

**SCTR 19-RELIGIONS OF THE BOOK:  
JUDAISM, CHRISTIANITY, AND ISLAM**  
*Monday/Wednesday/Friday 11:45am-12:50pm*  
**Kennedy 109**

**INSTRUCTOR:** Corinna Guerrero

**EMAIL:** cguerrero@scu.edu

**OFFICE HRS:** WED 1-2:30PM; THURS 3:45-4:45PM

ZOOM meetings available by appointment.

**OFFICE:** Kenna Hall Office #303

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**COURSE DESCRIPTION:**

This course is an introduction to Judaism, Christianity, and Islam. Each week students engage a new set of questions about the formation, history, theology, sacrality, as well as issues of authority and gender concerning the “Abrahamic” traditions. Over the course of the quarter, students investigate in a lecture/discussion format the question that our textbook's title raises: *What do our neighbors believe?* Investigations of Judaism, Christianity, and Islam occurs through primary sacred texts (i.e. TaNaK, Old Testament & New Testament, and Qur'an), secondary readings, lectures, and group presentations. Students are encouraged to develop their understanding of each religion from the standpoint of how that religion sees itself in the world. In the process engaging and investigating the “Abrahamic” traditions students are given the opportunity to question and explore for themselves the role of religion, God, *ha-shem*, *Allah*, the deity, the Ultimate in their lives and/or the lives of the world around them.

- Students are required to bring the relevant text books to class every day.
- No prior knowledge or association with the named western religions is necessary for enrollment in this course.

This course satisfies the Religious Studies 1/Religion, Theology, and Culture 1 requirement.

**CORE CURRICULUM LEARNING OBJECTIVES:**

Students in this course will:

**Objective #1** - Describe and compare the central religious ideas and practices from several traditions or within one, and from two globally distinct regions. (Students will satisfy this objective through class discussion, quizzes, reflection papers, group presentation, and final paper.)

**Objective #2** - Use critical approaches to reflect upon their own beliefs and the religious dimensions of human existence. (Students will satisfy this objective through class discussion, reflection papers, worship group presentation, self-evaluation, and final paper.)

## COURSE OBJECTIVES:

1. Introduce students to a basic understanding of the central texts, traditions, and practices of Judaism, Christianity and Islam.
2. Critically reflect through written, oral, and aural sources upon religious belief and practice as well as what religion discloses about humanity in its quest for the sacred. This will also offer students an opportunity to reflect on (their own) beliefs, religious experiences, and probe how religion functions in their lives and/or in the lives of others.
3. Introduce students to central religious ideas and practices of Judaism, Christianity and Islam through weekly attention paid to their sacred writings (TaNaK, Old Testament and New Testament, and Qur'an). This includes an introduction to contextual and comparative interpretive methodologies.
4. Explore the diversity within each religion, its sacred texts, and its popular religiosity through written, oral, and aural sources.

## REQUIRED TEXTS:

1. Ali, Abdullah Yusuf. *The Meaning of The Holy Qur'an*.
2. *HarperCollins Study Bible: Student Edition with Apocrypha/Deuterocanonical* (New Revised Standard Version [NRSV]), Fully Revised & Updated
3. Greenstein, Howard, Kendra Hotz, and John Kaltner. *What do our neighbors believe? Questions and Answers on Judaism, Christianity, and Islam*. Louisville: Westminster John Knox Press, 2007.
4. Messina-Dysert, Gina, Jennifer Zobair, and Amy Levin. *Faithfully Feminist: Jewish, Christian, and Muslim Feminists on Why We Stay*. Ashland, OR: White Cloud Press, 2015.
5. Additional required texts for reading will be posted on Camino.

## COURSE REQUIREMENTS AND ASSESSMENT METHODS:

**Class Attendance, Preparation, and Critical Engagement (15%)** Fifteen percent of the overall grade for this course is determined by the student's daily: 1) preparation for class (i.e. completion of reading/movie/song assignments for the day; 2) attendance in class; and 3) thoughtful, informed, and/or reflective questions and/or comments about the reading. **Satisfies Core Curriculum Objectives #1 & #2.**

**Quizzes (10%)** Students are required to complete **two online quizzes** posted through the course Camino page. The quizzes will serve as a content midterm and final. Each quiz will cover the material prior to the quiz date and are not cumulative. Each quiz will be an assortment of multiple choice, fill in the blank, and True/False, short answer, and matching questions. *There are no make-up quizzes.* **Satisfies Core Curriculum Objective #1.**

**Reflection Essay Papers (45%)** Students are required to type **three** 3-5 pages, single-spaced, 1" margins, Times New Roman, 12 pt. font, Turabian/Chicago footnotes, bibliography, thesis statement underlined in the first paragraph, reflection essays during the quarter situating

## SANTA CLARA UNIVERSITY ■ RELIGIOUS STUDIES DEPARTMENT

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the assigned reading, movies (and/or presentations) within the scope of the week's topic and class lecture/discussion thus far.

