

**SCTR 19-RELIGIONS OF THE BOOK:
JUDAISM, CHRISTIANITY, AND ISLAM**
Summer 2016- ONLINE
Session I (16 June - 22 July 2016)

PROFESSOR: Corinna Guerrero

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(I will **not** generally check my email after 7pm, but I do check everyday. If there is an emergency that need immediate attention, please write "EMERGENCY" followed by the type of emergency in the subject headline of the email.)

OFFICE HRS: Online—ZOOM meetings by appointment. (Email for appointment)

ZOOM: Invitations will be emailed via the email on file through ECampus.

COURSE DESCRIPTION:

This course is an introduction to Judaism, Christianity, and Islam. Each module students engage a new set of questions about the formation, history, theology, and sacrality, as well as issues of authority and gender concerning the "Abrahamic" traditions. Over the course of Summer Session I students investigate Judaism, Christianity, and Islam through their sacred texts and interpretive legacies of Abraham, Sarah and Hagar. This will occur through primary sacred texts (i.e. TaNaK, Old Testament & New Testament, and Qur'an), secondary readings, and online discussion forums. Students are encouraged to develop their understanding of each figure from the literary portrayal and various methods provided. 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.

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 forums and threads, creation of Info Graphics, Module Review Quizzes, and Short Essays.)

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 forums and threads, Info Graphics, Short Essays.)

COURSE OBJECTIVES:

1. Introduce students to a basic understanding of the central texts, traditions, and figures of Judaism, Christianity and Islam.
2. Critically reflect through written and aural sources upon portrayal and legacies of the founding patriarch and matriarch of the traditions. 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 figures through which ideas and practices of Judaism, Christianity and Islam will be paid.
4. Explore the diversity within each religion, its sacred texts.

REQUIRED TEXTS:

1. Haleem, M.A.S. Abdel (*trans.*). *The Meaning of The Holy Qur'an*. ISBN 978-0199535958 –e-reader version acceptable.
2. Attridge, Harold W (ed). *HarperCollins Study Bible: Student Edition with Apocrypha/Deuterocanonical* (New Revised Standard Version [NRSV]), Fully Revised & Updated. ISBN 978-0060786847 –e-reader version is acceptable **ONLY THE NEW REVISED STANDARD TRANSLATION will be permitted.**
3. Phyllis Trible and Letty Russel, *Hagar, Sarah, and Their Children: Jewish, Christian, and Muslim Perspectives*. ISBN 978-0664229825.
4. Additional required texts for reading will be posted on Camino.

COURSE REQUIREMENTS AND ASSESSMENT METHODS:

Preparation, Critical Engagement, and Review Engagement (12%) Twelve percent of the overall grade is determined by the student's: 1) consistent completion of the reading and activities; 2) informed generation of Memes & Info Graphics using online technology via ADOBE Spark; 3) degree to which student can incorporate feedback from review session meetings. **PLAGIARISM WILL NOT BE TOLERATED! Satisfies Core Curriculum Objectives #1 & #2.**

Memes, Info Graphics, & Discussion Forums (36%) Thirty-six percent of the student's overall grade is determined by memes, info graphics generated by the online tools listed via Camino, and shared with the class in the middle of each Module through the discussion forums: 1) informed comments to be made on other student posts + maintaining quality responses to student comments on your own thread; and 2) the quality of the posts should always--a) be topical, b) be informed by the readings, c) be informed by the sacred texts readings + secondary readings + lectures, and d) concerning responding to others' posts, your response **must** integrate positions of a few to several students in the course. If students choose to post close to the deadline, then they will likely not receive any comments or conversation with classmates. This

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will effect the overall outcome of their grade. CHEATING and PLAGIARISM WILL NOT BE TOLERATED! **Satisfies Core Curriculum Objective #1.**

Lesson Reviews/Quizzes (18%) Eighteen percent of the student's overall grade is determined by two quizzes that will take be part of Modules Two and Three. They will be open book quizzes. CHEATING and PLAGIARISM WILL NOT BE TOLERATED! **Satisfies Core Curriculum Objective #1.**

Short Essay (34%) Thirty percent of the student's overall grade is determined by 2 Short Essays, in conjunction with the non-introductory modules. One written per Module, in response to the prompt question assigned. CHEATING and LAGIARISM WILL NOT BE TOLERATED! **Satisfies Core Curriculum Objectives #1 & #2.**

GRADING SCALE:

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

ATTENDANCE POLICY:

This course is in an online medium which allows for portability. It is the expectation that everyone check Camino everyday to keep up with the posts of their classmates. The intensive nature of a summer course requires continues engagement on the part of the students and instructor. It is the student's responsibility to maintain the pace of the course regardless of personal or vacation activities. If extenuating circumstances present themselves for a student, then the instructor **must** be notified immediately for proper university channels to be put into place. The intensive nature of a summer course does not allow for delay on time sensitive circumstances.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources at the outset of the quarter. The Disabilities Resources office is located in Benson Center 216, (408) 554-4111; TTY (408) 554-5445. Students should make instructor aware of any accommodations after consulting with Disability Resources. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY:

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 investigation and academic integrity. Plagiarism will not be tolerated in this course!!!

UNDER NO CIRCUMSTANCES IS WIKIPEDIA AN APPROPRIATE ACADEMIC SOURCE OF MATERIAL FOR USE IN THIS COURSE.

