

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Philosophy
Course Number and Title:	PHIL 379 Mysticism East and West
Division:	Upper
Faculty:	Louise Harmon
Semester Credit Hours:	3

Pre-requisites: The standard CSU prerequisite – one lower division religion course – has been waived by the instructor.

COURSE DESCRIPTION

Mysticism East and West will study the definition, nature, scope and effect of mystical experiences throughout the religious and intellectual traditions of the world. The course will be a comparative and cross-cultural exploration of major expressions of mysticism, and philosophical interpretations of mysticism. Because we travel through Asia during the first part of the voyage, students will first look at mysticism in Buddhism, Hinduism, and Daoism. We will then turn to mysticism from the west, focusing on the Greeks and the Abrahamic religions of Judaism, Christianity, and Islam. Students will read primary texts in translation and study the relationship of the mystical tradition to its underlying body of thought. We will be asking a variety of questions: Is mysticism a universal experience in all traditions—East and West—and if so, what are its unifying characteristics? Or should we just regard mysticism as an over-arching term to refer to multiple ways of experiencing and understanding the “divine,” the self, or nature? Does the underlying tradition dictate the nature of the mystical experience? If so, how? What kind of “knowledge” is acquired through mystical experience and insight? If “knowledge” is the wrong word, is there some other meaningful category that might be ascribed to mystical experience? Among the various traditions, what are the conditions required for having a mystical experience, and how are they created or acquired?

LEARNING OBJECTIVES

- 1) To explore the various definitions of mysticism and types of mysticism in order to acquire a shared language and a theoretical foundation for analyzing the mysticism in different traditions;
- 2) To study the basic tenets of Buddhism, Hinduism, Daoism, Judaism, Christianity and Islam—both to understand how the mysticism of each religious tradition relates to its central beliefs, and to acquire a background about the diverse cultures and religions that we will be encountering on our voyage.
- 3) To seek to find unifying characteristics within the mysticism of each religious tradition—and if unsuccessful in that endeavor, to examine how and why.

- 4) To compare and contrast the diversity of mystical experience, both from the study of primary texts and from intentional travel, and to reach a deeper understanding about our own beliefs about mystical experiences, as well as their cultural, historical and intellectual determinants.

REQUIRED TEXTBOOKS

AUTHOR: Phyllis Zagano, editor
TITLE: *Mysticism and the Spiritual Quest: A Crosscultural Anthology*
PUBLISHER: Paulist Press, New York & Mahwah, New Jersey
ISBN #: 978-0809146260
DATE/EDITION: 2013

AUTHOR: Andrew Harvey, editor
TITLE: *The Essential Mystics: Selections from the World's Great Wisdom Traditions*
PUBLISHER: HarperOne, New York
ISBN #: 978-0062513793
DATE/EDITION: 1997

Other materials are available in the Electronic Course Materials

TOPICAL OUTLINE OF THE COURSE

Part 1: Theoretical foundations: What are the various definitions of “mysticism?” What are the categories of mystical experience? (E.g., extrovertive and introvertive; theistic and non-theistic; union vs. identity with God, etc.) What do these terms, among others, mean: ineffable; noetic; perennialism; super sense-perceptual and sub sense-perceptual; pure conscious events; constructivism; naturalism? What are the contours of the philosophic debate over mystical experience? What challenges does science pose to claims of knowledge from mystical experience?

Depart Ensenada, Mexico – January 5

A1–January 7: Readings:

—Mysticism. Stanford Encyclopedia of Philosophy (2014). Retrieved from <https://plato.stanford.edu/entries/mysticism/>.....Electronic Course Materials

—William James. *Varieties of Religious Experience*, Lectures 16 and 17 (1902). Retrieved from https://en.wikisource.org/wiki/The_Varieties_of_Religious_Experience/Lectures_XVI_and_XVII Electronic Course Materials

A2–January 9: Readings

—Underhill, Evelyn. From Practical Mysticism. Retrieved from <https://www.pbs.org/wgbh/questionofgod/voices/underhill.html>Electronic Course Materials

—Bertrand Russell. Mysticism (1961). Retrieved from http://sceptis.net/eng/articles/id_4.phpElectronic Course Materials

