

**SCTR 19-RELIGIONS OF THE BOOK:  
JUDAISM, CHRISTIANITY, AND ISLAM**  
*Summer 2017- ONLINE*  
*Session II (31 July – 6 September 2017)*

**PROFESSOR:** Corinna Guerrero

**EMAIL:** [cguerrero@scu.edu](mailto:cguerrero@scu.edu)  
(I will not generally check my email after 7pm, but I do check every day. 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 Professor directly at [cguerrero@scu.edu](mailto:cguerrero@scu.edu) for appointment). All students are REQUIRED to meet via ZOOM for the first Module/Section/Unit Review Meeting.

**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 II 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 of 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, and 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 Qur'an*. Oxford Press. ISBN 2900199535957 (e-reader version acceptable, but print is preferred).
2. Attridge, Harold W (ed). *HarperCollins Study Bible: Student Edition with Apocrypha/Deuterocanonical* (New Revised Standard Version [NRSV]), Fully Revised & Updated. ISBN 9780060786847 (e-reader version acceptable, but print is preferred).

**ONLY THE NEW REVISED STANDARD TRANSLATION will be permitted.**

\*\*Sacred Texts are used in many SCU courses. They are worth having throughout your time here at SCU.

3. Phyllis Trible and Letty Russel, *Hagar, Sarah, and Their Children: Jewish, Christian, and Muslim Perspectives*. ISBN 978-0664229825. (e-reader not preferred, print only).
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.**

**POSTS, PAGES, & Discussion Forums (36%)** Thirty-six percent of the student's overall grade is determined by POSTS and PAGES generated by the online tool AdobeSpark 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 [in lower case letters meaning when posted to the discussion forum] 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. Discussions will increase in value as course progresses due to the fact that students are more knowledgeable about modular design of course, assignments, and course material. If students choose to post close to the deadline, then they will likely not receive any comments or conversation with classmates. This 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 three quizzes, one in each Module. All quizzes are 'open book,' but not collaborative. CHEATING and PLAGIARISM WILL NOT BE TOLERATED! **Satisfies Core Curriculum Objective #1.**

**Short Essay (34%)** Thirty-four percent of the student's overall grade is determined by two Video Essays. The first will take place in Module Two and the last will take place in Module Three. A prompt will be posted on Camino indicating the essay topic and content to be covered. CHEATING and PLAGIARISM 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, but regular attention. It is the expectation that the Student check Camino every day to keep up with announcements, Professor feedback, comments on work for improvement, discussion posts of their classmates, and scheduling review meetings.

All deadlines are set to Pacific Standard Time as SCU is physically located in California. Students should prepare schedules to accommodate this timeline.

The intensive nature of a summer course requires continual engagement on the part of the Students and Professor. It is the Student's responsibility to maintain the pace of the course regardless of personal, work, or vacation activities. If extenuating circumstances present themselves for a student, then the Professor **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. Enrollment in this course is agreement to this policy.

Students studying abroad must reach out to the Professor directly within the first 24 of the official launch date of the quarter or summer session to discuss the intricacies of international attendance in an online course.

### **DISABILITY ACCOMMODATION POLICY:**

**From Professor:** Disability paperwork must be sent to the Professor from Disability Services to activate alternative timelines for test taking. Date of paperwork reception will determine the date of alternate timelines. Homework will not be “back dated.”

**From University:** *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.*

*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.*

### **ACCOMMODATIONS FOR PREGNANCY AND PARENTING**

**From University:** *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.*

### **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, [bguthrie@scu.edu](mailto: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/>*

## ACADEMIC INTEGRITY AND PLAGIARISM POLICY:

**From University:** *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. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).*

**From Professor Guerrero:** 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 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

**MODULE #**                      **LESSON/MODULE TOPICS, MINI LECTURE, AND READING ASSIGNMENTS**  
**(DATES FOR**  
**MODULE)**

-  **PLEASE READ ALL RUBRICS IN THE FILES SECTION OF CAMINO BEFORE STARTING THE COURSEWORK**
-  **Be sure to click through all of the General Course Information before progressing to Module 1. Use any of the available course technology to execute your Welcome Introduction Discussion. This is your first assignment and our first opportunity to get to know each other. This is a graded assignment.**

**INTRODUCTION**                      **TOPIC- SACRED TEXTS**

July 31-Aug 9

*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 3 chapters that systematically unpack these texts, their content, characters, theologies, and histories. Let's take a small quiz to confirm your understanding of the readings. Then, let's discuss how our preliminary perspectives have been challenged and/or elaborated upon.*

**(CAMINO):**

- (1) READ**                      The following articles, text and web, are our introduction to sacred texts in Judaism, Christianity, and Islam. The Peters readings are highly informative. They walk you through each official body of work. Pay attention to groupings of texts. Notably, be careful with the term "Bible," as it must be qualified in this class to account for Jew or Christian texts.
- (a) "Peters chapter 1-Sacred Words, Sacred Book"; "Peters chapter 2-Book Shaping, The Making of A Canon"; "The Qur'an".**
- (b) Sacred Texts 1) Hebrew Bible- Genesis chapters 1-2 (Gen 1-2); New Testament-Gospel according to Matthew chapter 1 (Mtth 1); Gospel according to Mark chapter 1 (Mk 1), Gospel according to Luke chapter 1 (Lk 1); Gospel according to John chapter 1 (Jn 1); Qur'an- Surah 1 (Q 1).**
- (c) Mini Web Articles 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"?

