

Introduction to Judaism, Christianity, and Islam

RELI 1710 A (Fall 2020)

Religion

College of the Humanities

Professor Z.A. Crook

I can help you! But only if you let me know you need help.

By Email: send me your questions and concerns: zeba.crook@carleton.ca

By Forum: Post a question in the cuLearn Forum. I might wait to see if another student answers the question before I weigh in.

By Zoom: Email me about a Zoom session and I will set up a meeting with you.

Course delivery note: This course will not be run with a parallel traditional lecture in a traditional classroom. Material will be delivered in short recorded modules for students to work through, and assignments and quizzes administered through cuLearn.

Course Objective

This course presumes no previous knowledge about Judaism, Christianity, or Islam. However, many students arrive with things they know, and things they think they know, about these three religions. Learning about a religion from an academic as opposed to a confessional approach can require some students to learn some new things, other students sometimes to learn old things differently, and others to relearn things. It can take, for some students, a thick skin. This material is taught in a critical, historical, but most importantly also a non-judgemental manner. We will focus on the historical development of these religions, their complex array of competing beliefs, and the many practices of the smaller groups that make up each religion. You should never feel pressured to change your religious perspective, nor should you pressure each other to do so.

Course Learning Objectives

By the end of the course, students should:

- know the basic facts about the religions covered in the course, namely their histories and the vocabulary pertaining to their beliefs and practices
- understand the academic study of religion
- be able to think critically about religion as a human, historical, and cultural phenomenon
- be able to explain the great diversity that exists within each religion

This course features an Experiential Learning component: the Work Place Reflection.

Religion Program Learning Objectives

This course contributes towards the Program Learning Objectives. By the end of a degree in Religion, students should:

- be able to employ the methods of the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion
- be able to describe the history of and relationship among the major religions of the world in their local and global contexts
- be able to examine characteristic features and experiences of religious people in a global environment
- be able to describe the integral role of religion as a category helping to shape cultures, identities, political systems, and public life
- be able to demonstrate religious literacy, which includes facility in terminology native to religions as well as to the discipline

Course Evaluation

Quiz 1 – Method and Theory Quiz – 10% (Sept 28-29)

Paper 1: Experiential Write Up – 10% (Oct 8)

Quiz 2 – History Quiz 15% (Oct 23-24)

Paper 2: Virtual Service Write Up – 15% (Nov 7)

Quiz 3 – Orthodoxies Quiz 15% (Nov 19-20)

Paper 3: Religion in the Workplace Reflection – 10% (Dec 7)

Paper 4: The Discipline Reflection – 5% (Dec 11)

Quiz 4 – Orthopraxies/LDS/Baha'i – Quiz 20% (date set by university; during final exams)

Required Textbook

Zeba A. Crook, *Religions of a Single God* (Sheffield, UK: Equinox, 2019)

Ordered through the Carleton Bookstore. Also available from the publisher:

<https://www.equinoxpub.com/home/religions-single-god/>

Email Communication

- This is an entirely on-line course. Email is my only way to contact you, and Carleton's Connect e-mail is the official mode of email communication for all matters having to do with the university and with this course. Therefore, you must check your Carleton email daily (at least). All communications sent to your Carleton address are official, and you are expected to get them. It is not an option to claim you did not get some announcement or request because you have another email address or took a break from email. You can

configure your Connect account to forward university emails to another address, but you must be reachable through your Connect account. Also, any communication between you and me involving your personal information (like grades) must originate from a Connect account (FIPPA).

Module, Reading, and Evaluation Schedule/Due Dates

Course Introduction: Video Module	
Module 1: Syllabus and Course	
Complete Modules by Sept 16	Reading → A General Theory of Religion (Ch. 1)
	Method and Theory: Video Modules:
	Module 2: What is Religion? Module 3: The Contemporary Study of Religion Module 4: Defining Religion
Quiz 1	Method and Theory Quiz (Modules 2-4) open Sept 28-29
Histories	
Complete Modules by Sept 26	History of Judaism Reading → Part 1 Intro + Chapter 2
	History of Judaism: Video Modules:
	Module 5: What is Jewish History? Module 6: Second Temple Judaism Module 7: Rabbinic Judaism Module 8: Persecution Module 9: Holocaust and Zionism
Complete Modules by Oct 6	History of Christianity Reading → Chapter 3
	History of Christianity: Video Modules:
	Module 10: What is Christian History? Module 11: Constantine Module 12: Creeds Module 13: Holy Roman Empire Module 14: Protestant Reformation Module 15: Christian Colonialism
Due Date: Oct 8	Experiential Write Up