A3—January 11: Readings

—Sigmund Freud’s Views on Religion. Wikipedia. Retrieved from https://en.wikipedia.org/wiki/Sigmund_Freud%27s_views_on_religionElectronic Course Materials

—Mullen, Richard (2004). God, Materialism and Neurobiology. Retrieved from https://www.wju.edu/faculty/cardinalperspectives/mullin03_04.pdfElectronic Course Materials

Honolulu, Hawaii — January 12

Part 2: The Chinese Traditions: What are the basic tenets of Daoism? What is the Dao? What are the dimensions of Yin and Yang? What is Qi? How does one come to know the Dao? What is the Dao’s relationship with the world of perception? How does Confucianism compare to and contrast with Daoism? How does Confucianism employ the concepts of Daoism? What are the beliefs of Zhuangzi?

A4—January 14: Readings

—Excerpts from the Tao Te Ching (Harvey).....pp. 17-26

—The Tao Te Ching of Lao Tzu (Zagano).....pp. 79-85

January 16—International Date Line crossing (Lost Day)

A5—January 17: Readings—First essay handed out, due B-7 by 10 p.m. (1/23)

—Reckless Words, Secret of Caring for Life, the True Man by Chuang Tzu (Harvey)..pp. 27-30

—Selections from Chuang Tzu (Zagano).....pp. 87-104

Study Day (No Class) — January 19

Part 3: The Buddhist Tradition: What are the basic tenets of Buddhism? What is the story of the Buddha? What are the Buddha’s central teachings—the four noble truths and the 8-fold path? What are the concepts of reincarnation, *karma*, *nirvana*, emptiness, the Middle Way, and the purposes and practices of Buddhist meditation? What is distinct about Zen Buddhism? What are the central beliefs in the Tibetan Book of the Dead?

A6—January 20: Readings

—Buddhism, The Way of Clarity, The Four Noble Truths, Doctrine of Dependent Origination, The Illusory Nature of the World, Couplets, The Worthy, The Nature of Nirvana, Unlimited Friendliness, The Heart of Perfect Understanding, The Bodhisattva’s Infinite Compassion? The Bodhisattva’s Great Love (Harvey).....pp. 67-78

A7—January 22: Readings

—The Dhammapada, the Heart Sutra, the Lotus Sutra,(Zagano).....pp. 107-131
—The Letter to Lord Nakamura (Zagano).....pp. 159-165

Kobe, Japan — January 24-28

A8—January 29: Readings

—Perfection of Wisdom as the Middle Way, the Practice of Meditation, the Tibetan Book of the Dead (Zagano).....pp. 131-157

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

A9—February 6: Readings Watch the documentary on *The Buddha: The Story of Siddhartha*

Ho Chi Minh City, Vietnam — February 8-13

Part 4. The Hindu Tradition: What are the basic tenets of Hinduism? What is the history of Hinduism? What are its sacred texts? What are the concepts of reincarnation, *samsara*, *karma*, and *moksha*? What is the *atman*, or the true “self”? What is the ultimate reality or *Brahman*? How does one achieve the union of the *atman* with *Brahman*? What are the *gunas* and what role do they play in renunciation? What is *dharma*? How does the Gita deal with the tensions between one’s social role and renunciation? What role do the Vedantic scriptures play in understanding Brahman?

A10—February 14: Readings

—The Upanishads, Introduction, the Katha Upanishad, the Mundaka Upanishad, the Chandogya Upanishads (Zagano).....pp. 3-29

Community Programming (No Class) — February 16

A11—February 17: Readings (first quiz will be given on this date)

—Introduction to the Yoga Sutras, Yoga Aphorisms: How to Know God, The Eight Limbs of Yoga (Zagano).....pp. 31-46

Yangon, Myanmar – February 19-23

A12—February 24: Readings

—Introduction to the Bhagavad Gita, Karma Yoga (Way of Selfless Action), The Yoga of Renunciation (Way of Loving Faith) (Zagano).....pp. 47-66

—Be Aware of Me Always, The Way of Love (From the Bhagavad Gita) (Harvey).....pp. 43-46

A13— February 26: Readings

—Truth is One, My Journey into the Mother, The Mother, She is your own Mother, Perfect Awareness, I have Raised Both My hands—Ramakrishna (Harvey).....pp. 52-58

Cochin, India – February 28 – March 5

Part 5: Ancient Greece and Beyond—and a look at Plato and Plotinus: What were the mystical traditions of Heraclitus and Empedocles? Did Plato, usually known for his logical thought, have a mystical side? What are the arguments, pro and con, for Plato’s having a mystical dimension? Who were the Neoplatonists? Did the “Neoplatonist” Plotinus “inherit” Plato’s mysticism, or develop the mystical concept of “the One” on his own? How would you compare Plotinus’s notion of the One to the mysticism inherent in the eastern religions we have already studied?

