

Carleton University

Fall 2023

College of the Humanities

**RELI 2710: Maccabees to Muhammad (Fall 2023)****Instructor:** Sarah Cook**Email:** [sarahcook@carleton.ca](mailto:sarahcook@carleton.ca)**Office Hours:** TBD**Course Description**

Welcome to Maccabees to Muhammad! This is the first part of a full-year Fall-Winter course that is designed to familiarize students with the intertwined histories of the Abrahamic religions. In particular, the course will examine key aspects of the social, literary, cultural, and intellectual development of these three interrelated traditions from the beginning of the Second Temple period (6<sup>th</sup> century BCE) to the Crusades (11<sup>th</sup> century CE). During the Fall term, students will learn about the journeys of various Jewish communities from the Babylonian exile to the destruction of the Jerusalem temple. We will contextualize the development of early Christianity in its Jewish and Roman environment, exploring how this new sect emerged out of Jewish messianic and apocalyptic traditions. Finally, students will learn about the foundation of Rabbinic Judaism and the many different Christian communities and diverse doctrines that existed during the first and second centuries CE. Throughout, we will consider how imperialism has played a significant role in the development of both Jewish and Christian religious groups.

**Learning Outcomes**

Students who successfully complete this course will be able to:

- Critically read ancient texts from a variety of different time periods and genres.
- Conduct effective secondary source research using the Carleton University library.
- Integrate secondary source research in an analysis of primary source documents.
- Write an academic research paper using historical evidence.
- Analyze how historical forces like imperialism shape communities' religious/intellectual development.
- Articulate the historical relationship between Christian and Jewish communities.

**Course Procedures****Format**

This is an **in-person** class located on Carleton campus. **Carleton University has paused its mask mandate as of June 25<sup>th</sup>, 2022.** In light of this, masks are not required in our classroom. Carleton University continues to recommend, however, that students wear a mask that covers their nose, mouth, and chin when they are in a space in which physical distancing is not possible. **I urge all students on campus to**

**consider wearing a mask.** Masking is a form of community care that keeps those most vulnerable in our community safe.

**On Contacting me:** You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to touch base. I do not check my email over the weekend, so please do not expect me to respond within a 24-hour window during that time.

### **Classroom Environment**

A classroom is a community of learning where we all help each other to come to a better understanding of the material that we encounter. To foster a happy and healthy community space, please use respectful language and be kind to your peers. I encourage us all to be patient with one another as we pursue our studies.

### **Absence**

Though the pandemic may be over, COVID-19 remains a threat to many members of our community. Please prioritize your health and **do not come to campus if you feel any symptoms of illness**. I will be happy to help you to catch up on any material that you miss. Any absence due to illness is **excused**. You do not require a doctor's note for absences due to illness, but please use Carleton University's [self declaration of illness form](#).

### **On Mental Health and Well-Being:**

Universities can be challenging, intimidating environments. I encourage all students to pay attention to their mental health and well-being in the midst of assignments and term papers. To this end, please be in contact with me if you experience any issues throughout the term that affect your academic performance. I'm very open to working out accommodations that will allow you to complete your work and maintain your overall well-being. **Any day that you need to miss class in order to look after your mental health qualifies as a missed class due to illness and is excused.** Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

<https://carleton.ca/wellness/>

### **Grade Distribution**

**Participation:** 20%

**Reading Analyses:** (10 × 3%) 30%,

**Research Project Proposal:** 25%

**Final Research Project:** 25%

### **Assessments**

#### **Participation**

For this class, participation qualifies as attending the class lecture and completing the corresponding attendance quiz. Participation is a very important part of this course. I cannot stress enough how difficult it is to follow along with the material based on the

PowerPoint slides alone. To this end, I encourage students to prioritize coming to class. **Participation quizzes will be delivered on Brightspace.** The quiz will open on Thursday afternoons after our class and remain open until **Sunday evening at 11:59 PM.** Quizzes will involve 3-5 questions about our course material for the week. There will be a total of **12 quizzes** offered throughout the term, **of which you must complete at least 10.** By attending class and successfully completing the quiz, students can earn a high participation grade.

