

RELIGIOUS STUDIES 304; HISTORY 304R
(Jewish Studies 311, Islamic Studies 311, CTI 304)

JUDAISM, CHRISTIANITY, ISLAM: AN INTRODUCTION

Spring 2014 MWF 10-11 CLA 0.112

This class has an Ethics flag and a flag in Cultural Diversity.

Instructors:

Dr. Martha Newman Office hours: Wed 1:30-3:00 Burdine

Mr. Ryan Fitzgerald Office hours: Burdine

Mr. Jay Henriques Office hours: Burdine

I. BOOKS

The following books are available in paperback:

Required:

John Corrigan, Frederick Denny, Carlos Eire, Martin Jaffe, *Jews, Christians, Muslims: A Comparative Introduction to Monotheistic Religions* (Upper Saddle River: Prentice Hall, Second Edition, 2012)

i>clicker+ (this is an electronic device, not a book. If you already have an i>clicker – any model – you do not need to purchase another; check to see if you need new batteries.

This syllabus has the pages numbers for the Second Edition. I will post on Blackboard a syllabus with the page numbers for the First Edition.

Noted readings can be found on the Blackboard site. Materials will be placed in folders under “Course Documents.”

Strongly Recommended:

The HarperCollins Study Bible, ed. Wayne Meeks (New Revised Standard Version, also known as NRSV)

The Qur'an. Trans. M. A. S. Abdel Haleem. (Oxford, 2004).

You do not need to buy a Bible or a Qur'an if you already own one. Be aware, however, that translations differ, and we will occasionally discuss the implications of this.

On-line resources:

The NSRV is also available online at: <http://www.devotions.net/bible/00bible.htm> .

If you are interested in comparing translations of the (Christian) Bible, see <http://ntgateway.com/multibib/bible.htm>.

For an English (JPS) translation of the Tanakh (Hebrew Bible), see <http://www.jewishvirtuallibrary.org/jsourc/Bible/jpstoc.html>

For the Qur'an online see: <http://www.hti.umich.edu/k/koran/browse.html> M.H. Shakir, trans. (Tahrike Tarsile Qu'ran, 1983); to compare translations, see <http://www.usc.edu/schools/college/crcc/engagement/resources/texts/muslim/quran/>

All websites on this syllabus can be found as “hot links” on Blackboard, in a folder under “Course Documents.”

II. COURSE GOALS

This course explores the principal beliefs and practices of Jews, Christians and Muslims and the historical development of the religions of Judaism, Christianity, and Islam. In so doing, it will fulfill the Cultural Diversity Flag by increasing your familiarity with the beliefs and practices of different cultural groups in the United States. At the same time, it will provide an introduction to the field of religious studies by exposing you to some of the interdisciplinary methods used to understand religion as a central component of human culture. These will include historical methods, the study of ritual, and the analysis of ideas. Finally, this class has an ethics component that will encourage your reflection about the ways you speak about religion, the implicit definitions you use, and the implications of these choices for real-life situations.

III. COURSE REQUIREMENTS AND GRADES

I grade using +/- on letter grades. For my grading scale, see Blackboard, in the Syllabus folder.

•i>clicker points: 25%

You will get i>clicker points for the following:

- 1) Daily quizzes starting on Jan 22. You will receive 1 pt. for every quiz you take, plus an additional 3pts for every correct answer.
- 2)Class polls, analysis of readings, consideration of reflection prompts. You will receive a point for every poll you participate in. The number of polls will vary depending on the class.

Each student will be awarded 10 bonus i>clicker points (aprox. 2 classes worth) to compensate for lost or malfunctioning i>clickers, sick dogs, broken cars, and other unforeseen disasters. No excuses or makeups except for documented absences for religious holidays and university business.

i>clicker grades will be calculated as follows:

$$\frac{(\text{points awarded} + 10 \text{ bonus points})}{\text{total number of possible points}}$$

•Intellectual journal 3% each =15% total

5 1-page essays, due **Jan 22, Feb 12, Feb 26, March 19, May 7**

Each journal entry will respond to a specific reflection prompt, noted on the syllabus below. Each should be 250-300 words, typed, and should be uploaded on to Blackboard through SafeAssign.

•Midterm essay 20% **Due March 21.**

•Ritual observation assignment 20% **Due April 11**

•Final Exam 20% **TBA once the exam schedule is posted.**

i>clickers

We will be using the i>clicker remote student response system every day for quizzes, to poll class opinion, and to initiate conversations. If you already have an i>clicker, you do not need to buy a new one; if you wish to buy one, you can purchase a new or used one at the Co-op or online. I have ordered the i>clicker+ for the class, but other models will work as well. NOTE: **You must register your i>clicker on Blackboard** even if you have already registered it on the i>clicker website. Click "Tools" then "Register Your i>clicker Remote ID." Type in the ID number and click "Register." You should regularly check Blackboard to ensure that your points are recorded. Please note that using an i>clicker that is not registered in your name is considered a form of academic dishonesty.

