

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Summer 2013

Discipline: Religious Studies

RELG 1559: Comparative Religion

Division: Lower

Faculty Name: Elizabeth Barre

Pre-requisites: None.

COURSE DESCRIPTION

This course is an introduction to the comparative study of religion, focusing on the three major Abrahamic traditions of Judaism, Christianity, and Islam. Special attention will be devoted to the historical development of each tradition within and around the Mediterranean, but we will also spend time discussing basic doctrines and dominant practices. Comparative by design, this course encourages students to understand and appreciate the common lineages of these traditions, as well as their radical divergences.

COURSE OBJECTIVES

At the end of the semester you will be able to:

1. Outline the most significant moments in the historical development of Judaism, Christianity, and Islam.
2. Summarize each tradition's foundational doctrines and/or theological beliefs.
3. Describe the dominant practices of Jews, Christians, and Muslims throughout the world.
4. Explain the way history, doctrine, and practice are interrelated in each tradition.
5. Identify similarities and differences both across and within various forms of Judaism, Christianity, and Islam.
6. Practice the academic study of religion by thinking critically and creatively about religious traditions and ideas.

REQUIRED TEXTBOOKS

AUTHOR: Stuart M. Matlins and Arthur J. Magida

TITLE: How to be a Perfect Stranger

PUBLISHER: Skylight Paths Publishing

ISBN #: 978-1594732942

DATE/EDITION: 2010

AUTHOR: Bruce Feiler

TITLE: Abraham: A Journey to the Heart of Three Faiths

PUBLISHER: Harper Perennial

ISBN #: 978-0060838669
DATE/EDITION: 2005

AUTHOR: Theodore M. Ludwig
TITLE: The Sacred Paths of the West
PUBLISHER: Pearson Prentice Hall
ISBN #: 978-0131539068
DATE/EDITION: 2005

TOPICAL OUTLINE OF COURSE

C1- June 19: STUDYING RELIGION AND THE PROSPECT OF FIELDWORK

Reading: Bradley Herling, "Beginnings in the Study of Religion," in *A Beginner's Guide to the Study of Religion*, 1-20.*

Gerry Tierney, "Becoming a Participant Observer," in Michael V. Angrosino, ed., *Doing Cultural Anthropology: Projects for Ethnographic Data Collection*, 9-17.*

Topics: Religious Studies as a Discipline; The Insider/Outsider Problem; The Promise and Peril of Field Work; and Basic Introduction to Ethnographic Methods

C2- June 20: JEWISH VISUAL CULTURE: WHAT TO EXPECT

Reading: "Material Culture in Judaism," in John Corrigan, et al., *Jews, Christians, Muslims: A Comparative Introduction to Monotheistic Religions*, 255-272.*

"Jewish," in *How to Be a Perfect Stranger*, 132-158.

"Queen Sabbath" and "Mitzvot of Ritual and Worship," in *Sacred Paths*, 127; 129-132.

Topics: Art; Architecture; Dress; Food; Worship; and Ritual

C3- June 21: CHRISTIAN VISUAL CULTURE: WHAT TO EXPECT

Reading: James F. White, "The Spatial Setting," in Geoffrey Wainwright and Karen B. Westerfield Tucker, eds. *The Oxford History of Christian Worship*, 793-816.*

"Orthodox Churches" and "Roman Catholic," in *How to Be a Perfect Stranger*, 228-245; 298-309.

"Breaking Bread and Praising God" and "Art in Christian Worship and Ritual," in *Sacred Paths*, 179-180; 185-186.

Topics: Art; Architecture; Dress; Food; Worship; and Ritual

C4- June 22: MUSLIM VISUAL CULTURE: WHAT TO EXPECT

Reading: Frederick Mathewson Denny, "Ideals and Realities of Islamic Community Life," in *An Introduction to Islam*, 289-311.*

"Islam," in *How to Be a Perfect Stranger*, " 110-123.

"The Five Pillars" and "Art in Islamic Worship and Life," in *Sacred Paths*, 230-234; 237-238.