(2) **QUIZ.** *Assignment details on Camino (always).*

(3) **DISCUSSION.** *Assignment details on Camino (always).*

✚ See Camino for the **OPENING** and **CLOSING** deadlines for activities. Note- Assignments have opening and closing dates. This means that assignments can be completed or turned in at any point within the assignment range, **HOWEVER**, it is preferred for students to complete assignments as early as possible in discussion forums due to the requirement to comment on the work of classmates. Students that turn in work right before the due date will inevitably lose the points associated with the discussion component of the course. This will also effect the Student's participation and progress grades in the course.

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## MODULE 2

### TOPIC- ABRAHAM, SARAH, AND HAGAR

Aug 10-Aug 25

*Module Two investigates the historical, literary, and theological persons associated with the founding families of Judaism, Christianity, and Islam—the persons Abraham, Sarah, and Hagar. Each religion defines their stories with particular identities, relations, and depictions within their sacred texts and secondary sacred literature. We will investigate the founding families in two phases. Phase One is an investigation of Abraham through video lecture, texts, and web articles. Phase Two is an investigation of Sarah and Hagar through the assigned book **Hagar, Sarah, and Their Children**. We will be reading the entire book, I DO NOT recommend e-reader versions, as they complicate the citation requirements for assignments. Course assignments will be like Module One with the addition of a Video Essay as the concluding assignment of the Module.*

*REMEMBER ALL DEADLINES ARE POSTED ON CAMINO. EACH MODULE OPENS ONLY AFTER THE COMPLETION OF THE PREVIOUS MODULE. If the student requires particular assignment deadlines for planning purpose, the student must contact Professor directly via email.*

(CAMINO):

(1) **READ** Module Introduction “Family Perspectives”

(2a) **WATCH** Video lectures “Abrahamic Family (mp4)”; “The Patriarch (mp4)”

(2b) **READ (Sacred Texts)** Hebrew Bible- Genesis 12-25 (special attn: 15, 17); New Testament- Matthew 1; Romans 4; Galatians 3; Qur'an- Q 2:125-127; 3:67, 95; 37:99-113.

(2c) **(Articles/Chapter)** “Abraham, Sarah, and Hagar Bios”; “Ishmael Instructs Isaac\_Abraham” (longer chapter, but very informative); **(Mini Web Articles)** “The Abrahamic Family” - Covenant; 2- Covenant in the Hebrew Bible; 3- Circumcision; 4- Abraham; 5- Abraham in the New Testament; 6- Abraham in Islam; 7- Abraham’s Family; 8- Hagar; 9- Hagar: She Who Speaks; 10- A Postcolonial Reading of Hagar.

(3a) Use **ADOBE SPARK** to complete **Sacred Texts DISCUSSION FORUM**.

*Assignment details will be posted on Camino always.*

- (2d) (Book) Hagar, Sarah, and Their Children (ALL CHAPTERS)  
(3b) Use **ADOBE SPARK** to complete **Sacred Texts DISCUSSION FORUM**.  
*Assignment details will be posted on Camino always.*  
(4) **QUIZ.** *Assignment details will be posted on Camino always.*  
(5) **ESSAY (VIDEO)** *Assignment details will be posted on Camino always.*
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**MODULE 3**

**TOPIC- MONOTHEISM**

Aug 26-Sept 6

*The theological claim of monotheism, like the founding family, can be examined as a point of unity between Judaism, Christianity, and Islam. However, each religion has a long-standing history and theology regarding what monotheism means for their community of believers and adherents. In Module Three we will investigate the distinct theologies of monotheism that make each religion unique in its beliefs. (Because if it was all the same, then each of the adherents in these religions would all practice on religion. Yes? No?) To investigate the claims of monotheism we will examine the nature of the God, the nature of humanity, and the foil known as ha-satan, Satan, or Iblis, as well as the Christian theological claims about the person of Jesus.*

**(CAMINO):**

- (1) **READ** Module Introduction “Beliefs”  
(2a) **WATCH** Video lectures “Monotheism: Judaism, Christianity, and Islam (mp4)  
(2b) **READ (Sacred Texts)** (Hebrew Bible) Job 1; (New Testament) Gospel of Matthew 4:1-11; (Qur’an) Surahs 2:34; 7:11-12; 15:28-31; 20:116; 38:71-74.  
(2c) **(Articles)** “Monotheism”; “Monotheism no.2”; “Rise of Monotheism”; Module Content Page “Monotheism” 1- Monotheism in the Hebrew Bible; 2- Monotheism and the Bible; 3- Jesus Worship; 4- The "Good News" of the New Testament; 5- Satan; “Nicene Creed”; “satan\_Satan”; “Reading Satan, Remembering the Other”; “Beliefs\_\_Greenstein”.  
(3) Use **ADOBE SPARK** to complete **Sacred Texts DISCUSSION FORUM**.  
*Assignment details will be posted on Camino always.*  
(4) **QUIZ.** *Assignment details will be posted on Camino always.*  
(5) **ESSAY (VIDEO)** *Assignment details will be posted on Camino always.*
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**Enjoy the Rest of Your Summer!**