A14—March 6: Readings—Second essay to be handed out, due on B-16 by 10 p.m. (3/13)

—Hymn to Gaia, The Eleusinian Mysteries: To Die is to Be Initiated, Heraclitus: Eternity is a Child at play; The Path up and Down is One and the Same; Concordant discordant; Empedocles: Love and Strife: A Two-Fold story (Harvey).....pp. 111-118

—Plato: Socrates’ Praise of Madness; The Soul as Charioteer; The Final Revelation: The Heavenly Ladder; Socrates on Illusion and Reality: The Cave; A Vision of the Creation (Harvey).....pp. 119-129

Community Programming (No Class) – March 7

A15—March 9: Readings

—Plotinus (from the Enneads): The Universe; The Principle and Beauty; The Soul and Beauty; The Glory of this World; Cut Away Everything (Harvey).....pp. 129-135

--Plotinus, The Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/plotinus/>Electronic Course Materials

Port Louis, Mauritius – March 11

Part 6: Judaism: What are the basic tenets of Judaism? How do we find the mystical hidden in sacred texts? What is the difference between the revealed and the concealed? How can we interpret the Song of Songs? What are the *midrash* and how have they developed the Jewish mystical tradition? What does “emanation” mean? What are the *sephirot*? How does the Early Kabbalah compare to the Zohar? Why does Rabbi Kook believe the *halakha* and the *aggadah* must be united?

A16—March 12: Readings

--The Way of Holiness, In the Beginning, Genesis (Harvey).....pp. 87-89

--Song of Songs, Philo of Alexandria, Intro to the Early Kabbalah (Zagano).....pp. 169-203

A17—March 14: Readings

--Zohar, The Wisdom of the Holy as an Influence on Life, Rabbi Abraham Kook (Zagano).....pp.219-237

Part 7: Christianity: What are the basic tenets of Christianity? What does Augustine mean when he says that he “loves God”? What are Bernard of Clairveux’s degrees of love and what does it mean to “become like God?” How did Francis of Assisi praise God? What does it mean to for a nun to “marry Christ? Who were the Anchorites and how did their life styles promote their spirituality? What is Julian of Norwich’s concept of “God our Mother? What does John of the Cross mean by the “dark night,” what are its stages, and how does he describe the progression of the stages of prayer?

A18—March 16: Readings

--Jesus’s Sermon on the Mount, Be Ye Therefore Perfect, Seek Ye First the Kingdom of God, Ask and it Shall be Given, I was Thirsty and you Gave me Drink (Matthew); Take Up Your Cross, Be as a Little Child (Mark); Ye Must be Born Again, Bread from Heaven, The Coming of the Comforter, The Vine, I in Them and Thou in Me (John) (Harvey)..... pp. 169-179

--We are the Children of God, Be Ye Transformed, The Foolishness of God is Wiser than Men, I Count Not Myself to Have Apprehended, The Glory of Charity--Paul (Harvey).....pp. 181-185

--The Gospel of John, St. Paul’s First Letter to the Corinthians (Zagano)pp. 249-256

Cape Town, South Africa — March 18-23

A19—March 24: Readings

- Augustine of Hippo, Confessions Book 10 (Zagano).....pp. 257-273
- Bernard of Clairvaux, How God Should be Loved (Zagano).....pp. 275-286
- Francis of Assisi and Clare of Assisi (Zagano).....pp. 287-294

A20—March 26: Readings

- Anchorite Spirituality and Julian of Norwich (Zagano).....pp. 295-316
- John of the Cross, The Ascent of Mount Carmel (Zagano..... ..pp. 327-336