Topics: Art; Architecture; Dress; Food; Worship; and Ritual

June 23-26: CASABLANCA

Field Sites: Hassan II Mosque (Active Mosque)
Casablanca Cathedral (Cultural Center/Concert Hall)
Temple Beth-El (Active Synagogue)
Jewish Museum

C5- June 27: A HISTORY OF THREE TRADITIONS: 1280BCE-900BCE

Reading: "Foundations of the Jewish Story," in *Sacred Paths*, 95-101.

"The Times Before Muhammad" in *Sacred Paths*, 196-197.

Topics: Abraham, Isaac, and Ishmael; Exodus from Egypt; Struggle with Canaanite Culture; The Kingdom of Israel

C6- June 28: A HISTORY OF THREE TRADITIONS: 900BCE-63BCE

Reading: "Foundations of the Jewish Story," in *Sacred Paths*, 102-104.

Topics: The Idea of the Messiah; The Prophets; Babylonian Exile; Ezra and the Early Jewish Community; and The Maccabean Revolt

C7- June 29: A HISTORY OF THREE TRADITIONS: 63BCE-70CE

Reading: "The Maccabean Revolt and Roman Dominance," in *Sacred Paths*, 104-105.

"Life and Teachings of Jesus," "Crucifixion and Resurrection," and "Beginnings of the Christian Church" in *Sacred Paths*, 144-152.

Topics: Roman Occupation of Israel; Life and Teachings of Jesus; Crucifixion and Resurrection; Pentecost; Persecutions and the Conversion of Paul; Jews and Gentiles in the Early Church; and Christian Expansion through Hellenistic World

June 30: STUDY DAY AND SEA OLYMPICS

C8- July 1: A HISTORY OF THREE TRADITIONS: 70CE-570CE

Reading: “The Early Christian Church in the Roman World,” in *Sacred Paths*, 153-157.
“The Development of Rabbinic Judaism,” and “The Making of the Talmud,” in *Sacred Paths*, 105-106.

Topics: Gnosticism; Apostle’s Creed; Canonization of Scripture; Constantine and Theodosius; Monasticism; Council of Nicea; Council of Chalcedon; Augustine of Hippo; Destruction of Jewish Temple; Masada; Jewish Diaspora; Oral Torah; Mishnah; Gemara; and the Talmud

C9- July 2: EXAM ONE

July 3-5: ANTALYA

Field Sites: Tekeli Mehmet Paşa Mosque (Active Mosque)
Fluted Minaret Mosque Complex (Museum)
Antalya Museum
Garden of Religions, in Belek (Active Mosque, Synagogue, and Church)
Church and Tomb of St. Nicholas (Santa!), in Demre (Museum)

C10- July 6: A HISTORY OF THREE TRADITIONS: 570CE-750CE

Reading: “Muhammad as the Final Prophet,” “Establishing the Ummah in Medina,” “A Religion for All Peoples: Expansion of Islam,” and “The Umayyad Dynasty,” in *Sacred Paths*, 198-206.

Topics: Early Life and Call of Muhammad; The Hijra and The Establishment of the Ummah in Medina; Rightly Guided Caliphs; The Party of ‘Ali; and The Umayyad Dynasty

C11- July 7: A HISTORY OF THREE TRADITIONS: 750CE-1095CE

Reading: “The Abbasid Dynasty,” “Development of Shari’ah and Theology,” and “Islamic Mysticism: The Sufis,” in *Sacred Paths*, 206-210.

“Further Transformations of Judaism,” “Jewish Life and Thought in Islamic Contexts,” and “The Challenge of the Karaites,” in *Sacred Paths*, 106-107.

“Christendom,” and “Eastern Orthodoxy: Split with the West,” in *Sacred Paths*, 158.