	History of Islam Reading —→ Chapter 4
Complete Modules by Oct 16	History of Islam: Video Modules:
	Module 16: What is Islamic History?
	Module 17: The Caliphate
	Module 18: The Battle for Succession
	Module 19: Umayyads and Abbasids
	Module 20: Mongolian and Christian Colonialism
Quiz 2	History Quiz (Modules 5-20) open Oct 23-24
Orthodoxies	
	Jewish Theology Reading —→ Part 2 Intro + Chapter 5
Complete Modules by Oct 23	Jewish Theologies: Video Modules:
	Module 21: Foundational Jewish Theology
	Module 22: Core Jewish Theological Ideas
	Module 23: Tanakh
	Module 24: Talmud
	Christian Theology Reading —→ Chapter 6
Complete Modules by Nov 6	Christian Theologies: Video Modules:
	Module 25: Foundational Christian Theology
	Module 26: Core Christian Theological Ideas
	Module 27: The New Testament
	Module 28: Thomas Aquinas
Due Date: Nov 7	Virtual Services Write Up
	Islamic Theology Reading —→ Chapter 7
Complete Modules by Nov 13	Islamic Theologies: Video Modules:
	Module 29: Foundational Islamic Theology
	Module 30: Core Islamic Theological Ideas
	Module 31: Sufism
	Module 32: Qur'an and Hadiths
Quiz 3	Orthodoxies Quiz (Modules 21-32) open Nov 19-20
Orthopraxies	
	Jewish Practice Reading —→ Part 3 Intro + Chapter 8

Complete Modules by Nov 20	<p style="text-align: center;">Jewish Practice: Video Modules:</p> <p style="text-align: center;">Module 33: Religio-Cultural Practice Module 34: Jewish Schools of Practice Module 35: Distinctive Jewish Practices Module 36: Jewish Holy Days Module 37: Jewish Culture</p>
Complete Modules by Nov 27	<p>Christian Practice Reading → Chapter 9</p> <p style="text-align: center;">Christian Practice: Video Modules:</p> <p style="text-align: center;">Module 38: The question of practice for Christians Module 39: Sacraments Module 40: Holy Days Module 41: Christian Culture</p>
Complete Modules by Dec 4	<p>Islamic Practice Reading → Chapter 10</p> <p style="text-align: center;">Islamic Practice: Video Modules:</p> <p style="text-align: center;">Module 42: Meaning and Structure of Shari'ah Module 43: Arkan Module 44: Holy Days Module 45: Islamic Culture</p>
Due Date: Dec 7	Religion in the Workplace Reflection
The Continuing History of Religions	
Complete Modules by Dec 11	<p>LDS and Baha'i Reading → Part 4 Intro + Chapter 11</p> <p style="text-align: center;">LDS and Baha'i: Video Modules</p> <p style="text-align: center;">Module 46: LDS History Module 47: LDS Theology Module 48: LDS Practice Module 49: Baha'i History Module 50: Baha'i Theology Module 51: Baha'i Practice</p> <p style="text-align: center;">Conclusions: Video Module</p> <p style="text-align: center;">Module 52: The Study of Religion</p>
Due Date: Dec 11	The Discipline Reflection (5%)
Quiz 4	Orthopraxies/LDS/Baha'i Quiz (Modules 33-52)

Date TBD

Writing Assignment Details and Expectations

Experiential Write Up: 350-400 words; 10%; Due 10pm (EST) Oct 8

- Your options: to live an Orthodox Jewish Sabbath, or to live 24 hours by the Sermon on the Mount, or to do a Ramadan Fast for a day.
- **How to do this assignment:**
 - **1)** This is an experiential learning exercise, and it cannot be done of your own religion. It also cannot be done on the religion of your parents or your majority culture. For instance, Peter Dennison (not an actual person) does not go to church and no one who hears what he believes would ever conclude that he is a Christian. But he had Christian grandparents and was raised and enculturated in a Christian country (Canada). He loves getting Christmas presents. Therefore, if he were a student in this class, he would not be allowed to do the assignment for Christianity, even though he doesn't self-identify as religiously Christian.
 - **This is a non-negotiable requirement:** if you have a name commonly associated with one of the religions being studied here, and you have done the assignment associated with that religion, I will question you about it, and might reject your assignment because of it.
 - Many of us have complicated cultural and familial histories. If you are uncertain where to place yourself, please ask my advice. I love learning your stories.
 - **Please note:** this is not an exercise that involves faith. You are not being asked to change what you believe, merely to live by the rules and religious practices of someone else for a day.
 - **Final note:** you're only doing ONE of these religious practice exercises, not all three.
 - **2)** Twenty-four hours of living by the rules of an Orthodox Sabbath, or by the Sermon on the Mount, or on a Ramadan Fast. You **MUST** tell me in the first sentence of your submission which 24 hours you did your experience. **Note:** Your Sabbath observance does not have to start on a Friday at sundown if that is inconvenient for you, but it should start at sundown on which-ever day you choose. Likewise, the Ramadan fast should start at sundown. Trying to live by the Sermon on the Mount can start any time. All three experiences are to last 24 hours.
 - **3)** You will not write about your experience. Rather, you will reflect on it by answering both of the following questions:
 - **Question 1:** How did this one-day experience help you understand the religion?
 - **Question 2:** How might your one-day experience have been or felt different were you a member of that religious community (and not under quarantine)?