A21—March 28: Taking a break to study a bit of Shamanism and see a video on Ghana’s healers: Readings

—Shamanism Wikipedia. Retrieved from <https://en.wikipedia.org/wiki/Shamanism>.....Electronic Course Materials

—Watch *Ghana’s Healers* in class

Takoradi, Ghana — March 30 - April 1

Tema, Ghana — April 2-3

Part 8: Islam: What are the basic tenets of Islam? What are the Five Pillars of Islam? How is the Qur’an regarded in Islam? What is the Shahadah? What is the Sunnah? What are the hadith? What does it mean to “surrender” to Allah? What is the history of Sufism? What is the state of *fana* and how does someone achieve it? How does Rumi describe the Sufi revelation of God’s glory? What are the ways to travel to “path of the sacred heart?” Why has Sufism been described as having “a rather ambiguous relationship with Islamic orthodoxy”?

A22—April 4: Readings

- Islam, The Way of Passion, selections from the Qur’an (Harvey).....pp. 137-142
- Intro to Qu’ran, Rabia al-Adawiyya (Zagano).....pp. 339-341, 353-356
- Ibn Arabi (Muhyi al-Din al-Arabi) *Whatever Way Love’s Camel Takes, The Wisdom of Divinity in the Word of Adam, Eighteen Thousand Universes through Eighteen Thousand Eyes, Fana: Annihilation* (Harvey).....pp. 145-148

A23—April 6: Readings

--Jalal al-Din Muhammad Rumi, Introduction (Zagano)pp. 401-403

--Jalal al-Din Muhammad Rumi cont., Love's Apocalypse, Love's Glory, Admit it and Change Everything, Suddenly a Moon Appeared, Thousands of Rose Gardens, Hurry to the Source of Life, Borrow the Beloved's Eyes, The Song of Victory, What a Miracle (Harvey).....pp. 154-163

Study Day (No Class) – April 8

A24– April 9: Readings (No New Readings, finish up Islam)

Watch the DVD on *Rumi Returning* in class

Casablanca, Morocco – April 11-15

Study Day (No Class) – April 16

A25–April 17: Wrap up and Final Quiz given this day

Arrive Amsterdam, The Netherlands – April 21

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

Field Class & Assignment: 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 at least 20% of the contact hours for each course and are developed and led by the instructor.

Field Class: Zen Meditation in Japan

Our field class will be held on the first day in Kobe, Japan, January 24, 2019.

Myoshin-ji Temple was founded in 1337 and for centuries has been devoted to the practice of *zazen*, a distinct form of Zen Buddhist meditation. Located in Northwestern Kyoto, the Myoshin-ji Temple (Temple of the Enlightened Mind) belongs to the Rinzai tradition of Zen. Rinzai training seeks to awaken the practitioner to his or her innate Buddha-nature through the practices of *zazen*, *samu* or physical work, and the use of meditation problems known as *koans*. Students will listen to a talk by a Zen master at the Shunkoin Temple, a sub-temple of the Myoshin-ji Temple. After the lecture, students will be instructed in how to do *zazen* and will be given an opportunity to engage in meditation. In the afternoon, after lunch, students will go to the nearby Ryoanji Temple, the home of one of the more famous “dry

landscape” (*kare sansui*) garden. These students will be given a second opportunity to engage in *zazen*.

Field Class Objectives:

- 1) To learn about the Rinzai school of Zen Buddhism, and the theory and practice of *zazen* meditation
- 2) To visit a Zen Buddhist temple in Japan and learn about its history and architecture;
- 3) To visit a Japanese “dry landscape” garden and learn about the theory of a *kare sansui* garden;
- 4) To give students an opportunity to experience two meditative *zazen* sessions.

Field Class Assignment: The Reflection paper should be 3-5 pages and is due on B-9, February 7, 2019. Normally, for Field Class papers, I give “prompts” of questions that students might research/ask and answer. However, given the personal nature of a meditative experience, I want to give students absolute freedom to write a contemplative essay on their experience doing *zazen* in the two different locations. You will not be judged on the quality of your meditative experience, only on your analysis and expression of that experience, and how it ties back to some of the themes of mysticism that we have been discussing in the course. Meditation is a practice, and some of you may already be skilled practitioners, while for others, this exercise may be a totally new experience. The quality of meditation changes over time as one becomes more adept. However, even the first meditation experience can be profound—but it can also be frustrating, and even difficult. Feel free to be frank in your discussion but recognize that two brief meditations in Japan are not the sum total of a Zen practice. However, you are being given a rare opportunity to try *zazen* in Japan, under the instruction of a Zen master, in a 14th century Japanese Buddhist Temple. It is a rare experience, and I hope that you will approach the experience with an open heart, curiosity, and respect.

