. . .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, with a particular focus on sacred places visited on the voyage. We will examine the formal, spatial, structural, aesthetic and symbolic aspects of the sites 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 structures from traditional Western and Non-Western civilizations, including Buddhist stupas, Jewish synagogues, Classical temples, Islamic mosques, Shinto shrines, Christian 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, such as powerful natural land formations like Kilauea Caldera, Chaco Canyon, and Uluru. As part of this course students will analyze the architectural compositions and characteristics of sacred sites visited while ashore.

COURSE 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 ed.

Also: Journal: Moleskine Folio Notebook, A4, Plain, Black (8.25 x 11.75) (Pro. Folio Series)
      Digital Camera

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

Reading: Ron E. Hassner, War on Sacred Grounds, “What is Sacred Space?,” 17-34.

A2- January 11: Nature: Awe, Beauty, and the Sublime
Mount Olympus, Mount Kailasa, Kilauea Caldera, Machu Picchu, Chaco Canyon, Delphi, Ise
         Adams, “Japan's Ise Shrine and Its Thirteen-Hundred-Year-Old Reconstruction
         Tradition,” 49-60.

A3- January 13: 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.

Hilo: January 14

A4- January 16: Earth: Sacred Ground (the Characteristics of a Sacred Place)
Earthworks, Nazca Lines, Uluru, Stonehenge, Kyoto, Acropolis, Ayodhya
         Dan Jones, “New Light on Stonehenge,” Smithsonian Magazine (Oct. 2008), (available

A5- January 19: Earth: Mounds, Burials, and Sacrifices
Giza, Mausoleum of Qin Shi Huang, Tenochtitlan, Koyasan, Brion-Vega
Reading: Dodson, “The Great Pyramid: Gateway to Eternity,” (available at:
         Koyasan Shingon Buddhism Sohonzan Kongobuji, “Kobo Daishi and Koyasan,”
Study Day: January 21

A6- January 22: Fire: Spiritual Light and the Sacred Hearth
Zoroastrian Fire Temples, Fire Circles, Prytaneums, Olympic Caldrons, Rothko Chapel
Weightman, Sacred Landscape and the Phenomenon of Light, 59-71.

A7-January 24: Air: The Cosmogram and the Celestial Dome
Pantheon, Great Stupa, Sanchi, Dome of the Rock, Hagia Sophia, Tempietto, Temple of Heaven
Readings: Barrie, *The Sacred In-Between*, “Ordering the World” and “Perfect Worlds,” 132-150,
167-188 (rest of chapters optional).
Mann, *Sacred Architecture*, “Early Cosmologies and the Cosmic Cube,” 34-44.

Yokohama: January 26-27
In-Transit: January 28
Kobe: January 29-31

A8- February 1: Water: Tranquility, Cleansing and Sacrifice
Ganges, Mekong River, Baptisteries, Hammams, Tsubaki Grand Shrine, Pura Tirta Empul
Temple, Chichen Itza, Suzhou

Shanghai: February 3-4
In-Transit: February 5-6
Hong Kong: February 7-8 POSSIBLE FIELD LAB DATE

A9- February 9: Path: Pilgrimage
Santiago de Compostela, Shikoku (88 Sites), Mecca, Mỹ Sơn, Ronchamp, Unity Temple

Ho Chi Minh: February 11-16 - PREFERRED FIELD LAB DATE

A10- February 17: Buddhist Architecture I
Sarnath, Bodh Gaya, Ajanta, Ellora, Lhasa

Singapore: February 19-20 POSSIBLE FIELD LAB DATE

Study Day: February 21

A11-February 22: Buddhist Architecture II
Pagan, Sukhothai, Ayutthaya, Borobudur

Rangoon: February 24-March 1

A12-March 2: Hindu Architecture I
Aihole, Ellora (Kailasa), Khajuraho, Bhubaneshwar, Tiruvannamalai

