



**JUDAISM, CHRISTIANITY, ISLAM:
FROM MACCABEES TO MUHAMMAD**
RELI 2208A
Fall-Winter 2008-2009
College of Humanities

INSTRUCTOR: Timothy Pettipiece, PhD (Timothy_Pettipiece@carleton.ca)
FALL TERM: Tuesdays & Thursdays 10:05-11:25 (Sep 04, 2008 - Dec 01, 2008)
WINTER TERM: Tuesdays & Thursdays 10:05-11:25 (Jan 05, 2009 - Apr 07, 2009)
WHERE: Paterson 303
OFFICE HOURS: Tuesdays 1:00-3:30

COURSE OBJECTIVES: This course seeks to introduce students to the early literature and history of the three great monotheistic traditions: Judaism, Christianity, and Islam. In particular, the course will examine key aspects of the historical, literary, cultural, and intellectual development of these three interrelated traditions from approximately the Babylonian Exile to the founding of Baghdad. Special attention will be given to reading primary texts (in translation), thereby allowing some of the key figures of these religious traditions to speak in their own voices. Students will be required to engage these primary texts critically, to appreciate the diversity of opinions within and across traditions, and to situate them in a broad socio-historical context. Since this material will be approached from a *non-confessional*, religious studies perspective, students are invited to set aside their preconceptions in order to gain a more nuanced understanding of the early and classical development of this hugely influential family of religions.

TEXTBOOKS:

F. E. Peters, *Children of Abraham: Judaism, Christianity, Islam. A New Edition* (Princeton: Princeton University Press, 2004) ISBN-10: 0-691-12769-7 (required)
-this concise, comparative treatment of the three traditions is meant to provide an over-arching synthesis and framework in which lecture material can be situated

EVALUATION:

Fall Essay or Creative Project	(25%)—Due Nov. 27 (see details below)
Fall Exam	(25%)—Multiple choice and short answer (date Nov. 27)
Winter Essay or Creative Project	(25%)—Due April 7 (see details below)
Winter Exam	(25%)—Multiple choice and short answer (date TBA)

FALL TERM SYLLABUS

SEPT 4 Th INTRODUCTION

SEPT 9 T BY THE RIVERS OF BABYLON

Psalm 137; The Letter of Jeremiah (<http://www.earlyjewishwritings.com/letterjeremiah.html>)

SEPT 11 Th A WORLD FULL OF GODS

Bel and the Dragon (<http://www.earlyjewishwritings.com/bel.html>)

SEPT 16 T EXILE AND RETURN

Ezra (<http://www.earlyjewishwritings.com/ezra.html>)

SEPT 18 Th JEWS AND GREEKS

Hecataeus of Abdera (<http://www.earlyjewishwritings.com/pseudohecataeus.html>)

Letter of Aristides (<http://www.earlyjewishwritings.com/letteraristeas.html>)

SEPT 23 T HOUSE OF THE HAMMER

1 Maccabees (<http://www.earlyjewishwritings.com/1maccabees.html>)

SEPT 25 Th LOVE OF WISDOM

Philo, *On the Creation of the World* (www.fordham.edu/halsall/ancient/philos-creation.html)

SEPT 20 T DIVISION AND DEVOTION

Philo, *On the Contemplative Life* (www.fordham.edu/halsall/ancient/philos-ascetics.html)

OCT 2 Th HIDDEN TRADITIONS

1 Enoch (<http://www.earlyjewishwritings.com/1enoch.html>)

OCT 7 T DEAD SEA DISSIDENTS

Selections from the Dead Sea Scrolls (<http://www.openscrolls.org/>)

OCT 9 Th JESUS OF NAZARETH (I)

Sayings of Jesus (<http://www.earlychristianwritings.com/q.html>)

OCT 14 T JESUS OF NAZARETH (II)

Passion Narrative (www.earlychristianwritings.com/passion-young.html)

OCT 16 Th JAMES THE JUST

Hegesippus (www.earlychristianwritings.com/text/hegesippus.html)

OCT 21 T PAUL OF TARSUS (II)

Letter to the Galatians (<http://www.earlychristianwritings.com/galatians.html>)

OCT 23 Th JEWS AND ROMANS

Selections from Jewish and Roman Historians (www.fordham.edu/halsall/ancient/roman-jews.html)

OCT 28 T RISE OF THE RABBIS

Selections from the Mishnah and Talmud (www.sacred-texts.com/jud/pol/index.htm)

OCT 30 Th PARTING OF THE WAYS

The Teaching (Didachē) (www.newadvent.org/fathers/0714.htm)