Note- Students earning below 70% on the FIRST ESSAY will have an automatic rewrite assigned that necessitates a paper review with the Professor.

**Satisfies Core Curriculum Objective #1 & #2.**

**Expressions of the Sacred Presentation (25%)** Students will be assigned to small groups (3-5 person groups) that are responsible for giving a 15 minute group presentation to the class in the second half of the quarter. (The size of the group and the length of the presentation are dependent upon size of the class.) The group will focus their project around a core principle, aspect, ritual, or expression of "the sacred" according to Presentation Guidelines to be given out after the 2 week of the course. **Satisfies Core Curriculum Objectives #1 & #2.**

**Self and Peer Evaluation (5% = 2.5% and 2.5%)** Each student will write an evaluation of their own experience of the worship service as well as the participation of the other members of Worship Group Presentation as outlined in the Self and Peer Evaluation Guideline. **Satisfies Core Curriculum Objective #2.**

### GRADING SCALE:

A	94-100	C+	77-79	D-	60-63
A-	90-93	C	74-76	F	59 & BELOW
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

### ATTENDANCE POLICY:

**Regular on-time attendance is a mandatory** expectation for passing the course. Excused absences must be requested in advance of the class session to be missed and require approval from the instructor. **3 or more unexcused absences will result in lowering the student's final course grade a full letter grade. 5 or more absences, excused or unexcused, will result in an F final grade for the course.**

- Medical absences or any absence approved through the university need to have appropriate documentation submitted to the Professor.
- Missing more than 10 minutes of class twice will be counted as an unexcused absence.
- Job interviews are not excused absences.
- Professor reserves the right to subsume the Technology Policy into the Attendance Policy. Students may use technology in-class for the course as it is fitting with the session's activities. If an individual has difficulty focusing to the curriculum due to an incongruent use of technology in the room, the student will get a warning. The second violation will result in the student being marked absent for the day.

### DISABILITY ACCOMMODATION POLICY:

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

*While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.*

### TITLE IX POLICY:

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to [www.scu.edu/studentlife](http://www.scu.edu/studentlife) and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com)

- ❖ **REPORTING:** While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.
- ❖ For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).
- ❖ If you would like to reach out directly to the Student Care Team for assistance, you can contact them at [www.scu.edu/osl/report](http://www.scu.edu/osl/report). If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com). Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and

# SANTA CLARA UNIVERSITY ■ RELIGIOUS STUDIES DEPARTMENT

Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

- ❖ Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

## ACADEMIC INTEGRITY AND PLAGIARISM POLICY:

### All Students in this Course are Encouraged Greatly to take the University Honor Pledge

- The study of religion and sacred scriptures/religious literatures are older than the texts themselves. As a result, there are very few genuinely "unique" or "original" ideas. Therefore, it is the expectation that all written, presented, and discussed work as it pertains to this course reference the “chain of thought” the student is utilizing to make her/his point. Being able to articulate your thought from the thoughts of others is at the heart of academic integrity.
- Footnotes at the bottom of the page and a formal bibliography at the end of an essay are required. This course requires footnotes in Turabian/Chicago style. Failure to cite properly will result in an automatic rewrite.
- see - eturabian.com

This course follows the definition of Academic Integrity as described by Santa Clara University. For more see the following:

➔ <http://www.scu.edu/provost/policies/upload/Academic%20Integrity%20Protocol.pdf>

This course stands by the following definitions of plagiarism as found on the SCU library website: <http://libguides.scu.edu/plagiarism>.

## LECTURE AND READING SCHEDULE

### (COURSE LEGEND)

WK	DATE	LECTURE TOPICS & READING ASSIGNMENTS
(C)	CAMINO READINGS	(ST) SACRED TEXTS
(G)	GREENSTEIN, ET AL.	(D) MESSINA-DYSERT, ET. AL.

### WEEK 1

3/30	<i>LECTURE/QUESTION</i> - Introduction to course, syllabus, readings, citation guide.
(W)	<i>RDG ASSIGNMENT FOR F</i> - Focus questions for reading: What can you tell about a religion by reading its first lines? (ST) [HB/OT] Genesis 1-2, the creation accounts; [NT]

## SANTA CLARA UNIVERSITY ■ RELIGIOUS STUDIES DEPARTMENT

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Matthew 1; Mark 1, Luke 1; John 1, the Gospels; [Q] Surah 1; (C) start reading “Peters ch.1,” [pp. 5-37]

- 4/1** *LECTURE*- Introducing primary Sacred Texts of Judaism, Christianity, and Islam.  
(F) *RDG ASSIGNMENT FOR M-* (C) continue “Peters ch.1,” [pp. 5-37]; “The Qur’an” [pp. 58-68], “Trible and Russell ch.1” [pp1-7].