### Reading Analyses

Reading analyses are due each week and are worth 5% each. Students must complete all 10 reading analyses in order to earn full points. Reading analyses should be concise, 1-page analyses of a particular paragraph from an assigned reading. You should briefly summarize the particular paragraph and then write 1-2 paragraphs explaining the significance of your chosen paragraph in the context of both the assigned reading and the theme of the module. I will upload a sample reading analysis to Brightspace to demonstrate how you can best complete this assignment. An assignment rubric will also be available on Brightspace. Analyses are due on **Thursday of each week by 11:59 PM** by electronic submission.

### Research Project Proposal

Students should choose a particular text, time period, or theme from our class that interests them and plan a research project that addresses this topic. They should compose a research project proposal outlining their proposed topic of study. The proposal is due at mid-term and should include a 500-word abstract explaining the topic they have chosen to address. In addition to the abstract, student should include an annotated bibliography of at least 2 secondary sources that they have consulted thus far. Annotated bibliography entries should be approximately 150 words. The citation in the annotated bibliography should be in Chicago Style bibliography/endnote (not footnote) format. The research proposal helps students to prepare to successfully complete the final research project. Students should submit their proposal electronically by **Friday, October 20<sup>th</sup> at 11:59 PM.**

### Final Research Project

The final research project functions as a take-home final exam and is the culmination of students' research efforts over the course of the term. It is a 2500-3000-word research paper that makes an argument about the topic presented in the student's research proposal. Students should consult and cite at least 4 secondary sources in this project. They should cite all sources using Chicago Style format. Failure to cite sources is a form of plagiarism. Please see the **Academic Integrity** section below for more information on the consequences of plagiarism. The final research project is due on **Friday, December 22<sup>nd</sup> at 11:59 PM EST.**

**Letter Grade Scale**

<b>A+</b>	90-100	<b>C+</b>	67-69
<b>A</b>	85-89	<b>C</b>	63-66
<b>A-</b>	80-84	<b>C-</b>	60-62
<b>B+</b>	77-79	<b>D+</b>	57-59
<b>B</b>	73-76	<b>D</b>	53-56
<b>B-</b>	70-72	<b>D-</b>	50-52

**Academic Integrity**

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” Including in your assignment text from or submitting an entire assignment by Chat GPT or any other AI source qualifies as plagiarism under the first part of this definition. Please see the link below for more information:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean’s office, who handle all academic integrity allegations. Their response to plagiarism ranges from a zero on the assignment submitted, to expulsion from the university. If you find yourself panicking and are tempted to cut and paste, **don’t!** Email me and we’ll work out an extension or other accommodation for you.

**Citation**

The citation method that we will use for all assignments in this course is Chicago Style (Turabian/Notes-Bibliography, NOT author-date). Please review Chicago Style using [this resource](#). I’m happy to help you to review citations on your first assignment or to answer questions regarding this format, as it may be unfamiliar to many of you. Getting your citations right is a great way to score points on your evaluation and to avoid plagiarism. **You should cite any information from an outside that you use in your assignments.** When you directly use the language of the source itself, please use double quotation marks to frame your quotation.

**Failure to use in-text citations in the form of Chicago style, MLA, or APA is a form of plagiarism and I am obliged to report all cases of plagiarism to the Dean’s Office.**

If you have any doubts or concerns about whether or not your work may involve unintentional plagiarism, please send me an email and I will be happy to help clarify the situation.

### **Late Assignments**

Late assignments will be penalized at a rate of 5% per day. If you anticipate struggling to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

### **Course Texts**

This course does not have an assigned textbook. I will post PDFs of our assigned readings and/or links to assigned readings to our Brightspace page.

For biblical readings, I recommend that you use the NRSV, NRSVUE, JPS, or King James. The translation that you need depends on which biblical book you are reading, so I'll be posting these recommendations (and links) to Brightspace for each assigned reading.