A13-March 4: Hindu Architecture II
Angkor Wat, Bayon, Prambanan

Cochin: March 6-11
Study Day: March 12

A14-March 13: Reflections upon Sacred Sites Visited

A15-March 15: Christian Architecture I
Old St. Peters, S. Vitale, S. Gall, S. Foy, Chartres Cathedral

Study Day: March 17
Port Louis: March 18

A16- March 19: Christian Architecture II – The Spread of Christianity
Baroque and Neoclassical Churches Throughout the Colonial World, Modern Churches
Reading: TBA

A17-March 21: Islamic Architecture I
Samarra, Kairouan, Cordoba, Djenné

A18- March 23: Islamic Architecture II: Mughal and Ottoman
Qutb Mosque, Jama Masjid, Taj Mahal, Blue Mosque, Mosques in Southeast Asia

Cape Town: March 25-30
Study Day: March 31
A19- April 1: Classical Architecture I
Development of the Greek Temple, Paestum, Athens, Bassae, Didyma

A20- April 3: Classical Architecture II
Pompeii, Roman Forum, Ara Pacis, Maison Carrée, Baalbek
Spiritual Places in the Roman World

A21- April 5: Memorials and Memory
Childhood Places, Battlefields, Cemeteries, Memorials: Lincoln, Vietnam Veterans, Berlin
Holocaust, Choeung Ek, Columbine School Shooting, World Trade Center Site, Virtual Memorials
Readings: Chouin, “Sacred Groves in History: Pathways to the Social Shaping of Forest
Landscapes in Coastal Ghana,” 39-46.

Tema (Accra): April 7-9
Takoradi: April 10-11

A22- April 12: Civic Institutions
Seats of Government, Museums, Libraries, Schools

A23- April 14: Contemporary Sacred Sites
Grande Mosquée Hassan II, Harajuku Church, Dubai Mosque, Taichang Buddhist Temple Design,
Sheikh Zayed Bin Sultan Al Nahyan Mosque, Tor Tre Teste Millennium Church, Lotus Temple,
Chapel of St. Ignatius, Ave Maria
Readings: Lukas Feireiss, “The Strength of Sacred Buildings At The Beginning of the 21st
Century,” Huffington Post (available at:

A24: April 16: Reflection on Sacred Sites Visited and Course Review

Study Day: April 18

April 19: Global Lens Exams and Study Day

Casablanca: April 20-24

A25: A Day Finals

April 29: Arrive in Southampton
**FIELD WORK**
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 your field lab.

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

Our visit to Ho Chi Minh City will provide the opportunity to explore a variety of different forms of sacred places through all of our senses and to compare and contrast how different elements of architecture are used to heighten spiritual experiences. It will also allow us to see firsthand how different sacred spaces have borrowed and adapted architectural forms to meet their own formal needs.

The field visit will include stops at a wide range of sacred space in and around Ho Chi Minh City, such as Giac Lam Pagoda, Khanh Van Man Vien Pagoda, Thiền Hậu Temple, Jade Emperor Pagoda, Temple of King Hùng, Notre Dame Cathedral, Cha Tam Church, Mariamman Temple, Jamia Muslim Mosque, Cao Dai Holy See (if possible), and several non-religious sacred places such as, the Cu Chi tunnels (if possible), the Reunification Palace, the U.S. Embassy (at least the exterior), or possibly another site or memorial tied to the Vietnam/ American war. If time permits we may also stop at the Museum of Vietnamese History to view the Hindu and Buddhist sculpture housed in its collection.

[Note: Second choice of site: This assignment could potentially be carried out in a number of other locations, including Singapore or Hong Kong. Vietnam is my first choice as Ho Chi Minh City offers a variety of interesting sacred spaces within the heart of the historic center and I have previously visited a range of sacred sites in Vietnam (albeit in the Hue, Hoi An, and Hanoi areas).]

Upon completion of the field lab, students will complete a three- to four-page analysis in their journals that compares and contrasts how different aspects of the built environment reflects and informs the sacred practices and meanings at two of the sites visited. (See Comparison Paper description below for more information on the aspects you should be exploring in this assignment.) The entry needs to be based on both personal observations made at the sites and more formal research while back onboard.