Independent Field Assignments (one-page reports):

These Independent Field Assignments are illustrative suggestions only. If the student would like to come up with something more creative, based on his/her own experiences, I am open to innovation if it has something to do with our course. If your report is based upon a conversation, be certain to inform the person that you are doing research for a course, and that if you write up the conversation, you will not publish the report or identify the individual. Some subjects are sensitive, and you should ask permission before probing further.

- 1) You will learn about the theory of reincarnation. Anywhere in our Asian ports of call, you should find a piece of art that in some fashion depicts a Buddhist or Hindu view of the after-life and explain/analyze its symbolism.
- 2) In Japan, you may have an opportunity to go to a tea ceremony. Describe your experience and how the tenets of Zen Buddhism are incorporated in it.
- 3) When the Shakyamuni first left home and went to the wilderness to meditate, he deprived himself of food, water, and became like a skeleton. Find an image of the emaciated Buddha and describe the importance of the Middle Way.
- 4) Asian religions have a monastic tradition. Anywhere in our Asian ports of call,

- find a student monk or nun affiliated with a Buddhist temple or university, interviews him/her about his/her life, family, education, religious practices, and how he/she came to become a member of this tradition. Ask about his/her meditative practices.
- 5) The adherents of both Buddhism and Hinduism believe in the concept of "karma." Interview an individual from one of those two traditions and ask him/her to explain their beliefs about karma, and how those beliefs relate to reincarnation.
 - 6) Have a discussion with someone who is familiar with the Kabbalah and report on the meaning that this form of mysticism had for that person.
 - 7) Have a discussion with someone from the Catholic tradition who has been on a pilgrimage and report on the meaning of that pilgrimage in the person's spiritual development.
 - 8) Have a conversation with a person who claims to have had a mystical experience, describe that experience, and analyze it according to some of the principles that we have learned. (If you have more than one conversation of this type, you can write separate reports on each one. Again, be sure to inform the person that you are doing some research, and that the report will be private, confidential, and their identity will not be revealed.)
 - 9) Find someone who has engaged in a serious, continuous meditative practice over a number of years and find out how they have sustained the practice, and the meaning that the practice has for them.
 - 10) Find a work of art that depicts a person who is in a meditative state, or in a state of ecstasy, and analyze its meaning.
 - 11) Have a conversation with a person from a different culture who has a "ghost story" to tell, analyze it, and discuss its metaphysical implications. How does the ghost story differ from those in your own culture?
 - 12) You will be visiting many churches, temples, and other places of worship on the voyage. Each one will have its own architecture that anticipates quiet reflection and meditation. Describe a visit to one such place of worship and analyze how the architecture reflects the tradition's concept of contemplation. (If you visit more than one such place of worship, you can write separate reports on each one.)

METHODS OF EVALUATION

The student will be required to write two take-home essays, as well as to write one reflection paper based upon our required Field Class in Japan. You will also be asked to write five Independent Field Work assignments throughout the semester based on your experiences in ports. I have provided a list of the assignments, and the student may choose which five assignments s/he wishes to tackle or invent one on your own. The Independent Field Work assignments will require a one-page reflection that will be graded on a pass-fail basis. (E.g., you do the assignment, and write me one page about it, you get the two points. If you don't do it, you don't get the two points.) The two take-home essays will test for knowledge of the readings, lectures and class discussions. Furthermore, there will be two multiple-choice quizzes, one in the middle of the course, and one at the end, designed to test your basic knowledge of the course materials. The first quiz will be held in class, and the second quiz will be administered during the time regularly scheduled for the final exam. I do not provide

study sheets for the quizzes, but all the multiple-choice questions will come from the PowerPoints which will be posted in the Electronic Course Materials as soon as we complete a unit.