### **Class Schedule**

\*This schedule is subject to change\*

<b>Date</b>	<b>Module</b>	<b>Reading</b>	<b>Assignments</b>
<b>Week #1</b>			
<b>Thursday, September 7<sup>th</sup></b>	Welcome	Syllabus	<b>Sunday, September 10<sup>th</sup> 11:59 PM – Participation Quiz #1 DUE</b>
<b>Week #2</b>			
<b>Tuesday, September 12<sup>th</sup></b>	Theodicy and Exile	Isaiah 45-66  Jonah	
<b>Thursday, September 14<sup>th</sup></b>	Welcome to Yehud	Nehemiah Haggai  <a href="#"><u>Josephus, Antiquities, XI. 1-5.</u></a>	<b>Thursday, September 14<sup>th</sup> 11:59 PM – Reading Analysis #1 DUE</b>  <b>Sunday, September 17<sup>th</sup> 11:59 PM – Participation Quiz #2 DUE</b>

<b>Week #3</b>
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<b>Tuesday, September 19<sup>th</sup></b>	Jewish Diaspora in the Persian Period	<a href="#"><u>Gard Granerød, “Worshipping Yahweh Outside the Province of Yehud”</u></a>  Ezra 9-10  Esther	
<b>Thursday, September 21<sup>st</sup></b>		<a href="#"><u>Bezalel Porten, “Elephantine”</u></a>  Karel van der Toorn, <i>Becoming Diaspora Jews</i> (New Haven: Yale University Press, 2019), pp. 89114	<b>Thursday, September 21<sup>st</sup> 11:59 PM – Reading Analysis #2 DUE</b>  <b>Sunday, September 24<sup>th</sup> 11:59 PM – Participation Quiz #3 DUE</b>

<b>Week #4</b>
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<b>Tuesday, September 26<sup>th</sup></b>	Hellenism	<a href="#"><u>Josephus, Antiquities, XI.8; XII.1-5</u></a>  <a href="#"><u>Babylonian Talmud Yoma 69a:9-14</u></a>  <a href="#"><u>Jannes Smith, “What Is the Septuagint?”</u></a>  The Book of Sirach	
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<b>Thursday, September 28<sup>th</sup></b>		1 Maccabees  2 Maccabees	<b>Thursday, September 28<sup>th</sup> 11:59 PM – Reading Analysis #3 DUE</b>  <b>Sunday, October 1<sup>st</sup> 11:59 PM –</b>
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			Participation Quiz #4 DUE
Week #5			
Tuesday, October 3 <sup>rd</sup>	Under the Hasmonaeans	<a href="#"><u>Josephus, Antiquities, XIII.1-3</u></a>  Judith	
Thursday, October 5 <sup>th</sup>		<a href="#"><u>Josephus, The Wars of the Jews, II.7-8</u></a>  <a href="#"><u>Josephus, Antiquities, XVIII.1</u></a>  <a href="#"><u>Mishnah Yadayim 4:6-8</u></a>	Thursday, October 5 <sup>th</sup> 11:59 PM – Reading Analysis #4 DUE  Sunday, October 8 <sup>th</sup> 11:59 PM – Participation Quiz #5 DUE
Week #6			
Tuesday, October 10 <sup>th</sup>	Apocrypha, Pseudepigrapha, and Apocalypse	<a href="#"><u>Jacob Cytryn, “Apocrypha and Pseudepigrapha”</u></a>  Susanna  Tobit	

Thursday, October 12 <sup>th</sup>		1 Enoch  <a href="#">The Digital Dead Sea Scrolls</a>  The Damascus Document	Thursday, October 12 <sup>th</sup> 11:59 PM – Reading Analysis #5 DUE  Sunday, October 15 <sup>th</sup> 11:59 PM – Participation Quiz #6 DUE
<b>Week #7</b>			
Tuesday, October 17 <sup>th</sup>	Roman Judea	<a href="#">Josephus, <i>The Wars of the Jews</i>, I.6-20</a>	
		<a href="#">Tacitus, <i>Historiae</i>, V.1-13</a>	
Thursday, October 19 <sup>th</sup>	Roman Religion	Apuleius, <i>The Golden Ass</i>	Friday, October 20 <sup>th</sup> 11:59 PM – Research project Proposal DUE  Sunday, October 22 <sup>nd</sup> 11:59 PM – Participation Quiz #7 DUE
<b>Fall Break October 23<sup>rd</sup> – 27<sup>th</sup></b>			
<b>Week #8</b>			