Topics: The Abbasid Dynasty; Kalam; Mu‘tazilites and Ash‘arites; Shari’ah; Islamic Mysticism; Baghdad Library; Al-Azhar; Seljuk Turks; Jewish Minorities in Muslim States; Responsa; The Challenge of Karaites; The Holy Roman Empire;

Growing Divisions between Eastern and Western Bishops; Filioque Controversy;
and The Great Schism

July 8-11: ISTANBUL

Field Sites: Hagia Sophia (Museum)
Church of the Holy Saviour in Chora (Museum)
Church of Saints Sergius and Bacchus/Little Hagia Sophia (Active Mosque)
Blue Mosque (Active Mosque)
Ecumenical Patriarchate/Church of Saint George (Active Church)
Church of St. Anthony of Padua (Active Church)
Suleymaniye Mosque (Active Mosque)
Hagia Irene/Topkapi Palace (Museum)
Eyup Mosque and Mausoleum (Active Mosque)
Pammakaristos Church/Fethiye Mosque (Museum AND Active Mosque)
The New Mosque (Active Mosque)
Museum for the History of Science and Technology in Islam
Zulfaris Synagogue/The Jewish Museum of Turkey (Museum)
Neve Shalom Synagogue (Active Synagogue)
Ashkenazi Synagogue of Istanbul (Active Synagogue)

And if you want a fun break from all these serious sites, go check out the Miniaturk theme park, with miniature replicas of the sites you will have visited!

C12- July 12: A HISTORY OF THREE TRADITIONS: 1095CE-1500CE

Reading: "Islamic Pressure and the Crusades," in *Sacred Paths*, 159.
"Tragedy and Response in Medieval Europe," "Crusades and Persecutions," and "The Story of the Marranos," in *Sacred Paths*, 109.

Topics: Fall of Jerusalem; Crusades; Jewish Persecution during Crusades; Marranos; Fall of Constantinople; and the Expulsion of the Jews from Spain

C13- July 13: A HISTORY OF THREE TRADITIONS: 1095CE-1500CE

Reading: "Al-Ghazali and the Acceptance of Sufism," in *Sacred Paths*, 210-211.
"Reformers, Scholastics, and Mystics," in *Sacred Paths*, 159-160.
"Jewish Philosophy: Maimonides," and "Mysticism and the Kabbalah," in *Sacred Paths*, 107-109.

Topics: Al-Ghazali; Rumi; Islamic Philosophy; Dominicans; Thomas Aquinas; Christian Mysticism; Maimonides; and Kabbalah

July 14-17: PIRAEUS

Field Sites: Mitropoli Cathedral (Active Church)
Agi Apostoli Church (Archeological Site)
Areopagus (Mars Hill)
Byzantine and Christian Museum
Synagogue Beth Shalom (Active Synagogue)
The Jewish Museum of Greece
Fethiye Mosque (Archeological Site)

C14- July 18: A HISTORY OF THREE TRADITIONS: 1500CE-1700CE

Reading: “Renaissance and Reformation,” in *Sacred Paths*, 160-164.

“Renaissance and Ghetto” and “Vibrant Jewish Life in Eastern Europe,” in *Sacred Paths*, 109-110.

“Medieval Empires: Stability and Flourishing Muslim Culture,” in *Sacred Paths*, 212-214.

Topics: Wycliffe; Luther; Calvin; Protestantism; Henry VIII and the Church of England; Council of Trent; Religious Wars and the Peace of Westphalia; Ghettoization of Jews in Europe; Jewish Culture in Eastern Europe; Hasidim; and the Safavid, Mughal, and Ottoman Empires in Iran, India, and Turkey

C15- July 19: EXAM TWO

C16- July 20: CHRISTIAN THEOLOGY

Reading: “Christian Worlds of Meaning,” in *Sacred Paths*, 167-178.

Topics: The Triune God; Christology; Creation; Sin; Salvation and Atonement; Grace; and the World to Come

July 21-23: LIVORNO

Field Sites: Basilica of Saint Mary of the Flower or the Duomo (Active Church)
Basilica of the Holy Cross (Active Church)
Basilica of San Lorenzo (Active Church)
Great Synagogue of Florence (Active Synagogue and Museum)
Muslim Cultural Center of Florence (Active Mosque and Center)
Basilica of St. Francis and Franciscan Friary (Active Church in Assisi)
Abbey of San Galgano (Architectural Site near Siena)