Each take-home essay will consist of a paper, 7-9 pages (typewritten; double-spaced; 12 pt. font, one inch margins) about an assigned topic. (You will have at least a week on board to complete each take-home essay.) See the schedule below for the two take-home exams, the multiple-choice quizzes, the reflection paper based on the Field Class, and the Independent Field assignments. For the take-home essays and reflection paper, unexcused late assignments will have points deducted from the grade—two points for each day the paper is late. If you believe that you have an excused absence, it is up to the student to request an extension; for illness, a doctor's note from the clinic will be required. Only extenuating circumstances will justify turning in a late paper.

Each take-home essay will count for 25% of your grade, for a total of 50%. Your reflection paper on the required Field Class will count for 20 % of your grade, and your five one-page Independent Field Assignments will count for 10 % of your grade, although those will be on a pass-fail basis. (You will receive 2 points for each short report.) Each multiple-choice quiz will each count for 10% of your grade, for a total of 20%.

- 25 % Take-home essay # 1
- 25 % Take-home essay # 2
- 20 % Reflection paper on Field Class
- 10 % Independent Field Assignments
- 10 % Quiz # 1
- 10 % Quiz # 2

Here is the schedule for your take-home essays, your reflection paper on the required Field Class, the Independent Field Assignments, and the multiple-choice quizzes:

First Take-Home Essay (7-9 pages): You will receive your question on A-5 (Jan. 17) and the essay is due by 10 pm on B-7 (Jan. 23)

First multiple-choice quiz: A-11 (Feb. 17)

Reflection Paper on required Field Class (3-5 pages): B-9, February 7, 2019.

Take-Home Essay # 2 (7-9 pages): You will receive your 2nd question on A-14 (March 6) and the essay is due by 10 pm on B-16 (March 13)

All Independent Field Assignments (one-page reports) are due no later than A-19 (March 24), although students are encouraged to complete them earlier in the semester.

Second multiple-choice quiz: A-25 (April 17)

Your three writing assignments will be evaluated on the basis of two criteria: Form and Content. Matters of form include grammar, spelling, punctuation, clarity and organization. Matters of content include understanding of the material, use of texts to support positions,

thoroughness, originality, and overall quality of thought. I expect you to present the philosophical theories in a clear, succinct fashion, and then to make strong arguments in support of your positions. The Independent Field Assignments are not graded. **NOTE: Attendance at the Field Class is mandatory, and failure to attend will result in a loss of 20% of your grade**

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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	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. I will make reasonable efforts to enable students to make up work which must be accomplished under my supervision (e.g., missed quizzes). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

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.

For the two-take home exams, and the reflection papers on the Field Class, I will require you to add at the end of the paper a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

FILM REQUEST

Title of Film: *The Buddha: The Story of Siddhartha* *

Distributor: PBS

* Professor will provide a copy

Title of Film: *Healers of Ghana*

Distributor: Films Media Group

Title of Film: *Rumi Returning: The Triumph of Divine Passion* *

Distributor: Heaven on Earth Presentations

* Professor will provide a copy.

Electronic Course Materials:

---Mysticism. Stanford Encyclopedia of Philosophy (2014). Retrieved from <https://plato.stanford.edu/entries/mysticism/>

---William James. Varieties of Religious Experience, Lectures 16 and 17 (1902). Retrieved from https://en.wikisource.org/wiki/The_Varieties_of_Religious_Experience/Lectures_XVI_and_XVII

---Underhill, Evelyn. From Practical Mysticism. Retrieved from <https://www.pbs.org/wgbh/questionofgod/voices/underhill.html>

---Bertrand Russell. Mysticism (1961). Retrieved from http://scepsis.net/eng/articles/id_4.php

---Sigmund Freud's Views on Religion. Wikipedia. Retrieved from https://en.wikipedia.org/wiki/Sigmund_Freud%27s_views_on_religion

---Mullen, Richard (2004). God, Materialism and Neurobiology. Retrieved from https://www.wju.edu/faculty/cardinalperspectives/mullin03_04.pdf

--Plotinus, The Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/plotinus/>

--Shamanism Wikipedia. Retrieved from <https://en.wikipedia.org/wiki/Shamanism>