<b>Tuesday, October 31<sup>st</sup></b>	Messianic Judaism: The Jesus Movement(s)	<a href="#">Sarah E. Rollens, "Did the Authors of the Canonical Gospels Know Each Other?" <i>Bible Odyssey</i></a>  Mark  Matthew	
<b>Thursday, November 2<sup>nd</sup></b>		Luke  John	<b>Thursday, November 2<sup>nd</sup></b> <b>11:59 PM – Reading Analysis #6 DUE</b>  <b>Sunday, November 5<sup>th</sup></b> <b>11:59 PM – Participation Quiz #8 DUE</b>
<b>Week #9</b>			
<b>Tuesday, November 7<sup>th</sup></b>	Pauline Christianity	<a href="#">Steve Walton, "Corinth in Acts: Paul's Financial Support," <i>Bible Odyssey</i></a>  Acts	

<b>Thursday, November 9<sup>th</sup></b>		<a href="#">Todd Penner, "Paul and Acts," <i>Bible Odyssey</i></a>  Romans 1-3  Galatians 1-3  1 Corinthians  James	<b>Thursday, November 9<sup>th</sup> 11:59 PM – Reading Analysis #7 DUE</b>  <b>Sunday, November 12<sup>th</sup> 11:59 PM – Participation Quiz #9 DUE</b>
<b>Week #10</b>			
<b>Tuesday, November 14<sup>th</sup></b>	Pseudo-Paul	<a href="#">Cavan W. Concannon, "Paul and Authorship," <i>Bible Odyssey</i></a>  Ephesians	
<b>Thursday, November 16<sup>th</sup></b>	Christian Apocalyptic Literature	<a href="#">David A. DeSilva, "The Sign of the Beast," <i>Bible Odyssey</i></a>  The Revelation of John	<b>Thursday, November 16<sup>th</sup> 11:59 PM – Reading Analysis #8 DUE</b>  <b>Sunday, November 19<sup>th</sup> 11:59 PM – Participation Quiz #10 DUE</b>
<b>Week #11</b>			
<b>Tuesday, November 21<sup>st</sup></b>	Early Christianities	<a href="#">The Nag Hammadi Codices and Gnostic Christianity, <i>Bible History Daily</i></a>	

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		<a href="#">Nicola Denzey Lewis, "Was the Gospel of Thomas Gnostic?" <i>Bible Odyssey</i></a>  <a href="#">The Gospel of Thomas</a>  <a href="#">The Gospel of Mary</a>	
<b>Thursday, November 23<sup>rd</sup></b>		<a href="#">ReligionForBreakfast, "What Did Marcion Believe?"</a>  <a href="#">The Gospel of Marcion, sections I-V</a>	<b>Thursday, November 23<sup>rd</sup></b> <b>11:59 PM – Reading Analysis #9 DUE</b>  <b>Sunday, November 26<sup>th</sup></b> <b>11:59 PM – Participation Quiz #11 DUE</b>
<b>Week #12</b>			
<b>Tuesday, November 28<sup>th</sup></b>	<b>Rabbinic Judaism</b>	<a href="#">Joshua Ezra Burns, "Pharisees and Rabbinic Judaism"</a>  <a href="#">Josephus, <i>The Wars of the Jews</i>, II.17-22</a>  <a href="#">The Ancient Synagogue of Modi'in</a>	

Thursday, November 30 <sup>th</sup>		<a href="#">Lawrence H. Schiffman, "The Bar Kochba Revolt," <i>My Jewish Learning</i></a>  Richard Elliott Friedman, <i>The Hidden Face of God</i>	Thursday, November 30 <sup>th</sup> 11:59 PM – Reading Analysis #10 DUE  Sunday, December 3 <sup>rd</sup>
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		(New York: HarperSanFrancisco, 1995), pp. 118-126	11:59 PM – Participation Quiz #12 DUE
<b>Week #13</b>			
Tuesday, December 5 <sup>th</sup>	Gender and Early Christianity	Patricia Cox Miller, <i>Women in Early Christianity: Translations from Greek Texts</i> (Washington: The Catholic University of America Press, 2005), pp. 31-47	
Thursday, December 7 <sup>th</sup>	Final Research Project Writing Workshop		
<b><u>End of Fall Term</u></b>			
Friday, December 22 <sup>nd</sup>	11:59 PM – Final Research Project DUE		