

# INSTITUTE FOR STUDIES IN GLOBAL PROSPERITY

The Institute for Studies in Global Prosperity is dedicated to building capacity in individuals, groups and institutions to contribute to prevalent discourses concerned with the betterment of society within a conceptual framework that draws on both science and religion as two complementary systems of knowledge and practice. The Institute does this by creating learning environments in which participants can come together to study, reflect and consult. It further explores principles, concepts, and approaches that are relevant to the advancement of civilization, and facilitates the generation and systematization of knowledge that is instrumental to effecting positive transformation in society.



ISGP gave me a vision of a world that is materially and spiritually prosperous and made me confident that I can learn to contribute to the prosperity of civilization without getting lost in my profession.

## PARTICIPANT IN CANADA

After the seminar my perception about education changed. Taking charge of one's education is indispensable. It's not just about which job you get or how much you earn. The most important thing is to develop capacity to transform society in these years we spend at university.

## PARTICIPANT IN INDIA

The seminar made me realize that the world needs change and here I am, a potential instrument for change.

## PARTICIPANT IN THE PHILIPPINES

The seminars helped me understand that I am not an empty vessel to be filled with information but have the ability to question, analyze, and seek truth using the two sources of knowledge: science and religion.

## PARTICIPANT IN EL SALVADOR

Every year the seminars disclosed for me a new vision and provided new insights. They helped me look at many concepts from a new angle and guided me towards a deeper understanding.

## PARTICIPANT IN UZBEKISTAN

The seminars gave me confidence to talk to my peers about how to contribute to the wellbeing of our community, and this has allowed me to meet people with similar ideals and commitments which I thought was impossible before.

## PARTICIPANT IN SPAIN

### CONTACT INFORMATION

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# PARTICIPATING IN THE PREVALENT DISCOURSES OF SOCIETY

SEMINARS FOR  
UNIVERSITY STUDENTS



# CREATING SPACES FOR LEARNING

In the context of its mandate to create spaces in which individuals and groups concerned with social transformation can come together to explore the elements of a framework for thought and action that is inspired by both science and religion, the Institute for Studies in Global Prosperity offers annual 10-12 day seminars for Bahá'í university students in several countries around the world.

The purpose of these seminars is to raise consciousness in participants of the importance of engaging in action and discourse directed towards social change; to provide them with tools to understand and analyze their society as well as the content of the university courses they are studying; to explore elements of a conceptual framework for contributing to the advancement of civilization; and to assist them to acquire the kind of knowledge that will enable them to live fruitful and meaningful lives.



## Seminars for University Students: Participating in the Prevalent Discourses of Society

### YEAR ONE

Participants reflect on the nature of the Bahá'í community's diverse efforts to contribute to the advancement of civilization. They examine concepts essential to a discourse on social action, reflect on the implications of the principle of harmony between science and religion, and explore ways to achieve higher levels of coherence in their lives and collective endeavors. They think about how culture in its broadest sense is communicated and how they can participate in the creation and recreation of a culture that takes into account the material and spiritual dimensions of progress.

### YEAR TWO

Participants delve deeper into the question of individual and collective identity. They study the process by which the Bahá'í community has been learning about its own growth in the field of expansion and consolidation, and explore the concept of education and what it means to take ownership of one's education. They also reflect on the underpinnings of the educational process in which the worldwide Bahá'í community is engaged. Finally, they are asked to think critically about the media systems and messages with which they interact on a daily basis.

### YEAR THREE

To enhance their understanding of the conceptual framework that guides the Bahá'í community in its three main areas of endeavor, participants look more closely at social action. They continue their conversation on the principle of harmony between science and religion by studying a text that helps them think about science, its methods, its language, and its role in the advancement of civilization. Finally, they consider the implications of living a materially and spiritually coherent life for the decisions they make about their careers, family life, and meeting their financial needs.

### YEAR FOUR

In Year Four participants focus on the nature of Bahá'í participation in the discourses of society. Having familiarized themselves with the methods of science, this year they examine more closely the question of religion. A significant portion of the seminar is also dedicated to exploring the characteristics of the individual, the community, and the institutions of society, and the relationships that must bind them together at this time in humanity's collective history.

## Building Bonds of Unity

Throughout the course of the seminars, the students enjoy an atmosphere that is at once serious and joyful, educative and uplifting, disciplined and dynamic. They have the opportunity to learn from their peers, to share their struggles and concerns, and to build and strengthen bonds of unity and friendship that help nourish and recharge their spirit each year.

