

Introduction to Judaism, Christianity, and Islam

RELI 1710 A (Fall 2021)

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 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 Brightspace.

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

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)

Reflection 1: Privilege Reflection Assignment – 10% (Oct 12)

Quiz 2 – History Quiz – 20% (Oct 19)

Reflection 2: Power Reflection Assignment – 10% (Nov 9)

Quiz 3 – Orthodoxies Quiz – 15% (Nov 16)

Reflection 3: The Discipline Reflection – 10% (Dec 7)

Quiz 4 – Orthopraxies/LDS/Baha'i Quiz – 25% (date set by Exam Services; 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 Introduction	
Complete Modules by Sept 24	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 Day 1	Method and Theory Quiz (Covering Modules 2-4) Sept 28
Histories	
Complete Modules by Oct 1	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 8	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 12	Privilege Reflection Assignment
	History of Islam Reading → Chapter 4
	History of Islam: Video Modules:

Complete Modules by Oct 15	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 Day: 2	History Quiz (Covering Modules 5-20) Oct 19

Orthodoxies

Complete Modules by Oct 22	Jewish Theology Reading → Part 2 Intro + Chapter 5 Jewish Theologies: Video Modules: Module 21: Foundational Jewish Theology Module 22: Core Jewish Theological Ideas Module 23: Tanakh Module 24: Talmud
Complete Modules by Nov 5	Christian Theology Reading → Chapter 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 9	Power Reflection Assignment
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Complete Modules by Nov 12	Islamic Theology Reading → Chapter 7 Islamic Theologies: Video Modules: Module 29: Foundational Islamic Theology Module 30: Core Islamic Theological Ideas Module 31: Sufism Module 32: Qur'an and Hadiths
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Quiz Day 3	Orthodoxies Quiz (Covering Modules 21-32) Nov 16
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Orthopraxies

Complete Modules by Nov 19	Jewish Practice Reading → Part 3 Intro + Chapter 8 Jewish Practice: Video Modules: Module 33: Religio-Cultural Practice
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	<p>Module 34: Jewish Schools of Practice Module 35: Distinctive Jewish Practices Module 36: Jewish Holy Days Module 37: Jewish Culture</p>
<p>Complete Modules by Nov 26</p>	<p>Christian Practice Reading → Chapter 9</p> <p>Christian Practice: Video Modules:</p> <p>Module 38: The question of practice for Christians Module 39: Sacraments Module 40: Holy Days Module 41: Christian Culture</p>
	<p>Islamic Practice Reading → Chapter 10</p> <p>Islamic Practice: Video Modules:</p> <p>Module 42: Meaning and Structure of Shari’ah Module 43: Arkan Module 44: Holy Days Module 45: Islamic Culture</p>
<p>Due Date: Dec 7</p>	<p>The Discipline Reflection</p>
<p>The Continuing History of Religions</p>	
<p>Complete Modules by Dec 10</p>	<p>LDS and Baha’i Reading → Part 4 Intro + Chapter 11</p> <p>LDS and Baha’i: Video Modules</p> <p>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>Conclusions: Video Module</p> <p>Module 52: The Study of Religion</p>
	<p>Orthopraxies/LDS/Baha’i Quiz (Covering Modules 33-52) Date TBD</p>
<p>Quiz Day 4</p>	

Reflection Assignment Details and Expectations

The grading rubric for the first two writing assignments is as follows:

Poor	Good	Excellent	Exceptional
5	7	8.5	10
<i>Qualities Commonly Associated with 5/10:</i>	<i>Qualities Commonly Associated with 7/10:</i>	<i>Qualities Commonly Associated with 8.5/10:</i>	<i>Qualities Commonly Associated with 10/10:</i>
insufficient attention to all assignment instructions; severe problems with writing clarity; absence of thoughtful content; unsuccessful execution of assignment	adequate attention to all assignment instructions; common problems with writing clarity; adequate thoughtfulness; successful completion of assignment	careful attention to all assignment instructions; almost perfectly clear writing; very thoughtful responses to questions; excellent example of a successful assignment	artful, eloquent, erudite, profound

- Explanation:** Many students object to rubric marking. They point out that there is a big difference between 10 and 8.5 (or 85% and 100%), between 7 and 8.5 (70% and 85%). It means that a paper that is maybe actually worth 77% gets 7/10 because 77% is closer to 70% than to 85%. This is a perfectly reasonable objection. It is a limitation to rubric marking, and it bothers me too. However, there is a benefit to rubric marking: it allows many students to take this course and for their work to be graded in a timely fashion, and students in this class benefit from both. Detailed and personalized feedback using the full marking range would require us to limit enrollment in this course to 80, and thus many of you would not be able to take it. Like all marking systems, there are costs and benefits to this system.