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>.

"A Definition of Plagiarism"

- 1) Dishonest - Taking credit for someone else's work.
 - 2) Stealing - Putting your name on someone else's paper.
 - 3) Cheating - Putting one's name on someone else's phrases.
 - 4) Wrong - Putting one's name on something that's paraphrased.
 - 5) Theft - Taking someone else's idea.
 - 6) Lazy - "Recycling" your old material.
 - 7) Irresponsible - Failure to put a quote in quotations marks, or providing incorrect information about where a source came from.
- From Naomi Rockler-Gladen"

FOR MORE SEE - <http://libguides.scu.edu/content.php?pid=99468&sid=748332>

TOPIC & READING SCHEDULE

INTRODUCTION

TOPIC- SACRED TEXTS

June 16-June 22

Let's get to know each other and how we were each exposed to the 3 Abrahamic religions before we entered this class. Let's read 2 chapters that systematically unpack these texts, their content, characters, theologies, and histories. Then, let's discuss how our preliminary perspectives have been challenged and/or elaborated upon. Finally, take a small 20 point timed Quiz to confirm your understanding of the content and each other's perspectives.

(CAMINO):

(1) Use ADOBE SPARK to complete Introductions DISCUSSION FORUM.
(2) READ Peters ch 1& 2; [Links functional in Camino]1- Three Biblical Canons; 2- What is the difference between the Old Testament, TNK, and the Hebrew Bible?; 3- Does the Bible relate to history?; 4- Does the Bible relate to history "as it actually happened"?; 5- Who wrote the Bible?; 6- Why does the Bible look the way it does?; 7- In what ways is the Bible a "religious text"?; 8- In what ways is the New Testament a "religious text"?; "The Qur'an".

- (3) Use ADOBE SPARK to complete Sacred Texts DISCUSSION FORUM
- (4) QUIZ #1

✚ See Camino for the OPENING and CLOSING deadlines for activities.

THE “ABRAHAMIC” RELIGIONS TOPIC-FAMILY PERSPECTIVES

June 23-July 6

In this section we are going to read the stories of Abraham, Hagar, Sarah, and their sons, Ishmael and Isaac through three different sacred texts, interpretations of these figures by communities, and over the centuries these communities have persevered. When we investigate the place of a figure and/or a text over centuries, we call this a “transhistoric” perspective. Each community’s text(s) make certain arguments and over time different elements of those arguments are highlighted in new or changing ways. Our task will be to map the arguments, eras, and shifts.

There will be two rounds of discussions in this module, but only 1 quiz! At the end of the module, you will submit a video essay using Adobe Spark on a religion of your own selection (Judaism, Christianity, or Islam).

(CAMINO):

(1) LISTEN: Overtures to course readings—“Family Perspectives”

(2) READ: SACRED TEXTS > Tanak—Genesis chapters 12-25; New Testament—Gospel of Matthew 1, Gospel of Luke 1, Roman 4-9, Galatians 3-5; Qur’an—Surah 2:125-127; 3:67, 95; 11:69-72; 14:37; 37:99-113.

(2) READ: ARTICLES > “The Abrahamic Family”; Kaltner, “Abraham.”
Links on Camino- Covenant; Covenant in the Hebrew Bible; Circumcision; Abraham; Abraham in the New Testament; Abraham in Islam; Abraham’s Family; Hagar; Hagar: She Who Speaks; A Postcolonial Reading of Hagar;

(3) DISCUSSION: Follow prompt on Camino.

(2) READ: BOOK > Tribble and Russell, *Hagar, Sarah, and Their Children* (all chs).

(3) DISCUSSION: Follow prompt on Camino.

(4) QUIZ #2

(5) ESSAY: Follow the prompt on Camino for construction and submission of your video essay.

✚ See Camino for the OPENING and CLOSING deadlines for activities.

LIVING RELIGIONS TOPIC- PEOPLE, BELIEFS, AND PRACTICES

July 7-July 22

Judaism, Christianity, and Islam thrive in the world today because of the people, beliefs, and practices that keep their communities tethered to their past and their future. In this section we will learn about the (1) diversity of communities within the Abrahamic

religions, the (2) theological argument of monotheism as interpreted by each religion, and (3) select practices that forge ties between the Creator and Creation.

The module will be broken into mini-modules about each aforementioned subtopic. A singular, multi-part discussion forum will be set up to give us the opportunity to discuss all three subtopics. The module quiz will be followed by the creation of a video essay connecting the subtopics.

(CAMINO):

(1) LISTEN: Overtures to course readings—“Living Religions”

(2) READ: SACRED TEXTS > Tanak—Job 1; New Testament—Mark 1, Matthew 4, 1 Corinthians 15; [Q] 7:22-25, 19:41-50, 49:13.

(2) READ: ARTICLES & CHAPTERS > Greenstein, Ch. 1-2, 4; 5-6; “Monotheism”; “The Tragedy of Iblis (Satan) in the Qur’an”

Links on Camino- Job; Satan; Monotheism in the Hebrew Bible; Monotheism in the Bible, Jesus, The Qur’an and Jesus.

(3) DISCUSSION: Follow prompt on Camino.

(4) QUIZ #3

(5) ESSAY: Follow the prompt on Camino for construction and submission of your video essay.

 See Camino for the **OPENING** and **CLOSING** deadlines for activities.

Enjoy the Rest of Your Summer!