July 24-26: CIVITAVECCHIA

Field Sites: Vatican Museums, including Raphael’s Rooms and Sistine Chapel

St. Peter's Basilica (Active Church)
 St. Peter's Square
 Great Synagogue of Rome (Active Synagogue and Museum)
 Jewish Ghetto Walking Tours
 Islamic Cultural Center of Rome (Active Mosque and Cultural Center)
 Basilica of Saint John Lateran and Baptistery (Active Church)
 Basilica of St. Paul Outside the Walls (Active Church)
 Basilica of Santa Maria Maggiore (Active Church)
 Basilica of Our Lady in Trastevere (Active Church)
 Basilica of St. Peter in Chains (Active Church)
 Basilica of the Holy Cross in Jerusalem (Active Church)

C17- July 27: JEWISH THEOLOGY

Reading: "Jewish Worlds of Meaning," in *Sacred Paths*, 115-125.

Topics: Monotheism; Creation; Sin; Redemption; Repentance; Transformation; and the World to Come

C18- July 28: MUSLIM THEOLOGY

Reading: "Muslim Worlds of Meaning," in *Sacred Paths*, 220-229.

Topics: Monotheism; Tawhid; Creation; Negligence and Unbelief; Faith and Submission; Transformation; and the World to Come

July 29-31: MALTA

Field Sites: Rotunda of Mosta
 St. Paul's Cathedral
 St. Paul's Church and Grotto
 Catacombs of St. Paul

C19- Aug 1: ENCOUNTERS WITH MODERNITY

Reading: "Emancipation and the Modern Age," in *Sacred Paths*, 110-113.

"Struggles with Modernity," in *Sacred Paths*, 164-165.

"Reform Movements and the Modern World," in *Sacred Paths*, 214-217.

Topics: Mendelssohn; Reform Judaism; Orthodox Judaism; Conservative Judaism; The Holocaust; Zionism; Christian Deism; Christian Pietism; Liberal Christianity; Christian Fundamentalism; Wahhabism; Arab Nationalism; and Islamic Modernism

C20- Aug 2: JUDAISM, CHRISTIANITY, and ISLAM TODAY

Reading: "Continuing Struggles and Hopes," in *Sacred Paths*, 113-114.
"Christians in the World Today," in *Sacred Paths*, 165-166.
"Muslims in the World Today," in *Sacred Paths*, 217-219.

Topics: Anti-Semitism; Israeli-Palestinian Conflict; Christian Neo-Orthodoxy; World Council of Churches; Globalization of Christianity; Islamism in Egypt, Iran, and Saudi Arabia; Militant Islam and its Muslim Critics; and Black Muslims in the United States

August 3-5: MARSEILLES

Field Sites: Notre Dame de la Garde (Active Church)
Saint Victor Abbey (Archeological Site)
Cathedral Major (Active Church)
Avignon Cathedral (Active Church)
Palais des Papes (Museum)
Grande Synagogue de Marseille (Active Synagogue)
The Arab Quarter/ The Noailles

August 6-8: BARCELONA

Field Sites: Barcelona Cathedral (Active Church)
La Sagrada Familia (Active Church)
La Moreneta/Monestir de Montserrat (Active Monastery)
El Call Jewish Quarter
Center d'Interpretacio del Call (Museum)
Major Synagogue of Barcelona (Archeological Site)
Israelite Community of Barcelona (Active Synagogue)
Catalonian Jewish Community (Active Synagogue)
Catalan Islamic Cultural Center (Active Mosque)

C21- Aug 9: ABRAHAM: THE FATHER OF THREE FAITHS

Reading: "Rock of Abraham" and "God of Abraham," in *Abraham*, 3-54.

Topics: The Fertile Crescent: Then and Now; Interpretations of Abraham's "Birth"; and Interpretation of Abraham's Call

C22- Aug 10: ABRAHAM: THE FATHER OF THREE FAITHS

Reading: "Children of Abraham," in *Abraham*, 57-110.