Word-Count Requirement:

- The first two assignments should be as close as possible to but no more than 300 words. Adhering to this limit is important. It is a very valuable and employable skill to be able to say what you need do in the space allotted to you. But also, more words take more time to read, more time to mark, and thus more time to get grades back to students.
- For this reason, pieces will not be marked (and a zero will be assigned) if they are longer than 300 words – even just one word over the limit. Write your assignment in a word processor; it will tell you how many words it is.
- Students must include the number of words at the bottom of their submission. This is your promise to us that you have submitted no more than 300 words. **Dishonesty in this regard will be treated as an academic infraction.**

- Note: There is no need to put your name or student number or any other information into the Brightspace submission box, but if you do, these should not be included in you're the word count you provide, nor do the two words it takes you to write "300 words."

1) Privilege Reflection Assignment (300 words): 10%; Due 10pm (EST) Oct 12

- we are well-aware of terms and phenomena such as white privilege (the systemic advantages that accrue to white people) and gender privilege (male vs. female and cisgender vs transgender), but we hear less about religious privilege – the systemic advantages that accrue to people of a particular religion. In this assignment, I would like you to reflect on two examples of religious privilege, one in Canada, and the other in a place with a non-Christian religious majority.

2) Power Reflection Assignment (300 words): 10%; Due 10pm (EST) Nov 9

- At some points in history, power and religion (by which I mean religious rhetoric/identity) have been so closely intertwined that it is difficult to see them as separate entities. Though Christian Europe developed the notion of the separation of Church and State, this is a) not a universally accepted virtue in all religions around the world, and b) it is doubtful even to what extent Church and State really are separated in places that claim it, such as Canada, US, and western Europe. In this assignment, I would like you to reflect on two specific examples of how power (political or economic) is exercised through religion: one example needs to refer to something in Canada and the other outside of Canada.

Important notes:

- 1) These are not advocacy or personal-opinion pieces. Your job is neither to condemn nor endorse the use of religion in the exercise of power, nor to explain how it is fair or unfair for privileges to derive from religious identity (or lack thereof). Keep your pieces analytical, descriptive, explanatory, and theoretical.
- 2) Your examples can be drawn from any point in the past (even from material covered in the lectures); they do not have to be limited to the modern, contemporary world.
- 3) Limit your reflections and your comments to religions covered in this course.
- 4) Research for these assignments is neither necessary nor ideal, but if you do so and you use words not your own, you must cite them accurately in order to avoid plagiarism.
- 5) I am hesitant to provide examples of some of things you could write about for these assignments because doing so might limit your own creativity. Do some thinking about current events in our world, do some googling, and if you really are not certain how to proceed, please feel free to ask me for some direction. I'll help point the way.

3) The Discipline Reflection: 10%; Due 10pm (EST) Dec 7

- This assignment is so easy. And yet so hard!
 - You’re texting a friend on your phone. She writes, “The academic study of religion is anti-religion.”
 - You don’t have long. Your phone is perilously low on power!
 - Persuade her she is wrong in three sentences.
 - **Note:** unlike usual texting practices, the sentences you write have to be properly constructed, grammatically correct, and emoji-free. Also, no swearing at your friend.

Assignment 3 will have simpler grading rubric:

Poor	Good	Excellent	Exceptional
4	6	8.5	10
Inadequate quality all around.	I am not persuaded, and I think you could have done better.	I am not persuaded, but good try.	I am persuaded!

Quizzes

There will be four Brightspace 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 Brightspace 6am-10pm Sept 28
- Quiz Two
 - Will cover the History modules (5-20)
 - 50 multiple choice questions in 60 mins
 - Worth: 20% of course grade
 - Quiz will be available in Brightspace 6am-10pm Oct 19
- 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 Brightspace 6am-10pm Nov 16
- 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: 25% of course grade

- Quiz will be available in Brightspace according to the exam schedule released by the university. I will add the date to the Brightspace calendar once the university announces it.
- 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 a Final Exam. It is merely the fourth of your 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 is NOT a Final Exam.

A note about quizzes

- The quizzes are open book. This means that I have designed the exams with the expectation that you will use your notes, your textbook, and the slides to help you. You may also use the WWW (though as with all things on the WWW, be discerning of what you find there!). The one thing **you cannot do** is share the questions or answers with one another, either by communicating or especially by taking screen shots. Doing this constitutes Unauthorized Collaboration and is an academic integrity offense.
- **Reviewing Quizzes** can only be done in a Zoom session with me, and I highly recommend it. We get to meet! But also, you get to learn valuable strategies that might help you write better multiple-choice quizzes.



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.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

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 Policy (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

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

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

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. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

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. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

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.

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) 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.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [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 Registrar's Office "Defer an Exam" page](#)

Financial vs. Academic Withdrawal

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. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Department Contact Information

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