Supplemental Discussion Sections: TIME

This course offers an *optional* Supplemental Discussion section in conjunction with the Jefferson Center's Core Texts and Ideas Program. A TA will hold this discussion section once a week for one hour. The sections will discuss the primary source readings for the course as a way of encouraging critical thinking and textual analysis. They will also cover other skills needed for college success, including the organization of information, test preparation, and writing skills.

Blackboard: Course information, handouts, assignments, review sheets, etc. will be posted on the class website on Blackboard. To find the Blackboard site, go to: <http://courses.utexas.edu/> and log in with your EID and password. Readings can be found under “Course Documents.”

Communications: We are available to meet with you outside of class during our scheduled office hours. If you cannot meet us then, please schedule an appointment. It is highly recommended that you stop by during office hours, at least once a semester, even if you don’t have specific questions. I will occasionally communicate with you by using email or by posting announcements on Blackboard. Please note that the University considers email a mechanism for official communications and expects that email messages will be received and read in a timely manner. You can find UT Austin’s policies and instructions for updating your e-mail at <http://www.utexas.edu/cio/policies/>. Similarly, you are welcome to email the instructors for this class; if you are unsure of the etiquette for such communications, see the Wiki-how: <http://www.wikihow.com/Email-a-Professor>. Generally, we will answer your email within 24 hours, although we do not promise immediate answers to emails that arrive late at night or on weekends.

Statement on academic integrity: Don’t cheat. I report all cases of scholastic dishonesty to the Dean of Students. My recommended penalty for cheating on tests, plagiarism on papers, or unauthorized use of i>clickers is an F for the course. If you are unsure about the exact definition of scholastic dishonesty or what constitutes plagiarism, you should consult the information about academic integrity produced by the Dean of Students Office: http://deanofstudents.utexas.edu/sjs/acint_student.php. Student essays will be submitted to Blackboard through SafeAssign. SafeAssign is a program designed to help students avoid plagiarism by cross-referencing submitted essays against a database of journals, essays, articles, books, and other published work.”

Make-up Exams: I will only give a make-up exam if a student misses a test because of a documented medical problem, a religious holiday, or official university business. In all cases, I should receive valid written documentation for the absence. If the absence is due to university business, I should receive this documentation at least one class prior to the exam.

Students with Disabilities: Any student with a documented disability who requires academic accommodations should contact the Services for Students with Disabilities (471-6259) as soon as possible to request an official letter outlining authorized accommodations.

Religious Holidays: Students can make up work missed because of a religious holiday as long as they provide the instructor with documentation **before** the holiday occurs.

Academic Assistance: In addition to the instruction of the assigned teaching assistants, students may wish to utilize the academic services provided by the UT Learning Center (UTLC) and the Undergraduate Writing Center (UWC).

The UTLC is a student academic service that offers both group and individualized programs to help increase efficiency in college-level writing, reading, and learning strategies. All UTLC programs, except appointment tutoring, are free to all currently enrolled students. The UTLC is located in the Jester Center, Room A332A.

The Undergraduate Writing Center offers free assistance to UT undergraduates who wish to work on their writing; students work with trained consultants to define their goals and become more confident writers. The Center is located in the FAC 211, and is *highly* recommended.

IV. SCHEDULE OF LECTURES AND ASSIGNMENTS

READINGS: There are two types of reading assignment for this class. 1) Readings from the textbook supplement the material from the lectures: they are assigned in blocks and can be done any time during the period specified on the syllabus. 2) Readings from primary sources (the Bible, the Qur’an, and other religious texts) are associated with specific lectures and should be done before that day’s class.

REFLECTION PROMPTS: There is a reflection question for each class. These questions will help prepare you for class and structure your thinking about your reading. You will use some of these prompts for your entries in your intellectual journal [see above]. Please note that we may modify these questions over the course of the semester.

I. STUDYING RELIGION

1. January 13 Introduction

2. January 15 What is religion?

Stephen Prothero, "Worshipping in Ignorance," *The Chronicle of Higher Education* (March 16, 2007) <http://chronicle.com/weekly/v53/i28/28b00601.htm> [Blackboard]

3. January 17 Defining religion

Nye, "Religion: Some Basics" [Blackboard]

*REQUIRED Reflection prompt: What definition best fits your current understanding of religion?
DUE WED. JAN 22

II. RITUALS AND FOUNDATIONAL STORIES

JANUARY 20 MLK HOLIDAY

4. January 22 Abrahamic religions

Genesis 12.1-13.18; 15.1-18.15; 21.1-22.19;

Qur'an, Surah 2. 127-141; Surah 37. 83-182.