Topics: Interpretations of Ishmael and Isaac

August 11-13: CADIZ

Field Sites: Cadiz Cathedral (Active Church)
Seville Cathedral and La Giralda (Active Church)
Basilica de la Macarena (Active Church)
Santa Paula Convent (Active Convent)
Alcazar (Palace/Fort/Museum)
Barrio Santa Cruz (Old Jewish Quarter)

August 14-16: LIBSON

Field Sites: Libson Cathedral (Active Church)
Jeronimos Monastery (Museum)
Sao Roque (Active Church)
Sao Vicente de Fora (Active Church)
Convento do Carmo (Archeological Site)
Lisbon Synagogue (Active Synagogue)
Gulbenkian Museum

C23- Aug 17: CONFLICT AND COLLABORATION

Reading: "Blood of Abraham," and "Hope of Abraham," in *Abraham*, 189-229.

Topics: Contemporary Religious Conflict and Prospects for Interreligious Dialogue.

August 18: STUDY DAY

C24-Aug 19: FINAL EXAM

August 20: REFLECTION/REENTRY

August 21: CONVOCATION/PACKING

August 22: SOUTHAMPTON

FIELD WORK

FIELD LAB: GROUP A

Istanbul: Crossroads of Faith

In this field lab, students will explore the interaction of the three traditions we are studying (Judaism, Christianity, and Islam) as they developed and continue to develop alongside one another in Istanbul. Unique among all other cities of the world, Istanbul has been the cultural center of both Christian and Muslim empires, each with a sizeable Jewish populations in its midst. As a result, all three traditions have left visible and lasting marks on this city, often in the very same location. To help students understand the rich and continually shifting religious landscape of this part of the world, we will visit a number of sites that have served as churches, mosques, and finally museums of cultural history under the control of a devoutly secular contemporary regime. The magnificent Hagia Sophia is the best example of this “multi-purpose” site, but the Church of the Holy Savior in Chora knows a similar history. And while the Zulfaris Synagogue is privately operated, it too has been transformed into a private museum for those who wish to learn about the history of Jews in Turkey. To help students see that Turkish religious life is not simply an historical artifact, however, we will also visit sites with active religious services. Some of these locations, like the Blue Mosque, have relatively uniform religious histories; others, like the “Little Hagia Sophia,” are ancient Christian churches that continue to serve as active houses of worship for contemporary Muslims.

FIELD LAB: GROUP B

City of God or City of Man? The Holy See and Jewish Ghettos

For millions of Catholics throughout the world, Rome—and more specifically Vatican City—is a sacred site of pilgrimage. Home to the Holy See (i.e., central hierarchy) of the Roman Catholic Church, a visit to Rome provides an opportunity to explore the Pope’s official residence, tour the famous Vatican Museums, and worship in numerous basilicas that contain, or are themselves, iconic masterpieces of western art. By following the footsteps of these pilgrims, visiting the Vatican Museums and St. Peter’s Basilica, students will experience a religious tradition in what is arguably its most triumphant form. To help students see that this sort of triumphalism often carries with it a darker history of religious oppression, we will spend the second part of our day at the Jewish Museum of Rome and on a walking tour of the ghetto into which Jews were confined for over 300 years. This portion of the lab will also include a tour of the Great Synagogue of Rome which, built after the Jews were granted citizenship in the late 19th century, marks another sort of religious triumph.

FIELD LAB: GROUP C

Religion in Barcelona: Urban Cathedrals, Mountain Monasteries, and Ancient Synagogues

Much like the Rome field lab, this excursion will introduce students to the grandeur of Catholic Europe alongside its dark history of religious intolerance, particularly toward the Jews. We will begin the day in Barcelona's Old City, with a tour of Barcelona's grand Cathedral. From there, we will visit a museum dedicated to the history of Jews in Barcelona, explore the remains of one of the oldest synagogues in Europe, and take a walking tour of the nearby Jewish Quarter (El Call). Time permitting, we will make a quick trip to tour Gaudi's unfinished, yet iconic, Sagrada Familia, followed by lunch together in the city. The latter part of the day will take students to the mountains north of the city, where they will tour the majestic monastery of Montserrat. Here students will learn more about the history of monastic life within the Christian tradition, and the ways in which it differs from the religious life found in the Cathedrals of major European cities.

