

**Scripture and Tradition 19: Religions of the Book:
Judaism, Christianity, Islam
SCTR 19:01; 51230 Spring 2017
Mondays- Wednesdays-Fridays: 8:00 to 9:05 a.m.**

Instructor: Janet Giddings

Office: Kenna 305

Office hours: Monday and Wednesday 9:15-10:15 a.m. and by appointment

Phone: 408-551-3183

Classroom: Kenna 310

Course Description

This course offers an introduction to Judaism, Christianity, and Islam with a study of their central texts, traditions and practices. We begin the course with a paradox: religion is that which in its literal sense “binds” or “fastens together,” and is also that which often divides our world. As we examine the sacred texts of Jews, Christians, and Muslims (Hebrew Bible, New Testament, and Qur’an), and various methods of interpreting them, our focus will remain on what is shared and what characteristically distinguishes between the monotheistic faiths (4 units).

Welcome from Professor Giddings,

I welcome you to this exciting course of study. The course is important to your scholarship and your practical life as a global participant. The importance of understanding why and how people connect to texts, to historical figures, and to God, is essential to our working with and serving others. We begin the course with a study of Hebrew Scriptures (OT) as the foundational tradition for each of the three major western religions with a focus on Abraham and Sarah. We also look at Jewish ritual. Then we move to the Jewish Jesus and his mother Mary in Christian scripture; we also consider Christian ritual. Finally, we study Islamic scripture (Qur’an) and Muhammad as Allah’s final prophet; a study of Muhammad’s wives as a way of understanding a time, and a prophet; and we look at ritual in the Shiite tradition.

Required Books

‘Abdullah Yusuf ‘Ali. *The Qur’an Translation*. Berkeley, Publishers Group West, 2005.

Kahn, Tamam. *Untold: A History of the Wives of Prophet Muhammad*. New York: Monkfish Book Publishing Company, 2010.

Pinault, David. *The Shiites: Ritual and Popular Piety in a Muslim Community*. New York:

St. Martin's Press, 1993.
Bible: Oxford Annotated preferred but not required; you may use your own Bible; or,
Bible Gateway via internet.

Camino: Additional assigned readings; and, syllabus, schedule, handouts, study guides;
films; assignment directives in detail.

Core Curriculum Learning Goals and Objectives (LO's)

1a. Students will be able to describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions. (Knowledge of Global Cultures; Complexity; Ambiguity)

1b. Students will be able to use critical approaches to reflect on their own beliefs and the religious dimensions of human existence. (Critical thinking; Complexity; Reflection)

Religious Studies Department Goals

1. Students question and probe religion for what it reveals about human beings, their diverse societies, traditions, convictions and aspirations.

2. Students use diverse materials and demonstrate formal postures of inquiry into religion and in order to go beyond a simple description of religion to a reflective engagement with it.

3. Students propose and investigate the "big questions" --that is, the meta-reflective questions that ask how and why we ask the questions that we do about religion.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <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 may also 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](tel:408-554-4109).

Grading/Assessment: 100 points possible

- 20%:** Informed participation. This means you come to class having completed the assignment for that day and you are intellectually involved in discussion. Includes in-class group work, homework, as well as active listening. This includes in-class writing. In-class writing cannot be made up at a later date. (all Core LO's and Department goals).
- 20%:** Two tests at 10% each. This test will assess your knowledge and understanding of respective vocabulary, an understanding of religious ideas and practices, scripture, and the dynamics of human existence within each tradition. Includes questions on each film (Core learning 1a; 1b).
- 30%** Three papers (3-4 pages of writing each). A critical inquiry into one woman in Judaism; one woman in Christianity; and, a response to central ideas and practices of the Shiites in two distinct global regions. Works Cited list required. (all Core LO's and Department goals).
- 30%:** Final research paper and presentation: the paper will synchronize the 3 religions through art, architecture, practices, or scriptures. Works cited list required. (Fulfills Core learning goal 1a)

Assessment criteria:

- Papers turned in hard copy, must be stapled. Unstapled papers will not be accepted/graded. If you are required to upload the paper to Camino, make sure you watch for the due date and time requirement and any/all allowed resubmit dates.
- "A" work is excellent. An "A" paper is focused with an explicit thesis statement. It exhibits a clear, effective and organized line of thought as well as thorough understanding of the material. It has no English usage problems, anticipates possible objections to its point of view and/or supporting arguments, and frequently provides pertinent citations to make its case. The writer's voice is firm, confident, and clear.
- All papers will follow *MLA Handbook for Writers of Research Papers*. 8TH Edition.
- Papers are deducted points when there is a digression in any of the above areas and including errors in syntax, grammar and spelling, punctuation, awkward or nebulous writing; poor organization; carelessness; a finished paper is a stapled paper.
- If the professor allows rewrites on papers, the student must ensure they completely edit the paper beyond any comments made on the original document. The professor may only comment on some transgressions. It is the student's responsibility to edit the

entire paper, as the professor will read the final draft with a keen and fresh analysis. Rewrites may or may not influence the final grade of the paper.

Attendance Policy

Consistent attendance is essential to the course dynamic and to a learning environment. One **excused** absence will not reduce your grade. A second and each subsequent unexcused absence will drop your participation grade by a half-grade each (e.g., A- to B+). Five unexcused absences will result in consideration of whether or not you should drop the course and/or major final grade reduction. Generally, legitimate excuses for an absence are illness or a family emergency. Both will need to be supported by appropriate documentation. A note from the Cowell Student Health Center does not automatically excuse your absence. As a courtesy, please inform the professor (and your group when necessary) when you know you will not be in class.