*Reflection prompt: When (or with whom) would you begin the history of Judaism?
Christianity? Islam?

5. January 24 The idea of covenant

Genesis 9.1-9.17; Exodus 19; Deut. 4.44-11.32; 2 Corinthians 1-3; Romans 4.

Qur'an Surah 3.78-3.130; 6:74-90

*Reflection prompt: How do ideas about "covenant" reflect conceptions of the relation between humans and the divine?

Textbook Reading (January 27-February 7): Corrigan JCM: pp. 157-173, 205-218, 253-272.

6. January 27 Passover

Exodus 3; Exodus 6-7; Exodus 11-15.

* Reflection prompt: What are the essential elements of a Passover seder?

7. January 29 Ritual analysis

Haggadah excerpts [Blackboard]

*Reflection prompt: Is a Seder an inclusive or exclusive ritual?

8. January 31 Jews as the Chosen People: ethnicity, religion, or culture?

Psalms 115, Psalm 145; Deut. 12-17.

613 Mitzvot [Blackboard]

*Reflection prompt: Is Judaism a religion?

9. February 3 Exile and Redemption

Deut. 27-30; Isaiah 57-58; Psalm 27

*Reflection prompt: Compare two ways Jews define a righteous life.

10. February 5 Written and Oral Torah

Pirke Avot 1 [Blackboard]

Tractate Ta'anith 27b [Blackboard]

Tractate Menahoth 109b-110a [Blackboard]

* Reflection prompt: Is rabbinical Judaism the same religion as Temple Judaism?

11. February 7 Enacting this History

Daily prayers: Shema and Amidah [Blackboard]

*REQUIRED Reflection prompt: What do you consider the three most important characteristics of Judaism? DUE FEB 12

Textbook Reading (February 10-February 21): Corrigan JCM: pp. 174-190, 219-240, 273-294.

12. February 10 Easter

Luke 22-24

*Reflection prompt: What are the essential elements of an Easter service?

13. February 12 Ritual Analysis

Chart of Protestant Denominations (blackboard)

*Reflection prompt: Is Christianity a single religion or many religions?

14. February 14 Human Sinfulness

Genesis 3-10; Psalm 51; Isaiah 11

*Reflection prompt: What are some ways that Christian thinkers explain evil and suffering?

15. February 17 Jesus the Redeemer

Matthew 5-6; John 3; Romans 5-8

*Reflection prompt: What some differences between emphasizing Jesus as an exemplar and emphasizing Jesus's redemptive sacrifice?

16. February 19 Presence and Remembrance

Matthew 26; Mark 14 (compare to Luke 22); John 6: 25-59

*Reflection prompt: What are some differences between Christianities that emphasize Jesus' presence in the Eucharist, and those that emphasize communion as commemoration?

17. February 21 Enacting this History

Apostles Creed, Nicene Creed, [Blackboard]

Lord's Prayer: Matthew 6 and Luke 11

*REQUIRED Reflection prompt: What do you consider the three most important characteristics of Christianity? DUE FEB 26

Textbook Reading (Feb 24 –March 7): Corrigan, JCM, pp. 191-202, 241-250, 295-304..

18. February 24 Hajj

Qur'an Surah 2. 196-219. Malcolm X on the Hajj [Blackboard]

* Reflection prompt: What are the essential elements of the Hajj?

19. February 26 Ritual Analysis

Virtual Hajj and Rituals of Hajj and Umrah [Blackboard]

*Reflection prompt: In what ways is the Hajj transformative?

20. February 28 Muhammad the Prophet

Life of Muhammad [*Sirat Rasul Allah* of Ibn Ishaq] (excerpts) [Blackboard]

Qur'an Surah 96; Surah 1, Surah 87.

*Reflection prompt: How is Muhammad an exemplar for Muslims?

21. March 3: Forming the Ummah

Qur'an Surah

*Reflection Prompt: How does the concept of the Ummah influence your understanding of Islam as a religion?

22. March 5 Muslim variations

Elegies on the death of Husayn [Blackboard]

*Reflection prompt: Is Islam a single religion or multiple religions?

23. March 7 Enacting this History

Salat prayers [Blackboard]

*REQUIRED Reflection prompt: What do you consider the three most important characteristics of Islam? DUE MARCH 19.