### *Founding Family*

#### WEEK 2

- 4/4** *LECTURE/DISCUSSION*- Abraham of the HB. Patriarch.  
(M) *RDG ASSIGNMENT FOR W-* (ST) [HB/OT] Genesis 12-25. (Review Peters 1)
- 4/6** *LECTURE/DISCUSSION* - Abraham of the NT. Genealogical & Theological Forefather.  
(W) *RDG ASSIGNMENT FOR F-* (ST) [NT] Matthew 1; Galatians 1-6; Romans 4; [Q] Surahs 2:122-129, 3:65-67; 19: 41-50, 33:7; (C) start Kaltner, “Ishmael Instructs Isaac\_Abraham” [87-131] (Review Peters 1)
- **Ref. Essay No. 1 Prompt Posted**
- 4/8** *LECTURE/DISCUSSION* - Abraham of the Qur’an. Prophet.  
(F) *RDG ASSIGNMENT FOR M-* (C) Kaltner, “Ishmael Instructs Isaac\_Abraham”; “Trible, ‘Ominous Beginnings for a Promise of Blessing’”; “Russell, ‘Twists and Turns in Paul’s Allegory’”

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#### WEEK 3

#### PROJECT PROPOSAL DISCUSSION FORUM OPENS

- 4/11** *DISCUSSION*- Sarah and Hagar in the HB & OT/NT  
(M) *RDG ASSIGNMENT FOR W-* (C) “Conflict and Coexistence in Jewish Interpretation”; “Islamic Hagar and Her Family”.
- 4/13** *LECTURE/DISCUSSION*- Sarah and Hagar in Jewish and Islamic Tradition  
(W) *RDG ASSIGNMENT FOR F-* (G) chapter 3 [35-50],

### *Conceptualizing Religion*

- 4/15** *LECTURE/DISCUSSION*- Text and Origins of Judaism, Christianity, and Islam  
(F) *RDG ASSIGNMENT FOR M-* (G) chapter 1 [1-17]; chapter 2 [18-34].

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#### WEEK 4

- 4/18** *LECTURE/DISCUSSION*- Dates, People, and Places.  
(M) *RDG ASSIGNMENT FOR W-* (ST) Exodus 3; Psalm 84; Gospel of John 2:13-22; 1 Corinthians 3, 2 Corinthians 6; Q 48:25-27.
- 4/20** *LECTURE*- What is a “sacred space”?  
(W) *RDG ASSIGNMENT FOR F-* (C) MOVIES—**Art of Faith: Judaism** (<https://santaclaraukanopystreaming-com.libproxy.scu.edu/node/46592>); **Art of Faith: Christianity**

## SANTA CLARA UNIVERSITY ■ RELIGIOUS STUDIES DEPARTMENT

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(<https://santaclarau-kanopystreaming-com.libproxy.scu.edu/node/50667>); **Art of Faith: Islam** (<https://santaclarau-kanopystreaming-com.libproxy.scu.edu/node/50665>)

4/22 *LECTURE/DISCUSSION*- What is “sacred time”?  
(F) *RDG ASSIGNMENT FOR F*- (G) chapter 6 [84-100].

**Reflection Essay DUE to CAMINO any time before 9am on Monday 1/25. [REFLECTION PAPER NO. 1]**

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### WEEK 5

#### PROJECT PROPOSAL DISCUSSION FORUM CLOSSES

4/25 *LECTURE/DISCUSSION*- Practices  
(M) *RDG ASSIGNMENT FOR M*- Focus questions for reading: Who or what leads these religions? And when does that authority begin? (ST) Exodus 20:1-17, Deuteronomy 5:4-21, Exodus 28, Leviticus 8-9, Psalm 113, Ezra 4-6; Galatians 2, Romans 16; Q 2:163, 247, 255, 263.

4/27 *LECTURE/DISCUSSION*- What is “sacred time”?  
(W) *RDG ASSIGNMENT FOR F*- (G) chapter 6 [84-100].

4/29 *LECTURE/DISCUSSION*- Practices  
(F) *RDG ASSIGNMENT FOR M*- Focus questions for reading: Who or what leads these religions? And when does that authority begin? (ST) Exodus 20:1-17, Deuteronomy 5:4-21, Exodus 28, Leviticus 8-9, Psalm 113, Ezra 4-6; Galatians 2, Romans 16; Q 2:163, 247, 255, 263.