**FIELD AND 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 building or manmade 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 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 also will include a number of in-class writings and entries responding 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.

**Comparison Paper**

Complete an in-depth comparison of two of the major sacred sites visited on the voyage. 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.

- **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 into the sites and the cultures that created them in addition to your own firsthand observations. The paper should be approximately ten-fifteen pages in length (12-pt., double-space typed, 1” margins), with relevant illustrations and formal footnotes (ideally following the Chicago Manual of Style format).
METHODS OF EVALUATION / GRADING RUBRIC

Grading will be based on the following: Field Assignment 20%
                Journal 35%
                Paper 35%
                Participation* 10%
                (*includes attendance, curiosity, perceptivity)

LATE & INCOMPLETE WORK

There will be no make-up or extra credit work given for this class. Authorized medical excuses and serious personal matters will be the only allowed 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 as outlined by the University of Virginia’s Honor Code.

ATTENDANCE

Students are required to attend all classes for their duration. Regular attendance and attentiveness are vital in this course as we will not always be following the 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 unexcused absence. Inattentiveness during class may also lead to receiving a half of an unexcused absence. More than three unexcused 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.

RESERVE LIBRARY LIST

AUTHOR: Thomas Barrie
TITLE: Spiritual Path, Sacred Place
AUTHORS: Caroline Humphrey and Piers Vitebsky
TITLE: Sacred Architecture
PUBLISHER: Thorsons / Harper Collins
ISBN #: 9780007662401
DATE/EDITION: 2003

AUTHOR: Martin Gray
TITLE: Sacred Earth: Places of Peace and Power
PUBLISHER: Sterling
ISBN #: 9780641929687
DATE/EDITION: 2007

AUTHORS: John Esposito, Susan Tyler Hitchcock, Desmond Tutu, et. al.
PUBLISHER: National Geographic Society
ISBN #: 0792259106
DATE/EDITION: 2006

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
VOLUME: 
DATE: 1989
PAGES: 67-96

AUTHOR: Edwin Bernbaum
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: Sacred Mountains of the World
VOLUME: 
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
VOLUME:
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
VOLUME:
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
VOLUME:
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
VOLUME:
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: A. T. Mann  
ARTICLE/CHAPTER TITLE: Early Cosmologies and the Cosmic Cube  
JOURNAL/BOOK TITLE: Sacred Architecture  
VOLUME:  
DATE: 1993  
PAGES: 34-44

AUTHOR: Jeffrey F. Meyer  
ARTICLE/CHAPTER TITLE: The Axis of Power  
VOLUME:  
DATE: 2001  
PAGES: 1-20

AUTHOR: Partha Mitter  
ARTICLE/CHAPTER TITLE: Ch. 5: Hindu Art and Architecture  
JOURNAL/BOOK TITLE: Indian Art  
VOLUME:  
DATE: 2001  
PAGES: 33-69

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

AUTHOR: Vincent Scully  
ARTICLE/CHAPTER TITLE: Landscape and Sanctuary  
JOURNAL/BOOK TITLE: The Earth, the Temple, and the Gods  
VOLUME:  
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  
VOLUME:  
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

ONLINE RESOURCES
The Art and Images of China: http://www.ibiblio.org/chineseart/contents/artc/c01s01.html#
Asian Historical Architecture: http://www.orientalarchitecture.com/index.php
Essential Architecture: http://www.essential-architecture.com/STYLE/STYLE.htm
Films Media Group, Sacred Space: Art, Architecture, and the Role of the State: http://sabio.library.arizona.edu.ezproxy2.library.arizona.edu/record=b6208569~S9
Jingū at: http://www.isejingu.or.jp/english/
Sacred Destinations: http://www.sacred-destinations.com/
SAH Archipedia: http://sah-archipedia.org/

ADDITIONAL RESOURCES
None

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].”