MARCH 10-15 SPRING BREAK

III. TEXTS AND AUTHORITIES

Textbook Reading (March 17 – April 4): Corrigan, JCM: pp. 1-39, 55-67, 77-100, 115-138

24. March 17 Ancient kingdoms and their texts

Genesis 1-2; Genesis 6-9; Genesis 37.

* Reflection prompt: Do you think we should understand the Bible as a historical text?

25. March 19 Apocalyptic

Daniel 7-8; Daniel 10-12

* Reflection prompt: What are some of the assumptions historians use in interpreting a Biblical book such as Daniel?

26. March 21 Paul's epistles

1 Thessalonians

* Reflection prompt: How did those in the Jesus Movement know that they were following the teachings of Jesus?

MIDTERM ESSAY DUE MARCH 21

27. March 24 Gospel variants

Mark 13-16, John 19; (review Luke 21-24);

Excerpt from Gospel of Thomas [Blackboard]

*Reflection prompt: Do you think it is possible for historians locate the "historical Jesus?"

28. March 26 Bishops and the Biblical Canon

Clement of Rome, Ignatius of Antioch; Irenaeus of Lyons, Athanasius [Blackboard]

* Reflection prompt: What do you think was the most important criterion bishops used to establish the canon of the Bible?

29. March 28 Rabbis and the Oral Torah

excerpts from the Talmud [Blackboard]

sample Talmud page (follow the hyperlinks!):

<http://www.ucalgary.ca/~elsegal/TalmudPage.html#Page>

* Reflection prompt: How did the early rabbis connect their teaching to the authority of Moses and the Torah?

30. March 31 Christians and Jews

Matthew 23, 27; John 8. Acts 7; Galatians 1-3

*Reflection prompt: Is Christianity anti-Jewish?

Last day to change a course to Pass/Fail, or to Q-drop a course.

31. April 2 The Qur'an
Qur'an Surah 17, Surah 53, Surah 10
*Reflection prompt: Should we study the Qur'an by understanding the context in which this text was written down?

32. April 4 The Sunnah of the Prophet
Qur'an Surah 62
Examples of hadith [Blackboard]
*Reflection prompt: How did Muslims ensure that they were following divine revelation and the example of the Prophet?

Textbook Reading (April 7 – April 14) Corrigan, JCM pp. 40-52, 101-112, 145-155

33. April 7 Schools of Law and the Ulama
Al-Baghdadi on the law and its variations [Blackboard]
*Reflection prompt: Why is law (shariah) important for Muslim practice?

34. April 9 TBA

35. April 11 TBA

RITUAL OBSERVATION PROJECT DUE APRIL 11

36. April 14 Jews, Muslims, Christians and the encounter with classical thought
Excerpts from Ibn Sina, Maimonides, Aquinas [Blackboard]
*Reflection prompt: Was Greek philosophy a problem for Jewish, Christian, and Muslim thinkers?

PASSOVER APRIL 15 (EVENING OF APRIL 14) TO APRIL 22

Textbook Reading (April 16-May 2) Corrigan, JCM 68-76, 138-144, 309-354

37. April 16 Christians, Muslims and Jews: the Crusades
Urban II at Clermont [Blackboard]
* Reflection prompt: Were the Crusades religiously motivated?

38. April 18 Mysticism
Poems and prayers [Blackboard]
* Reflection prompt: Why are mystics problematic for religious authorities?

ROMAN CATHOLIC, PROTESTANT AND ORTHODOX EASTER: APRIL 20

39. April 21 Christian Reformation I: Sola scriptura
Luther on his conversion [Blackboard]
*Reflection prompt: How did Luther change Christianity?

40. April 23: Christian Reformation II: Born Again
John Wesley's Sermon [Blackboard]
* Reflection prompt: What are some ways Christians react to the modernization of nineteenth and twentieth century society?

41. April 25: Jewish Orthodoxy and Reform
Pittsburgh Platform of 1885; Columbus Platform of 1937 [Blackboard]
* Reflection prompt: Why was it a problem for Jews to be considered national citizens?

42. April 28: Islamic Reform Movements

Sayyid Qutb, "Introduction" [Blackboard]

* Reflection prompt: Do Islamic Reform movements embrace modern society or do they react to it?

43. April 30: Jews and Muslims and Christians in the Middle East

TBA

* Reflection prompt: What does Jerusalem symbolize for Jews, Christians, and Muslims?

44. May 2 Conclusions

*REQUIRED Reflection prompt: In what ways has this course changed your understanding of religion? DUE MAY 7

DATE OF SCHEDULED FINAL EXAM: FINAL ESSAY DUE