NOV 4 T DYING FOR A CAUSE

Pliny's *Letter to the Emperor Trajan* (www.earlychristianwritings.com/text/pliny.html)

NOV 6 Th MAKING THE CASE

Athenagoras, *A Plea for Christians* (www.earlychristianwritings.com/text/athenagoras-plea.html)

Celsus, fragments from *On True Doctrine* (<http://www.earlychristianwritings.com/celsus.html>)

NOV 11 T IN THE KNOW

Secret Book of John (www.gnosis.org/naghamm/apocjn.html)

NOV 13 Th THE RIGHT WAY TO READ

Ptolemaeus, *Letter to Flora* (www.gnosis.org/library/flora.htm)

NOV 18 T ATHENS AND JERUSALEM

Clement, *Stromata*, Book 1 ch. 5 (www.earlychristianwritings.com/text/clement-stromata-book1.html)

Tertullian, *Prescription of the Heretics* (www.earlychristianwritings.com/text/tertullian11.html)

NOV 20 Th TEACHERS AND STUDENTS

Eusebius, *Life of Origen (History of the Church, Book 6)*
(<http://www.newadvent.org/fathers/250106.htm>)

NOV 25 T BUILDING A NEW WORLD VIEW

Origen, *On First Principles*, Book 1, Introduction (www.newadvent.org/fathers/04120.htm)

NOV 27 Th IN-CLASS EXAM / 1st PAPER or PROJECT DUE

(PRELIMINARY) WINTER TERM SYLLABUS

(NB: subject to change)

JAN 6	T	RELIGION AND EMPIRE
JAN 8	Th	PROPHET OF LIGHT
JAN 13	T	CHURCHES OF THE EAST
JAN 15	Th	RUN TO THE HILLS
JAN 20	T	“WHO DO YOU SAY THAT I AM?”
JAN 22	Th	CANONS AND CREEDS
JAN 27	T	THE LAST PROTEST
JAN 29	Th	CITY OF GOD
FEB 3	T	PRE-ISLAMIC ARABIA
FEB 5	Th	MERCHANT OF MECCA
FEB 10	T	MASTER OF MEDINA
FEB 12	Th	FROM UMMAH TO EMPIRE
FEB 24	T	CALL OF THE QUR’ĀN (I)
FEB 26	Th	CALL OF THE QUR’ĀN (II)
MAR 3	T	CALL OF THE QUR’ĀN (II)
MAR 5	Th	QUR’ĀN INTERPRETED
MAR 10	T	SUNNI AND SHIA
MAR 12	Th	SAINTS AND MYSTICS

MAR 17	T	PEOPLES OF THE BOOK
MAR 19	Th	ISLAMIC LAW
MAR 24	T	THE INCOHERENCE OF THE PHILOSOPHERS
MAR 26	Th	REASON AND REVELATION
MAR 31	T	ISLAMIC CIVILIZATION
APR 7	Th	CONCLUSION & RECEPTION

SELECTED WEB RESOURCES:

Jewish History Sourcebook <http://www.fordham.edu/halsall/jewish/jewishsbok.html>

Early Jewish Writings <http://www.earlyjewishwritings.com/>

Ancient History Sourcebook <http://www.fordham.edu/halsall/ancient/asbook.html>

Early Christian Writings <http://www.earlychristianwritings.com/>

Fathers of the Church <http://www.newadvent.org/fathers/>

Islamic History Sourcebook <http://www.fordham.edu/halsall/islam/islamsbook.html>

***OPTION A: ESSAY (25%)—10 pages, Fall Essay Due Nov. 27; Winter Essay Due April 7**

For your essay, you are invited to investigate in more detail one of the texts, authors, or themes from the course syllabus. Other topics are possible but must be approved by me beforehand. Once you have decided on a topic that peaks your interest, you are expected to find *at least five* relevant books and/or articles to serve as the basis of your paper from one of the three local university libraries. If you are investigating a particular text, you may choose to examine issues such as its original language, genre, social-setting, author, theological perspective, later reception, etc. If you choose to study a person, you should describe his or her social setting, career, major ideas, writings, historical significance, etc. Thematic papers should address broader issues and incorporate a wider array of sources. These suggestions are meant as a minimum and should not be interpreted as a formula. Remember! Any information taken from your sources and used in your paper must be properly referenced (either in footnotes or in parentheses). Failure to do so will result in an automatic loss of 10%. (NB: while websites can be an important starting point, references to websites will not be accepted as legitimate sources for your paper, with the exception of articles downloaded from JSTOR, or similar databases).