FIELD VISIT JOURNAL

It goes without saying that this semester will be unlike any other semester you've experienced at your home institution. And, despite what many might assume, the primary difference is not that your coursework will be interrupted by various mini-vacations in the Mediterranean. Instead, the goal of the Semester at Sea program is to provide you the opportunity to spend a semester learning in a radically transformed classroom. Instead of learning through texts and the lectures of an academic expert alone, this program allows and indeed *encourages* you to learn in a hands-on, experiential way. Put differently, your experiences in the field are not simply vacations, but rather the core component of your courses this semester. As a result, 45% of your grade in my course will depend upon work you are doing *outside* my classroom.

The largest and most comprehensive of these assignments will be a field visit journal that you will submit at the end of the semester. This journal, worth 300 points (30%) of your final grade, must provide evidence that you have explored and contemplated the religious lives of residents in **each of the eleven port cities we visit**. You can meet this requirement by visiting houses of worship, religious services, or museums that contain religious artifacts. I have provided lists of the most important sites in the schedule above, and I will be happy to join small groups of students on visits to these locations from time to time. You are also free to write about your experience during your required Field, but if you would prefer to write about another religious site you visited in that city, that is fine as well.

Most importantly, your exploration need not be limited to these sorts of formal experiences. You might discover religious life in unexpected places: while shopping, visiting with local children, or simply walking down a street in the mid-afternoon. Any experience that moves you to think about the religious traditions we are studying in this course qualifies for this assignment, but it must be robust enough to prompt an extended reflection in your

journal.

You will submit this journal electronically at the end of the semester, so I strongly encourage you to include pictures that document your visits. One way to think of this journal is as a sort of academic travel blog that focuses on the religious life of the communities you will visit. As such, pictures of just about anything that might document your experiences will contribute to the overall effect of the journal (buildings, people, posters, tickets, clothes, etc.). A word of caution, however: many religious sites—especially those in which individuals are actively worshipping—forbid the use of cameras. If you are planning a visit, try to read about the etiquette at that particular site before you arrive; if you find yourself in an unplanned experience, it is always best to ask before assuming you are free to visit or take pictures.

Although there are no length requirements for this journal, your grade will depend upon the extent to which your written reflections reveal:

1. An understanding of the basic history, doctrines, and practices of Judaism, Christianity, and Islam.
2. An ability to link this understanding of the traditions with the phenomena you observe in the field.
3. Considered reflections about these connections and their implications for your understanding of “religion” as a generalizable phenomenon.
4. You have completed all aspects of the assignment and put time into the overall presentation of the journal.

FIELD LAB ESSAY

After your required Field Lab in Istanbul, Rome, or Barcelona, you will have two weeks to complete a 1,000 word essay worth 150 points, or 15% of your final grade. Detailed information on this assignment (including the rubric I will use to grade the essays) will be distributed at least two weeks in advance of the due date.

METHODS OF EVALUATION / GRADING RUBRIC

Assignments and Responsibilities

READING

Assigned readings are to be completed by the date indicated on the syllabus. If I call on you or ask you to participate in an activity in class, I will expect that you have read the assignment for the day. You don't have to "get" everything the first time you read it, but you should be fairly familiar with the material. If you don't understand something, feel free to e-mail me with a question, or to come to class with a knowledgeable question about what we've read for that day.

READING QUIZZES

To ensure that you complete the daily reading assignments, you will also be asked to complete 10 reading quizzes throughout the semester. These quizzes will be given within the first 5 minutes of class on a random “pop-quiz” basis, and will consist of questions designed to test whether you have read and understood the material. You are free to use any notes you have taken while reading, but these notes must be *hand written.* These quizzes, worth 10 points each, are the basis of 10% of your final grade (100 points).

FIELD VISIT JOURNAL

At the end of the semester you will submit an electronic Field Visit Journal that documents your reflections on the religious lives of the residents in each of the nine port cities we visit. This journal will be worth 300 points, or 30% of your final grade. For more information about this assignment and how it will be graded, see the Field Work section of this syllabus.

FIELD LAB ESSAY

As noted above, you will have two weeks to complete a 1,000-word essay after your required Field Lab in Istanbul or Rome. This essay will be worth 150 points, or 15% of your final grade. Detailed information on this assignment (including the rubric I will use to grade the essays) will be distributed at least two weeks in advance of the due date.