If you registered into the course on the second day of class, you must meet with the professor in her office to go over what you missed. If you do not meet with the professor, the first day of class you missed will be your unexcused absence. If you register into the course after 2 days (thereby making the 3rd class), one of those days counts as an unexcused absence. It is the student responsibility to ensure meeting the professor once you are enrolled in the course.

Emergency and/or necessary absences will result in the student making up missed in-class work to be determined by the professor. Therefore, even though there are classes missed for good reason, the student must demonstrate an understanding of, or produce paperwork that fulfills the missed in-class or out of class assignment(s).

Unexcused Absences and tardiness reduce or erase your entire participation grade. All students are required to attend final presentations of research by fellow students. Absences during presentations will result in a 6-point reduction in overall grade.

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

Students are expected to uphold the principles of this pledge for all work in this class.

Students must complete the work for this course in a manner consistent with university policies regarding academic honesty and integrity; please refer to the university's policy on academic integrity:

<http://www.scu.edu/provost/policy/academicpolicy/upload/revised-Academic-Integrity-protocol-6-17-12.pdf>.

Any student who violates these policies will receive *at least* a failing grade for the particular assignment and, in repeated or flagrant cases, for the entire course. PLEASE BE CAREFUL TO CITE YOUR SOURCES in your papers. **I take violations of academic integrity VERY seriously and do not hesitate to refer students to the SCU Office of Student Affairs when appropriate.**

Discrimination and Sexual Misconduct (Title IX)

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/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

NOTE: If an extra credit opportunity is offered, the credit will be used at the professor's discretion and will not erase consequences of absences, consistent tardiness, or failure to meet assignments. All assignments must be completed for students to receive extra credit.

Technology in the Classroom:

Laptops and phones are not to be used in the classroom unless the professor specifically allows it for in-class workshop days.

No taping of any kind may occur without explicit written permission from the professor or Disability Resources.

Class dynamic: Classroom teaching style is Socratic, e.g. questions and critical discussion; group work and group discussion. I am interested in what you have to say on each reading assignment and welcome critical debate on ideas and issues. All

discussions will be respectful and civil while exciting at the same time. Not allowed are questions or comments off the subject that lead us astray from our task of inquiry.

Schedule of Assignments

Note: This schedule may change; stay informed by class attendance; reading emails from the professor, and checking Camino.

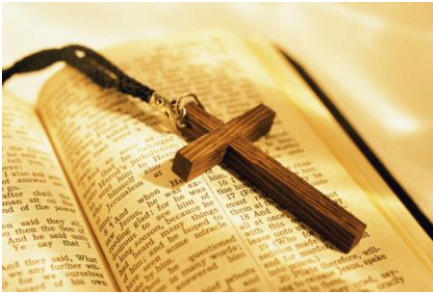
Introduction

Mon Apr 3	Welcome: Syllabus and class dynamics Film: Judaism
Wed Apr 5	Abraham: The Father of Three Faiths Read: Genesis: Chapters 1,2
Fri Apr 6	Abraham in: Luke 1:55; 1:73/Luke 16:23 Matthew 1:1; and 1:17 John 8:33-39 Ibrahim: Surah: 2:125-27; 3:67, 95; 37:99-113



Judaism: the Foundation of Three Faiths

Mon Apr 10	Scripture: Sarah & Hagar
Wed Apr 12	Discussion question in Camino: post by 7 p.m. Professor attending conference; class does not meet
Fri Apr 14	Good Friday; academic holiday
Mon Apr 17	Jewish Ritual: "Days of Awe"
Wed Apr 19	Women in Judaism: Esther
Fri Apr 21	Women in Judaism: Paper 1: due Discussion
Mon Apr 24	Class meets in the evening: 5:00-7:00 p.m. Required: AIMEs lecture on Islam , Williman Room Take notes
Wed Apr 26	Discussion of Prof Pinault's lecture; handout for test 1
Fri Apr 28	Test 1: Judaism



Christianity: a Global Faith

Mon May 1	Scripture: Paul Colossians 4:2-6
Wed May 3	Scripture: Gospel of Mark: Chapters 1,2 Gospel of Matthew: Chapter 1 Gospel of Luke: Chapters 1,2 Gospel of John: Chapters 1, 2
Fri May 5	Christian ritual: "Our Lady of Guadalupe"
Mon May 8	In-Class writing: Compare Jewish and Christian practices and rituals Women in Christianity: Miriam/Mary
Wed May 10	Women in Christianity: Discussion; handout for Test 2
	Paper 2: due
Fri May 12	Test 2: Christianity



Islam: There is no God, but God

Mon May 15	Islam: Qur'an: Ibrahim; Jesus; Muhammad In-class writing/reflection paper on the human experience
Wed May 17	Qur'an: People of the Book; Jews; Christians
Fri May 19	Ritual: Pinault book: The Shiites: Part I
Mon May 22	The Shiites: Part II, pages 79-125
Wed May 24	The Shiites: Part II, finish
Fri May 26	The Shiites: Paper 3: due Discussion of papers
Mon May 29	Untold: Foreword; Preface; Introduction; Khadija
Wed May 31	Untold: Student lectures: A'isha Zaynab Umm Salama
Fri June 2	The Jewish Wives Mariya

Student Research and Presentations: Judaism, Christianity, and Islam

Mon June 5	Student presentations
Wed June 7	Student presentations
Fri June 9	Student presentations

Students must attend ALL presentations of final projects; 6 point loss each off final grade for absences on any/each of these days