molloy] -- Experiencing the World's Religions provides a clear and compelling account of the world's major religious traditions. With an engaging narrative and powerful photographs from around the globe, the ...Å Offers an account of some of the world's major religious traditions. With photographs from around the globe, this text views religion as a living cultural wellspring that not only concerns systems of belief but how those beliefs are expressed in ceremonies, food, clothing, art, architecture, pilgrimage, scripture, and music. Read more Reviews.

Experiencing the World's Religions. Fifth Edition. moL0750X_fm_i-xxix.indd Page i. 9/23/09. 2:07:22 PM user-s180. The Challenges of Science and Secularism Contemporary Influences and Developments. Reading: The Good Samaritan. 10. EXPERIENCE Experiencing the World's Religions immerses students in the practices and beliefs of the world's major religions. This book, praised by instructors for its comprehensive, personal, and compelling approach, connects the concepts, systems of beliefs, and rites and rituals of these religions with the lived experience of the people who practice them every day. Art, architecture, music, literature, politics, and social issues—the culture of a religion's people—contribute to the student's intimate learning experience. Straighterline - REL101: Introduction to Religion - Experiencing the World's Religions: Tradition, Challenge, and Change, 5th Edition - Chapter 4 - Buddhism. STUDY. Flashcards. Pali word expressing the every changing self-identity resulting from the Buddha's refusal to accept the Hindu idea of timeless reality, or Atman. Amitabha Buddha (ah-mee-tah'-buh). The Buddha of the Western Paradise, a bliss-body Buddha in Mahayana. Anichcha (uh-nee'-chuh). Impermanence, constant change. Arhat (ahr'-hut, ahr'-haht). In Theravada, a person who has practiced monastic disciplines and reached nirvana, the ideal. Asceticism. Living in austerity and self-deprivation for the sake of spiritual growth or enlightenment. Description INSTANT DOWNLOAD WITH ANSWERS Experiencing the Worlds Religions Tradition, Challenge, and Change 5 edition Test Bank Sample Test Chapter 3 Test Bank. Multiple-Choice Questions 1. The word that means "liberation" is 2. moksha. 3. karma. 4. ahimsa. 5. maya. Answer: a Page: 85. 2. The word Vedas is related to the English word.