****OPTION B: CREATIVE PROJECT (25%)**

In lieu of either the Fall or Winter essay, you may choose to undertake a creative project of your choice. Keep in mind that this option is not a freebie! The chosen project must involve the same amount of effort that would go into an essay as described in Option A. Also, the project must be relevant to the course material covered during the term in question and demonstrate the same degree of critical engagement and reflection. For instance, visual artists may choose to turn one of the texts studied in class into a painting, sculpture, or even a short graphic novel. Writers may wish to produce a piece of creative poetry or prose on one of the course's major themes or retell one of the texts from another perspective. Musicians and songwriters might aspire to similar goals through sound. Along with your project, you will be asked to submit 1-2 pages describing the conceptualization and techniques involved in realizing your work, as well as its relation, if any, to other similar works. You will be evaluated on factors such as your project's originality, relevance, presentation, and execution. Please inform me if you intend to pursue this (one time) option.

NOTE ON ATTENDANCE: In my experience, there is a high degree of correlation between class-attendance and success in the course. While no credit has been allocated for attendance, if you wish to get the most out of this learning experience, then I strongly encourage you to attend as many lectures as possible.

TERM PAPER EVALUATION

GENERAL RUBRIC DEFINITIONS

EXCELLENT ★

- advanced understanding of source material with considerable critical analysis
- very well written, documented, and organized
- surpasses the requirements of the assignment

GOOD 👍

- sufficient source material with some critical analysis
- well written, documented and organized
- meets the requirements of the assignment

ADEQUATE 😊

- adequate source material with little critical analysis
- adequately written, documented, and organized
- just meets the requirements of the assignment

INADEQUATE 🙄

- inadequate source material with no critical analysis
- inadequately written, documented, and disorganized
- barely meets the requirements of the assignment

UNACCEPTABLE 🚫

- insufficient source material with no analysis
- poorly written, documented, and organized
- does not meet the requirements of the assignment



GENERAL CRITERIA DEFINITIONS

Length: (at least) 10 pages (not including title and works cited pages)

Presentation: typed, double-spaced, 12-point font, standard margins, stapled w/ title page

Style: proper grammar, spelling, and syntax

Documentation: number of legitimate sources consulted

Referencing: *consistent* use of accepted referencing style (MLA, Chicago, SBL)

Organization: information is structured and presented in clear and readable manner

Comprehension: source material has been understood

Critical Analysis: reflection upon and critique of source material

Criteria	%	Unacceptable	Inadequate	Adequate	Good	Excellent
Length	5	1	2	3	4	5
Presentation	5	1	2	3	4	5
Style	10	2	4	6	8	10
Documentation	10	2	4	6	8	10
Referencing	10	2	4	6	8	10
Organization	10	2	4	6	8	10
Comprehension	25	5	10	15	20	25
Critical Analysis	25	5	10	15	20	25
COMMENTS:					Total:	

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*to use and pass off as one’s own idea or product the work of another without expressly giving credit to another.*” This can include:

- Copying from another person's work without indicating this through appropriate use of quotation marks and footnote citations.
- Lengthy and close paraphrasing of another person's work (i.e. extensive copying interspersed with a few phrases or sentences of your own).
- Submitting written work produced by someone else as if it were your own work (e.g. another student's term paper, a paper purchased from a term paper "factory", materials or term papers downloaded from the Internet, etc.).
- Handing in "*substantially the same piece of work to two or more courses without the prior written permission of the instructors...involved.*" (University Senate)

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B+ = 77-79 (9)	C+ = 67-69 (6)
A = 85-89 (11)	B = 73-76 (8)	C = 63-66 (5)
A - = 80-84 (10)	B - = 70-72 (7)	C - = 60-62 (4)
D+ = 57-59 (3)	D = 53-56 (2)	D - = 50-52 (1)

F	Failure. No academic credit
WDN	Withdrawn from the course
ABS	Absent from the final examination
DEF	Official deferral (see "Petitions to Defer")
FND	"Failed, no Deferral" – assigned when the student is absent from the final exam and has failed the course on the basis of inadequate term work as specified in the course outline.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is November 7th, 2008. Last day to withdraw from Fall/Winter (full year) and Winter term courses is March 6th, 2009.

REQUESTS FOR ACADEMIC ACCOMMODATION

For Students with Disabilities

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 7, 2008, for December examinations, and March 6, 2009, for April examinations.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance. (613-520-5622)

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

PETITIONS TO DEFER

Students unable to complete a **final** term paper or write a **final** examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply in writing within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES

College of the Humanities 520-2809	300 Paterson
Classics and Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608	500 Unicentre
Writing Tutorial Service 520-6632	4 th floor Library