- 4) The rules you will be trying to follow will be posted in cuLearn.

The rubric for this exercise will probably look like this:

Poor	Good	Very Good	Exceeded Expectations
4	6.5	8	10

Virtual Services Write Up: 700-800 words; 15%; Due 10pm (EST) Nov 7

- You cannot have a religious community if no one is meeting. But COVID-19 has made this inadvisable, and in some places dangerous. Many synagogues, churches, and mosques in Canada moved their services on-line. For this assignment, you will observe a service that was recorded and made available publicly. URLs for the video options will be posted in cuLearn on the first day of 2020 term.
- Like with the experiential paper, you cannot watch a service from your own religion/cultural location. Same rules and expectations pertain here.
- Your write-up should have two parts:
 - Part 1: the name of the person leading, the basic structure of the service, and the theme of the sermon.
 - Part 2: reflections on these questions:
 - Without necessarily being aware of what the service looked like before quarantine, how do you imagine it might work differently now?
 - What do you think might have been gained by moving the service on-line? What might have been lost?

The rubric for this exercise will probably look like this:

	Did not meet expectations	Good	Very Good	Exceeded Expectations
Part 1	0-5	6-7	8-9	10
Part 2	0-2	3	4	5

Workplace Experience Reflection: (350-400 words) 10%; Due 10pm (EST) Dec 7

- This is an experiential learning exercise.
- Explain how something you have learned in this course could potentially assist you in engaging different religious people in the workplace.

The rubric for this exercise will probably look like this:

Poor	Good	Excellent	Exceptional
4	6.5	8	10

The Discipline Reflection: 5%; Due 10pm (EST) Dec 11

- This assignment is so easy. And yet so hard!
 - You're talking to (*not* texting) a friend on your phone. She says, "The academic study of religion is a stupid waste of time."
 - You don't have long. Your phone is perilously low on power!
 - Persuade her she is wrong in three sentences.
 - **Note:** the sentences have to be properly constructed and grammatically correct. Also, no swearing at your friend.

The rubric for this short exercise will probably look something like this:

I don't think she was persuaded	Maybe she was persuaded	She was persuaded!
2	3.5	5

Quizzes

There will be four cuLearn quizzes over the course

- Quiz One
 - Will cover the Method and Theory modules (2-4)
 - 20 multiple choice questions in 30 mins
 - Worth: 10% of course grade
 - Quiz will be available in cuLearn 6am Sept 28 - 11pm Sept 29
- Quiz Two
 - Will cover the History modules (5-20)
 - 50 multiple choice questions in 60 mins
 - Worth: 15% of course grade
 - Quiz will be available in cuLearn 6am Oct 23- 11pm Oct 24
- Quiz Three
 - Will cover the Theology modules (21-32)
 - 50 multiple choice questions in 60 mins
 - Worth: 15% of course grade
 - Quiz will be available in cuLearn 6am Nov 19- 11pm Nov 20
- Quiz Four
 - Will cover the Practice modules, the LDS/Baha'i modules, and the concluding module (33-52)
 - 75 multiple choice questions in 90 mins
 - Worth: 20% of course grade
 - Quiz will be available in cuLearn according to the exam schedule released by the university
 - NOTE: though this quiz will happen during the final exam period, and for that reason must be formally scheduled by the university, it is NOT really a final exam. It is merely the fourth of four quizzes. It is worth a little more than the

other quizzes only because it covers a little more material and so needs to have more questions. But don't stress: it's NOT a final exam.



Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

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.

Academic Integrity at Carleton

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Parental Leave: The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

Religious obligation: Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

Academic Accommodations for Students with Disabilities:

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

Survivors of Sexual Violence

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident of or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. [More information.](#)

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The [system of grades](#) used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

[7 Student Rights and Responsibilities](#)

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

[More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)

[Financial vs. Academic Withdrawal](#)

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

Department Contact Information

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