### *How are Judaism, Christianity, and Islam monotheistic?*

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### WEEK 6

5/2 *LECTURE*- So ... monotheism is *not* the first of the Ten Commandments???  
(M) *RDG ASSIGNMENT FOR W*- (G) chapter 4 [51-67].

- **Ref. Essay No. 2 Prompt Posted**

5/4 *LECTURE*- Whose in charge of religion?  
(W) *RDG ASSIGNMENT FOR F* - (C) “Monotheism”, “Monotheism no.2”, “Nicene Creed”, “God and his Attributes” [316-331]; “Monotheism and the religion of Ancient Israel” [21-43].

5/6 *DISCUSSION*- What is monotheism for these religions?  
(F) *RDG ASSIGNMENT FOR M*- (G) chapter 5 [68-83];

**Take online QUIZ on Camino. OPENS Friday 2pm. DUE before 9am Monday 2/8. [All course content up to Friday 2/5 (QUIZ 2).]**

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### WEEK 7

5/9 *LECTURE*- Divine and Human Nature  
(M) *RDG ASSIGNMENT FOR W*- (ST) *satan/Satan*: [HB/OT] Job 1; [NT] Mark 1, Matthew 4; [Q] 7:22-25, 19:41-50, 49:13; (C) “Satan” [224-228]; “The Tragedy of Iblis (Satan) in the Qur’an” [128-144]. Note—Genesis is NOT part of the assigned reading.

5/11 *LECTURE*- “Get behind me Satan”: Adversary, Devil, or the Evil One?  
(W) *INFO GRAPHIC ASSIGNMENT FOR F*- Create an Informational Graphic visualizing the relationship

## SANTA CLARA UNIVERSITY ■ RELIGIOUS STUDIES DEPARTMENT

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between the Deity, humanity, and Satan/Iblis in your assigned religion. Bring to class F.

- 5/13**      *DISCUSSION*- Sin and Redemption  
(F)      *RDG ASSIGNMENT FOR M-* (G) chapter 7 [101-117].  
            • **Ref. Essay No. 3 Prompt Posted**

**Reflection Essay DUE at the beginning of class Monday 5/16. [REFLECTION PAPER NO. 2]**

<i>What does 'lived religion' look like in Judaism, Christianity, and Islam?</i>
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### WEEK 8

- 5/16**      *LECTURE/DISCUSSION*- Relationships and Introduction to Feminism & Religion  
(M)      *RDG ASSIGNMENT FOR W-* (D) Faithfully Feminist – Selected Jewish essays
- 5/18**      *LECTURE/DISCUSSION*- Women Speak about Faith and Customs. Part I  
(W)      *RDG ASSIGNMENT FOR F-* (D) Faithfully Feminist – Selected Christian Essays
- 5/20**      *LECTURE/DISCUSSION*- Women Speak about Faith and Customs. Part II  
(F)      *RDG ASSIGNMENT FOR M-* (D) Faithfully Feminist – Selected Muslim Essays

**Reflection Essay DUE at the beginning of class Monday 5/16. [REFLECTION PAPER NO. 3]**

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### WEEK 9

- 5/23**      *LECTURE/DISCUSSION*- Women Speak about Faith and Customs. Part III  
(M)      *MINI WRITING ASSIGNMENT FOR W-* **Type your personal essay 2-3 pages. Bring hardcopy to class.**
- 5/25**      *LECTURE*- What are our Experiences of Faith and Custom? Part I  
(W)      *CAMINO ASSIGNMENT FOR F-* **Record your reading of your essay and reflect on it in Camino.**  
            Prep for Presentations.
- 5/27**      *LECTURE/DISCUSSION- LECTURE- STUDENT PRESENTATIONS*  
(F)      *ASSIGNMENT FOR F-* **Self & Peer Evaluations Due to Camino by Monday 5/30 noon.**

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### WEEK 10

- 5/30**      *LECTURE- NO CLASS. MEMORIAL DAY.*  
(M)      *ASSIGNMENT FOR W-* Prep for Presentations
- 6/1**      *LECTURE- STUDENT PRESENTATIONS*  
(W)      *ASSIGNMENT FOR F-* **Self & Peer Evaluations Due to Camino by Friday 6/3 noon.**
- 6/3**      *LECTURE- STUDENT PRESENTATIONS*  
(F)      *ASSIGNMENT FOR M-* **Self & Peer Evaluations Due to Camino by Monday 6/6 noon.**

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### FINALS WEEK

**Take online QUIZ on Camino during FINALS WEEK.**

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