EXAMS

You will take three exams in this course, each worth 150 points. These exams combine to make up 45% of your final grade, and will assess how well you have retained the factual information (names, terms, history, etc.) presented throughout the course.

Grading and Evaluation

GRADING SCALE*

100%-93%: A	79%-77%: C+
92%-90%: A-	76%-73%: C
89%-87%: B+	72%-70%: C-
86%-83%: B	69%-60%: D
82%-80%: B-	60% and below: F

**Grades will be rounded to the nearest integer.*

GRADE COMPONENTS (OUT OF 1,000 TOTAL POINTS)

Exams, 450 total points (45%)

- Three Exams, 200 points each

Field Assignments, 450 total points (45%)

- Field Journal, 300 points
- Field Lab Report, 150 points

Reading Quizzes, 100 total points (10%)

- Ten Quizzes, 10 points each

ELECTRONIC COURSE MATERIALS

AUTHOR: Bradley Herling
ARTICLE/CHAPTER TITLE: "Beginnings in the Study of Religion"
JOURNAL/BOOK TITLE: Beginner's Guide to the Study of Religion
DATE: 2008
PAGES: 1-20

AUTHOR: Gerry Tierney
ARTICLE/CHAPTER TITLE: "Becoming a Participant Observer"
JOURNAL/BOOK TITLE: Doing Cultural Anthropology: Projects for Ethnographic Data Collection
DATE: 2007
PAGES: 9-18

AUTHOR: John Corrigan, et al.
ARTICLE/CHAPTER TITLE: "Material Culture in Judaism"
JOURNAL/BOOK TITLE: Jews, Christians, Muslims: a Comparative Introduction to Monotheistic Religions
DATE: 2011
PAGES: 255-272

AUTHOR: James F. White
ARTICLE/CHAPTER TITLE: "The Spatial Setting"
JOURNAL/BOOK TITLE: The Oxford History of Christian Worship
DATE: 2005
PAGES: 793-816

AUTHOR: Frederick Mathewson Denny
ARTICLE/CHAPTER TITLE: "Ideals and Realities of Islamic Community Life"
JOURNAL/BOOK TITLE: An Introduction to Islam
DATE: 2010
PAGES: 289-311

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]."

ADDITIONAL COURSE POLICIES

ATTENDANCE

While much of your learning will occur while you read, write, and study for the exams, being present in class is the best way to ensure that you truly learn and understand the course material. As a result, class attendance is required. One incentive for meeting this requirement will be to receive credit for the ten reading quizzes which cannot be made up. Yet, I will also take attendance on a regular basis. You will be allowed two unexcused absences throughout the semester, but each additional unexcused absence will result in the deduction of 10 points (1%) from your final course average. All judgments about excused and unexcused absences will be at my discretion. However, if you wish to receive an excused absence, you must receive approval from me before the missed class period.

MAKE-UP WORK

In the interest of fairness, students must be present for exams and quizzes on the dates given. Quizzes cannot be made up under any circumstances and the only circumstances under which make-up exams will be administered is in the case of unforeseeable medical emergencies. Complete disasters that require extended periods away from class should be referred immediately to the Academic Dean so I can work out the best plan of action in conjunction with the SAS staff.

COURTESY

To ensure that everyone has the opportunity to learn without undue distraction, please turn off your cell phone (or put it into silent mode). Also, do not talk during class, read newspapers, magazines, text, or listen to iPods/MP3 players. If you bring a laptop to class, I expect you to be taking notes and only taking notes. If I discover you doing anything else, I reserve the right to bar your individual laptop use for the remainder of the semester. Most importantly, do not enter class late or leave early unless it's an emergency and/or you've cleared it with me in advance. If you're consistently late (i.e., noticeably, more than twice or so) or regularly moving in and out of class while it's in session, I will stop marking you present. Quizzes will be conducted within the first five minutes of class. If you are late, the quiz cannot be made up.

AMERICANS WITH DISABILITIES ACT

Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain as confidential as possible.

SYLLABUS CHANGE POLICY

This syllabus is only a guide for the course and is subject to change with advanced notice.